

### The Technological Basis for Teaching Literacy to Children Whose Speech is Not Fully Developed

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#### ABSTRACT

*when teaching literacy on the basis of the Latin alphabet to children whose speech is not fully developed, it was thought about the organization of the workflow, sound analysis content, vocabulary wealth, the grammatical side of speech, preparing and teaching them to the basket through special development.*

The question of checking and eliminating the general underdevelopment of speech (children whose speech is not fully developed) in preschool children is of great interest now, requiring a deeper study of it both theoretically and ammologically. By the general underdevelopment of speech in children whose hearing and intelection are in the norm, such a form of speech analogy is understood that the formation of all structural parts of speech is impaired in this. (Phonetic-phonemic, lexical and grammatical side of speech), dividing the incomplete development of speech by R.E. Lvina (1951) points out, it is not without some, one form of defect pathology that different causes occur through mechanisms and have a structure with different defects and symptoms, respectively.

The child's entry into school is an important stage in life and changes the social situation in its development. It is important that seven-year-old children have a competent expression, expanded speech, the amount of knowledge, skills and abilities. R. E. Levina, N. A. Nikashina, G. A. Corner, L. F. Spirova, G. E. Chirkina, A. V. Yastrebovas proved that there is a direct relationship between the level of development of the child and his literacy ability.

He believed that education should begin in the period of formation of the mental functions of a preschool child. The most effective assimilation of literacy by children occurs at the age of 4-5 years, during the so-called "Language talent", during the period of the child's special sensitivity to the sound side of speech in preschool age. One of the main tasks of working with children who have difficulties in learning to read and write is to form their psychological training, a sufficient level of general development and mental abilities.

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In the modern methodology of teaching literacy, it is generally accepted that a practical acquaintance with the sound side of a word is a prerequisite for mastering reading and subsequent writing. The methods of teaching elementary literacy are based on the sound analytical-synthetic method, which requires both the analysis of the sound side of speech and the synthesis of sound, syllables and words. Studies of a number of psychologists, teachers, linguists (D.N. Bogoyavlensky, A.R. Luria, G.A. Tumakova, D.B. Elkonin, etc.) an elementary knowledge of the phonetic features of a sound word confirms that it also affects the development of a child's general speech:

- ✓ Suction
- ✓ grammatical structure
- ✓ dictionary
- ✓ articulation

It is very good that a child with speech impairments comes to school not only with phonetically accurate, grammatically correct, lexically expanded speech.

Speech disorders are a fairly common phenomenon not only among children, but also among adults. The causes of these disorders are very diverse. But they are the result of timely or ineffective help. These violations, not corrected in time in childhood, lead to difficulties in communicating with others and the emergence of complexes in children, preventing them from gaining knowledge and fully revealing their intellectual capabilities. Long-term practice shows that a child with speech disorders can be excluded from such a state with systematic work.

Sound and its graphic image - letters. The ability to read is formed only after the child has mastered the combination of speech sounds into syllables and words. K. D. Ushinsky emphasized conscious reading and writing only those who understood the sound-syllable composition of the word. In order for the child to quickly and easily learn written speech, as well as avoid many mistakes, learning should be started with sound analysis and synthesis, which should be based on a stable phonemic perception of each sound of the native language. Imperfect phonemic perception, on the one hand, has a negative effect on the development of sound pronunciation of children, on the other hand, it slows down, complicates the formation of sound analysis skills, without which it is impossible to read and write completely. With the help of analytical-synthetic activity, the child compares his imperfect speech with the speech of his teacher and the formation of sound pronunciation. The lack of analysis and synthesis affects the development of pronunciation as a whole. However, if the presence of primary phonemic hearing is sufficient for everyday communication, then it is not enough to master reading and writing.

When teaching children to read and write, when classes are held without taking these factors into account, the following mistakes are common.

- difficulties in combining sounds into syllables and words;
- mutual exchange of phonetically or articulatorily close consonants (whistling, hard-soft,

sound-deaf);

- letter reading (B,O,O,K);
- violation of the syllable structure of words;
- the reading speed is very slow;
- impaired reading comprehension;
- replacement of letters indicating that the process of differentiation of corresponding sounds, similar to acoustic or articulatory properties, is incomplete;
- addition of vowels and consonants;
- combining words in a letter;
- separate writing of parts of a word;
- abandonment, Assembly or replacement of joints;
- spelling errors.

One of the main sections of the work on teaching literacy is the formation of sound analysis and synthesis in children, which consists of the following components:

- ✓ formation of concepts and assimilation of terms: word, sentence, syllable, sound, consonant and vowel, deaf and sonorous, hard and soft sounds;
- ✓ formation of ideas about the linear sequence of sounds in a word and the number of sounds in a word;
- ✓ development of the easiest form of analysis based on improved pronunciation skills of articulation of vowels (a,u,e,o,o') - selection of the first vowel from the beginning of the word;
- ✓ formation of the ability to divide words into syllables using a visual support scheme, in which a long line is a word, a short line is a syllable;

To teach literacy children whose speech in preschool age is not fully developed correction of sound pronunciation defects in them, phonemic perception development of sound analysis content aims to build skills we found it necessary to carry out work together.

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