



METHODOLOGY OF THE USE OF LOGOPEDIC TERMS IN KINDERGARTENS

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Abstractt

This article analyzes the use of speech pedic terms in kindergartens, their methodological foundations, their correct application in practice and their role in the process of modern speech pedic education. Today, in the elimination of speech defects in preschool educational institutions, the science of speech and its terminological base play an important role. The article also substantiates the necessity of introducing logopedic terms into pedagogical environment and their methodological correctness.

Keywords: Speech therapy, speech therapy terms, methodology, preschool education, speech disorders.

LOG IN

In today's era of globalization, the changes in the field of education require the provision of high-quality educational process, especially in the preschool education system. Especially in children, delays in speech development, pronunciation defects and other speech-pedic problems should be the focus of attention of the pedagogical community. In this direction, it is important to form the mechanisms of accurate diagnosis, correction and development of speech therapy in the field of speech, in particular through logopedic terms. Logopedic terms are an important tool for the methodological implementation of diagnostic and therapeutic works, accurately expressing the concepts in this area.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

For effective speech therapy activities, it is necessary to thoroughly master the basic terms of speech therapy and correctly apply them in practice. Terms such as "dyslalia", "dysarthria", "alalia", "stammmering", "rhinolalia", "aphasia" accurately describe the type of speech disorders that occur in children. If teachers working in preschool education institutions do not correctly understand the semantic load of these terms, the possibility of making mistakes in speech therapy activities increases.

Methodologically, the use of logopedic terms covers several stages. Stage 1 - determination of teachers' speech pedic knowledge and level of preparation for terms.





The second stage is the use of logopedic terms in practice, that is, definition of appropriate methodological approaches for each type of speech disorder. The third stage is the integration of logopedic terms into pedagogical jargon, their adaptation to children, development of simple and understandable translations when working with parents.

For example, the term "dyslalia" refers to a defect in phonematic hearing or pronunciation. To correct it, articulatory gymnastics, phonetic-analytical methods, game-based classes are used. Also, the use of age-appropriate special methodological materials, visual aids and audiovisual means around each speech pedic term increases the effectiveness of education.

Today, speech pedic terminology is introduced into preschool education through interactive methods and technological means. In particular, explaining terms to children in an understandable way with the help of multimedia resources serves to activate their speech activity. However, misinterpretation of logopedic terms, misunderstanding them simply as "name of the disease" can lead to negative consequences. Therefore, every teacher must thoroughly master the basic concepts of speech therapy and be able to properly integrate them into the preschool educational process.

Methodological approaches need to be designed in such a way that they are inclusive of speech therapy terms, not only for teachers, but also for parents and children themselves. This is because speech therapy sessions with a child are often closely related to the social environment in the family. In this context, the social, linguistic and psychological aspects of logopedic terms need to be analyzed together, and an integrated methodological approach to these terms is required [1].

RESULTS

When using logopedic terminology, the main emphasis should be placed on its functional significance and adaptability in the pedagogical environment. Terms serve not only to identify speech defects, but also to correctly select corrective methods and evaluate the results. Therefore, understanding and using speech pedic terms directly related to practical training is an important criterion that indicates the level of methodological literacy of a specialist. For example, with the help of such terms as "bradilalia" – slow speech, "tahilalia" – fast and unfluency speech, "logoneurosis" – a form of psychogenic stammering, the logopedic situation is more accurately analyzed and a methodological strategy is formed.

At this point, it is necessary to dwell on another important point - the classification of logopedic terms. In practice, the terms are classified as: a) etiological (based on the





cause of the defect); b) functional (depending on the degree of speech impairment); c) localization (based on the site of failure) [2]. This classification makes it possible to organize on a systematic basis the diagnostic and therapeutic stages of speech pedic activity. For each category, you need an individual methodological approach, classes, and educational and didactic materials.

When working with preschool children, speech pedic terms should be interpreted in a form adapted to the psychology of children. The terms used here in the process of communication with the child should be simplified through the pedagogical "code". For example, when working with a child, it would be more appropriate not to use the term "aphasia" directly, but to explain this situation in such a way that the child can understand, for example, "because the brain is tired, you forget the words, but we will find them." Such methodological approaches form a positive attitude towards speech activity, intrinsic motivation and self-confidence in the child.

In the conditions of modern speech therapy, information and communication technologies (ICT) are emerging as a means facilitating the understanding of speech pedic terms and their application in the classroom. Multimedia dictionaries, visual-pedagogical graphics, interactive programs provide modern interpretation of speech pedic terms. For example, in software such as Speech Therapy 3D, graphic expression, phonetic exercises, and correction strategies are combined for each logopedic term. This simplifies the pedagogue's work with terms and allows for an individual approach [3].

Another pressing problem from a methodological point of view is the insufficient integration of logopedic terms into state educational standards and programs. Currently, the "First Step" program only covers the elements of speech therapy in a limited way, and many terms and their practical approach depend on the personal competence and initiative of speech therapists of the institution. To eliminate this condition, manuals, terminological dictionaries, educational and methodological complexes created on the basis of logopedic terms should be officially integrated into the educational process.

The methodology for the use of speech-pedic terms should not be limited to verbal training, but should be conducted in harmony with written speech activities, auditory perception, dramatization elements and play technologies [4]. This method helps to develop children's speech in all rounds. For example, conveying to a child in the form of a role-playing game social events involving speech-pedic terms through the "exercise-essay" technology not only introduces him to the term, but also teaches him to positively perceive his speech deficit.





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In conclusion, it is said that the use of speech pedic terms in kindergartens on a methodological basis is relevant not only for speech therapists, but also for every preschool educator. It is possible to increase the effectiveness of prevention and correction of speech speech defects by studying speech terms in depth, correctly using them, developing methodological approaches in practice and their adaptation to the pedagogical process. At the same time, the integration of speech therapy, linguistics, psychology and pedagogy is the main scientific and methodological direction. In the future, the important task is to expand scientific researches in this direction, to create a national classification of logopedic terms and to introduce them into practice.

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