

Imkoniyati Cheklangan O'Quvchilardatabiiy Fan Darslaridabog'langan Nutqning Buzilishi

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Abstract:

It is aimed at determining the formation and qualitative characteristics of coherent speech in science lessons for students with disabilities.

Keywords: Opportunity, action, speech, tool, society, communication, related.

The formation of connected speech in natural science classes for students with disabilities is carried out at a slow pace and is characterized by qualitative features. They are delayed for a long time during the question-and-answer and situational speech stages. The transition to an independent statement continues through the middle schools. In the process of telling a story, schoolchildren need systematic support, which manifests itself in the form of constant encouragement, questions or advice from adults. Situational speech, that is, it is easier to do based on clarity, a specific situation, so in lessons we use schemes, various plans, algorithm of actions.

Dialogic speech is not sufficiently formed in schoolchildren. Dialogic speech precedes the development of monologic speech and prepares its development. Children do not understand the need to clearly and clearly convey the content of any event, that is, they are not directed to the interlocutor.

Linked statements are poorly developed and fragmented. In the story, the logical sequence, the connection between its separate parts is broken. Linked texts often consist of separate parts that do not form a single whole, and are distinguished by the brevity of the presentation.

One of the reasons for the delay in the formation of connected speech of students with disabilities is that their speech activity is too weak and ends too quickly. In the process of monologue speech, there is no external stimulation, the concretization and development of the story is carried out by the child himself. The lack of discretion of students with disabilities also plays a negative role in the

process of speaking. When the child becomes interested in the topic of the story, the nature of the connected statements also changes, they become more extensive and connected, the number of words in the sentence increases. Thus, motivation plays a major role in the formation of connected speech in natural science lessons.

Repetition is easier for students with disabilities than independent storytelling. But repetition has a number of properties. They skip many important parts of the text, convey the content in a simplified way. Lack of understanding of temporal spatial relations is revealed. Often, on the basis of random associations, they add events, details that are not present in the text.

Features of speech development of students with disabilities. Specific features of speech disorders in students with disabilities are determined by the features of higher nervous activity and their mental development. Underdevelopment of higher forms of cognitive activity in children, concreteness and superficiality of thinking, slow development of speech and its qualitative uniqueness, violation of verbal regulation of behavior, immaturity of the emotional-voluntary sphere are noted.

The late development of speech is characteristic of them. There is a sharp delay in the period before speech vocalization. If spontaneous speech usually appears in children from 4 to 8 months, then speech in mentally retarded children is recorded from 12 to 24 months. In children with mental retardation, the first words appear after 3 years (from 2.5 to 5 years). Usually, the appearance of the first words in children between 10 and 18 months.

There is a significant delay in the emergence of phrasal speech in students with disabilities. At the same time, the time interval between the first words and phrasal speech is longer than that of normal children.

General characteristics of speech disorders. Speech disorders in students with disabilities are systematic, i.e. all components of speech are disturbed: phonetic-phonemic side, vocabulary, grammatical system. Impressive (speech comprehension) and expressive (active expression) speech is not formed. Impaired oral and written speech in most cases.

All operations of speech activity turn out to be unformed to a certain extent. Weakness of motivation, decreased need for speech communication, programming of speech activities, implementation of the speech program and control of speech, comparison of the obtained result with the initial plan.

The level of creation of a speech statement is impaired at different levels: semantic, linguistic, sensorimotor. The least developed are complex levels (semantic, linguistic) that require a high level of formation of analysis, synthesis, generalization operations.

Students with disabilities, like normal children, have all forms of speech disorders (dyslalia, rhinolalia, dysphonia, dysarthria, alalia, dyslexia, dysgraphia, stuttering, aphasia). A semantic (semantic) defect dominates the structure of systemic speech disorder.

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