

To study the practical problems of attention and memory processes in children with speech defects

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Annotation: This article describes the practical study of attention and memory processes in children with speech defects, phonetic and phonemic disorders of speech, bilingualism - bilingualism, disorders of pronunciation of sounds, and provides psychological recommendations.

Keywords and phrases: children with special needs, memory, attention, children with speech defects, phonetic and phonemic disorders of speech, bilingualism, pronunciation disorders, speech development.

The global socio-economic and geopolitical processes taking place at the beginning of the 21st century are changing the ideological landscape of the world and requiring the formation of a new way of thinking and worldview. Today, the main goal of the education system is to have a direct knowledge of the social sciences and humanities, a high level of legal literacy, to be able to compete in the world through their knowledge, to have their own civic position, to respect the motherland and the nation. aimed at the formation of the ability to express feelings of love in preschool educators. The Universal Declaration of Human Rights, adopted by the United Nations in 1949, emphasizes that "education is a fundamental and inalienable right of every human being."

The Convention on the Rights of the Child, adopted by the United Nations in 1989, is an international treaty on human rights designed to ensure the universal enjoyment of the rights of all children.

In the Republic of Uzbekistan, the state pays increasing attention to improving the content of education for children and adolescents in need of special assistance. The Constitution of the Republic of Uzbekistan is reflected in the Law "On Education" and the Law "On Social Protection of Persons with Disabilities in Uzbekistan".

Diagnosis of children with special needs from an early age, preparation for education, quality organization of comprehensive psychological, medical and pedagogical assistance, improvement of normative and legal documents, implementation of state standards of general education in all areas of special education. Adaptation is being carried out. Internationally, the practice of educating children with special needs in special or general education institutions to the best of their ability and integration among healthy peers is also widely promoted in Uzbekistan.

The development of the system of pre-school education, the involvement of children in pre-school education, preparation for school is considered one of the priorities of state policy in the field of education. In this regard, the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the system of preschool education in 2017-2021" no doubt. Particular attention will be paid to the training and development of highly qualified educators and coaches for the preschool education system.

The pre-school education system is the primary and most important part of continuing education. Experts estimate that 70 percent of all information and data a person receives in a lifetime is received by the age of five. That is why pre-school education is very important for children to grow up healthy and well-educated.

The President of the Republic of Uzbekistan Shavkat Mirziyoyev pays special attention to this system. Several meetings have been held on this issue, and historic decisions are being made.

As a result of the analysis, in a short period of time three major documents - the Resolution of the President of the Republic of Uzbekistan dated September 9 "On measures to radically improve the system of preschool education" No PP-3261, September 30 "Preschool education Decree No. PF-5198 "On measures

to radically improve the management of the system" and Resolution No. PP-3305 "On the organization of the activities of the Ministry of Preschool Education of the Republic of Uzbekistan."

In order to further improve the system of preschool education, not only to strengthen its material and technical base, but also to expand the network of preschool education institutions, provide qualified teachers, radically improve the level of preparation of children for school education, education application of modern educational programs and technologies in the process, creation of conditions for all-round intellectual, moral, aesthetic and physical development of children, creation of conditions for all-round intellectual, moral, aesthetic and physical development of children taking into account advanced foreign experience, Introduction of modern educational programs and technologies widely used in the world practice in the educational process, improvement of curricula and programs of training and advanced training of teachers in preschool educational institutions, taking into account modern pedagogical technologies and methods. . It shows the need for in-depth psychological and pedagogical study of each child in case of developmental disabilities to choose the right form of education from an early age, to identify individual means of influence.

On the issue of incomplete speech development in preschool children, R.YE. Levina, VK Orfinskaya, SA Kovshikov and others have identified ways to determine the development of speech in different directions and to take corrective action.

N.N. Traugott organization of speech development; R.YE. Levina, "Learning the Speech of Non-Speaking Children"; G.I. Jarenkova said, "They found it difficult to master grammatical concepts in speech development.

On the problem of incomplete speech development in the Republic of Uzbekistan LR Muminova developed a system of "correctional and pedagogical work in children with incomplete speech in preschool age" (1991). On "Phonetic and phonemic disorders of speech and ways to overcome it" M.Y. Ayupova (1992); In her research, YA Babayeva showed that "the reasons for the lack of speech development are the result of bilingual blingivism." In 1991, IG Veretennikova conducted research on the development of grammatical components as a result of "sound pronunciation disorders" and ways to correct deficiencies.

In her research, H.M. Pulatova (1994) substantiated the "methods of activating lexical activity by determining the reason for the incomplete development of speech and the lack of development of vocabulary."

A special method in the form of an "educational experiment" is used to diagnose the peculiarities of cognitive processes in preschool children.

We conducted our research in the children of the preparatory group of the special preschool No. 14 of Koshtepa district.

A total of 14 children with incomplete speech were included in our study. 8 of them are boys and 6 are girls.

We studied the development of memory and attention in children with speech impediments. Techniques such as "Visual Memory", "Long-Term Memory", "Put the Signs", "Remember the Dots and Put them in Their Place" were used.

We studied the processes of memory and attention using methods used in psychology. The study was conducted in Phase III.

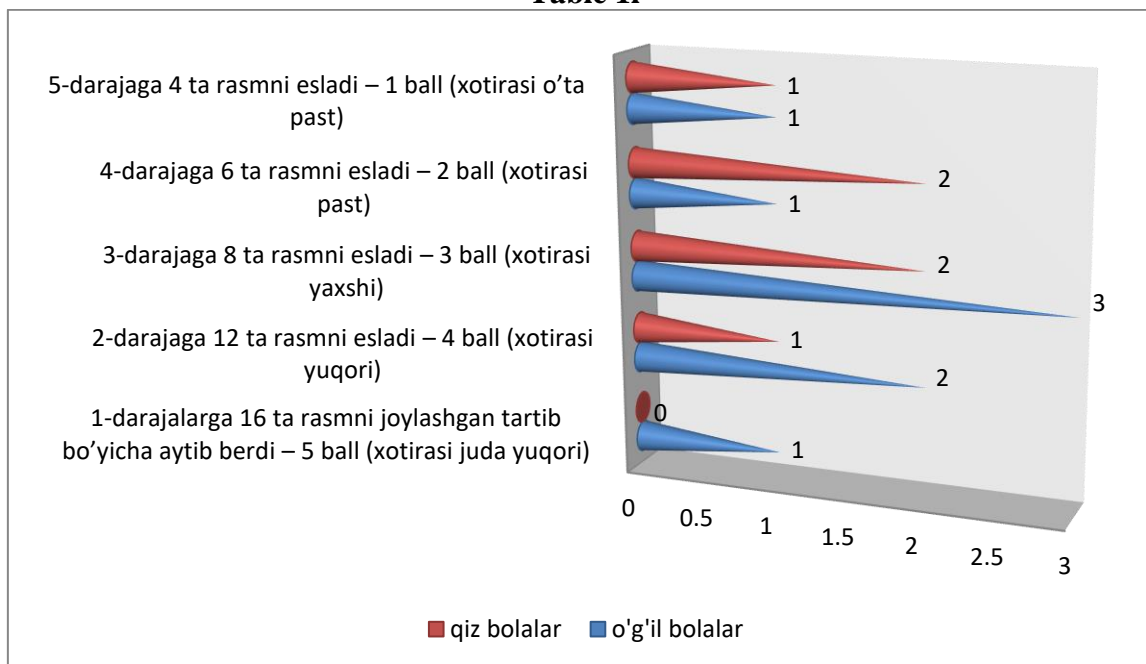
In Phase 1, a group psychologist, speech therapist, and parents were interviewed. Children's development and medical records were studied.

In Phase 2, the memory and attention processes of underdeveloped children were examined using a variety of methods.

In Phase 3, the results of the inspection were summarized and explained. The study found that almost all children with incomplete speech had deficiencies in the development of mental processes, especially attention, memory and imagination.

A total of 14 children completed the Visual Memory task. Examiners were shown 12 different pictures and figures. After instructing the test taker to look at them for 2 minutes and memorize them, they are asked to recite them in the order they wish.

Table 11



According to Table 1, the memory level of 14 children was divided into:

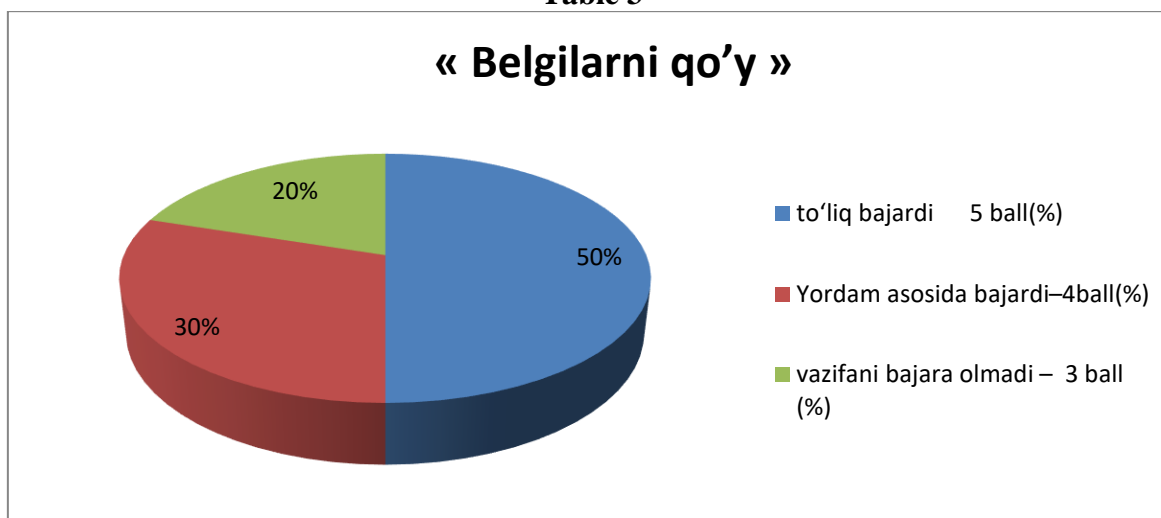
Level 1 told 16 pictures in the order in which they were placed - 5 points (very high memory) 1 respondent;
 Level 2 recalled 12 pictures - 4 points (high memory) 3 respondents;
 Level 3 recalled 8 pictures - 3 points (good memory) 5 respondents;
 Level 4 recalled 6 pictures - 2 points (low memory) 3 respondents;
 Level 5 remembered 4 pictures - 1 point (very low memory) and 2 respondents.

Table 2

Methodological system	evaluation	Percentage of completion	Number of participants
5 points		50 %	7 ta
4 points		30 %	4 ta
3 points	1	20 %	3 ta

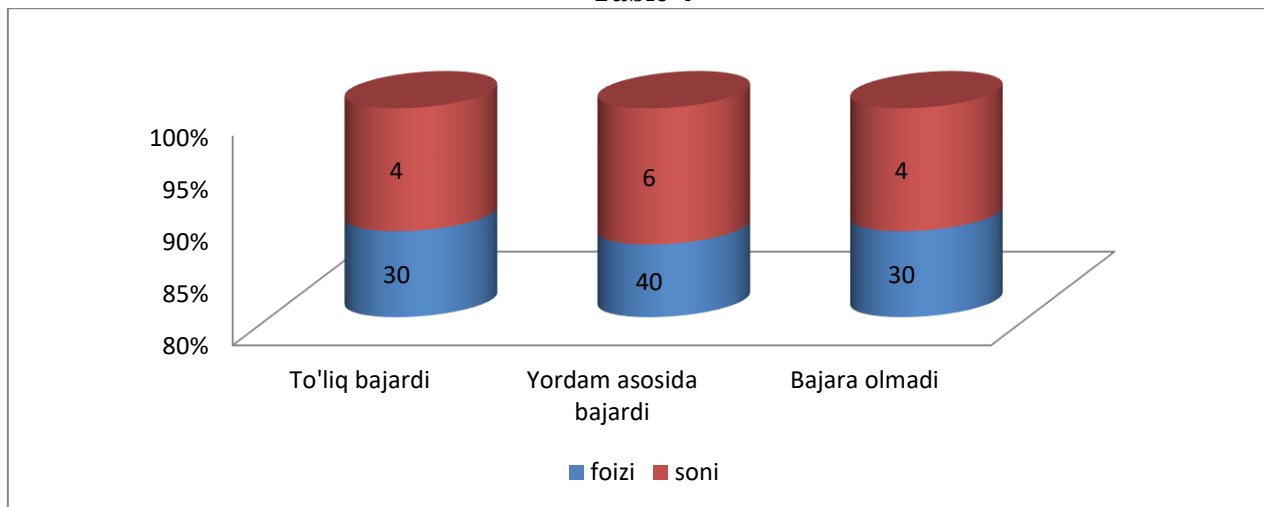
According to Table 2, 14 (100%), 7 (50%) of the total number of children were able to repeat the tasks given by the method "Long-term memory test" almost completely, and the remaining 30% (4) children were able to repeat the tasks. the results were below normal. They were able to remember only two or three of the 12 words given, and 20% (3) of the children were unable to complete the task.

Table 3



According to Table 3, in the “Put the Signs” method, 7 (50%) out of 14 (100%) children were able to complete the task, and 30% (4) children identified the missing signs after the referral questions. Even with the help of 20% (3) of the children, they could not complete the task

Table 4



According to Table 4, 30% (4) out of a total of 14 (100%) children completed our task using the “Remember the points and put them in place” method, 40% (6) children performed with the help, and 30% (4) children performed the task unsatisfactorily.

Children with special needs are educated in 8 types of special preschools and special schools in the country. In particular, children with severe hearing and hearing impairment, blind, visually impaired, deaf children, children with severe speech defects, oligophrenic (mentally retarded) children, children with impaired locomotor system, mental special preschools and special schools for children with developmental disabilities (RRS), under which clubs and groups are organized.

The main task of special preschool institutions for children with speech disabilities is to prepare children with special needs for independent living, adapt them to social life, eliminate deficiencies in the child's cognitive activity, actively improve the functions of all organs, improve mental processes, especially memory and attention. to form a positive content, to form in children with disabilities the most basic qualities necessary for our independent homeland, perfection and moral habits and qualities. To gain knowledge and understanding of the environment to develop cognitive processes.

In order to create a healthy, natural environment in the preschool, to treat them properly, to increase the desire to talk to others, to develop the cognitive process, to increase efficiency, not only for simple observations (observations) on the surrounding objects, but also field trips for study, as well as the transfer of knowledge, skills and abilities acquired in the study of the environment through the processes of attention and memory to work, as well as the formation of motives to meet their physical needs, to correct or alleviate speech defects in children with speech defects. To increase the effectiveness of memory and its types in speech development, and through activities to teach children not only to observe, but also to see objects, their parts, elements, to perceive processes and events, and to think about them. The process of attention and memory in children with speech defects is a complex process that cannot be studied with multiple methods. Therefore, the authors who studied this process partially empirically analyzed the process of attention and memory in a group of children and gave practical recommendations.

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