



THE ROLE OF CORRECTION THROUGH BREATHING AND ARTICULATION EXERCISES IN THE DEVELOPMENT OF SPEECH

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Abstract

This article presents the ideas about the importance of breathing and articulation exercises in eliminating speech defects, the inextricable link between speech breathing and the formation of oral speech, its expression of a system of psychomotor reactions, the subordination of the character of speech breathing to intraspeech programming, semantic, lexical-grammatical and intonational enrichment of the statement.

Keywords: Respiratory muscles, articulation, respiratory organs, speech breathing, speech exercises, oral speech, pathology, intonation, correction.

Introduction

Speech is one of the functions that ensure human life. Normally, the physiological breathing process occurs rhythmically. The depth of breathing corresponds to the body's need for oxygen. Inhalation is a relatively active basis of breathing compared to exhalation. During exhalation, the diaphragm muscles relax. Together with the intercostal muscles that raise and lower the chest, the diaphragm rises and compresses the lungs. The diaphragm is the main driving force in the provision of breathing and participates in breathing.

Respiratory disorders have been studied by a number of researchers. The studies of the authors G. Gutsman 1924, Z. G. Nelyubova 1938, I. M. Got 1971, N. N. Ostanin and others show that in rhinolalia breathing is accelerated and superficial.



This condition is due to the following. The amount of air exhaled through the nose increases to 77% of the total amount of air exhaled, speech exhalation is incorrectly distributed during the pronunciation of the word: the air runs out in the middle of the word. (V. N. Yakovenko - 1966) with artificial elimination of the condition of air leakage through the nose (compression of the wings of the nose), the amount of air exhaled increases, but spirometric indicators still do not reach the norm. (T.N. Vorontsova - 1966, A.V. Koval - 1968, A.K. Arifdzhanov - 1974).

Preschool children have different age levels, and accordingly, the types and levels of activities carried out with them are also different. For example, children aged 3 to 5 years old play simple forms of the game, while games with stuttering children aged 5-7 years old are somewhat more complex. Games with such children are mainly carried out in groups. Sometimes the child wants to play alone.

We can include several exercises in the types of games for the development of speech breathing with children: didactic exercises, movement exercises, exercises aimed at whispering, dramatized exercises, exercises with singing, movement exercises related to sports, etc. As speech therapists, we use not only one of these types of exercises to develop speech breathing, but all types of exercises. If we give a child the same type of exercise, what will he do, he will get bored and will not complete the task given. Therefore, a speech therapist must be creative, he must show children different types of exercises each time. Below we recommend a set of the most effective exercises.

The first set of exercises.

The first set of exercises is performed for a week and consists of singing different syllables.

Exercises 1-2. Perform inhalation through the mouth and pronounce syllables while singing on the exhale.

The second set of exercises.

The second set of exercises is performed for two weeks.

Exercise 1. Perform inhalation through the mouth and pronounce two-syllable words (syllables) while singing on the exhale.

The following words are used: dad, boy, apple, field.



Exercise 2.. Perform inhalation through the mouth and pronounce a three-syllable word (syllable by syllable) while singing.

The following words are used: shabada, mashina.

The third set of exercises. The third set of exercises is performed for one week.

Exercise 1.. Perform inhalation through the mouth and pronounce a two-word sentence while singing.

Sentences consisting of two-syllable and three-syllable words are used.

Exercise 2.. Perform inhalation through the mouth and pronounce a three-word sentence while singing.

Sentences consisting of two-syllable words are used. For example: the bird entered the nest.

Exercise 3..Perform oral breathing and sing four-word sentences while exhaling.

Sentences with two-syllable words are used. For example: A guest came to our house.

The fourth set of exercises.

The fourth set of exercises is performed for a week.

Children are offered not only to repeat the sentence together with a speech therapist or to repeat the given example and scheme, but also to independently complete the sentence by naming the given subject and picture.

All exercises are structured similarly, but at first only the pictures with the subject change, then the individual words in the sentence, and then the sentence as a whole change. Exercise: Perform inhalation through the mouth and pronounce a four-word sentence while exhaling and singing it together with the conjunction.

The fifth set of exercises.

The fifth set of exercises is performed for two weeks

Exercise 1. Pronounce two poetic sentences while singing them according to the scheme.

Exercise 2. Pronounce four poetic sentences while singing them according to the scheme.

Children are used to use poems or excerpts from them.

Stage V. Development of speech breathing in the process of pronouncing a prose text.



Objective:

To practice speech breathing in the process of pronouncing a prose text. The approximate duration of the stage is four weeks

Exercise 1. Pronounce two sentences in a prose text based on the scheme.

Pronounce three to four sentences in a prose text based on the scheme.

Pronounce a prose text, in which it is necessary to complete each sentence by immediately naming the given object or picture.

Independently retell the text while demonstrating the given picture or object material (fruits, vegetables, etc.).

Conclusion

The development of speech breathing in a child occurs in parallel with the development of speech. At 3-6 months, the respiratory system begins to prepare for the implementation of sound reactions, that is, at an early stage of speech ontogenesis, a diffuse reworking of the coordination of the fan-like respiratory mechanisms underlying oral speech begins.

Thus, speech breathing is a manifestation of the system of psychomotor reactions that is inextricably linked with the formation of oral speech. The nature of speech breathing is subject to internal speech programming, that is, to the semantic, lexical, grammatical and intonational enrichment of the statement.

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