Criteria for Choosing ways to Plan and Solve Problems and Errors that Elementary School Students Have Made in Writing Works

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Abstract: This article examines written work to improve the speech of primary school students, including teaching methods for writing essays, and provides various recommendations and conclusions. Based on the topic, interactive lessons, lesson plans, and special training programs can be created to develop an interactive learning environment for primary school students to solve their writing skills. The effectiveness of the use of written work in the educational process in the development of speech in primary school students will be improved.

Keywords: dysgraphia, agrophy, dilexia, alexia, legosenia, graphostenia, articulation, acoustics, automation, differentiation, analysis, synthesis

While oral communication is used to communicate directly with others, written communication is a means of communicating with people who have lived in a different situation, in a different place, in a different time. Written speech is the most convenient means of voluntary expression in our thoughts. Organizes the process of reading and writing a written speech. In order to understand written speech, it is necessary to take a special order, that is, to be literate. Written speech is based on oral speech.

Due to the complexity of written speech mechanisms, there are various difficulties in its formation. Defects in written speech in speech therapy are dysgraphia (Greek dis-disorder, grafo-writing), agrophy (a-denial, no grafo-writing), dilexia (Greek dis-disorder, lego reading), alexia (Greek a-denial). to do, no, lego-read).

Representatives of correctional pedagogy have developed valuable theories about the shortcomings of written speech. Kusmaul (1877) and Berkan (1881) showed in their scientific works that deficiencies in reading and writing were independent speech defects. Until now, deficiencies in written speech were considered one of the main hallmarks of the mind.

Beginning in the second half of the 19th century, scholars suggested that deficiencies in written speech be termed Legocenia and Graphostenia, as they were caused by superficial, dissatisfied perceptions of reading and writing. In 1907, the Russian scientist KN Monakhov considered defects in written speech as a sensory feature of aphasic disorders related to sensitivity. Well-known clinicians-neurologists R.A. Tkachev and S.S. Munkhin suggested that defects in written speech should be called alexia, agraphy, as speech defects caused by inability to remember syllable images, incorrect pronunciation of sounds.

Deficiencies in written speech were noted by scholars M.Y.Khvatsev, R.Y. Levina, F.A. Rau, R.T. Voskis, S.S. Lyapidevsky, L.F. Spirova, N.A. Nikashina, O.A. Tokareva, O.V. Pravdina, V.G. Petrova, V.V. Voronkova, A.V. Yastrebova, G.A. Kashe, and others studied them in detail and considered them to be defects in oral speech and phonemic hearing.

The ability to analyze and synthesize speech, that is, the ability to analyze and compose, develops in a child with the formation of oral speech. Spoken speech impediments the development of written speech. There are a number of shortcomings in the written speech of children who have difficulty pronouncing sounds correctly and distinguishing them by hearing. They drop and rewrite letters as they read and write.
Defects in written speech can also be related to misunderstandings of letter form. In doing so, the child confuses the letters and their elements in terms of spelling.

Dysgraphia and dyslexia are common among schoolchildren. It is recommended that the errors in the writing of the diagrams be grouped into specific groups. These are: 1. Phonetic and phonemic errors - pronunciation (articulation) and perception (acoustics) of similar sounds, for example: gul-kul, zina-sina, bog-poxx, daftar-taftal and hk 2. Deficiencies in word structure: a) replacement of syllables, for example: mashin-manashi, randa-radan; b) omitting vowels: grapes-grapes, snakes-ihn, cherries-glos, books-books, omissions of consonants, for example: friendship-friendship, car-maina, holiday-barm; g) not to write the syllables to the end, for example: bola-bol, plum-olri, cherry-cherry, lenta-leta, anor-ano; d) adding extra, unnecessary vowels or consonant letters, for example: chair-chair, board-board, duck-ordin, spring-spring, carpet-carpet. 3. Write one word in two or two words together, for example: Spring has come. 4. Replacing letters with similar shapes and spellings, their elements, for example: sh-i, t-p, l-m, i-sh, s-v, b-d, g-l, z-and others. Swap the positions of letter elements in space: s-z, v-u, s-e. 5. As a result of fine motor skills of the arm muscles, impaired motor skills, incorrect spelling of letters, not drawing lines in the notebook, overlapping syllables and words, and so on. 6. Errors in grammatical character (morphological, spelling, syntactic, punctuation errors, etc.) Because the child confuses the left and right sides, the letters are written as they appear in the mirror, for example: s-s, b-b, l-l, d-d.

Writing deficiencies are often accompanied by dysgraphia, and reading impairments are often accompanied by dyslexia. Dyslexia alone is rare as an independent speech disorder. Alternating symptoms of dyslexia: inability to attach letters to syllables; 2. Improper, slow reading of letters and syllables as a result of repeated repetition, dropping, substitution; 3. Replacing parts of speech, syllables, suffixes with other letters, syllables or words 4. Punctuation, non-compliance with pauses, pauses and pauses , reading the second part of the first word with the first part of the next word.

Reading is a type of speech activity that is closely related to the pronunciation and comprehension of sounds. To the mechanisms of reading in the literature on psychology, firstly, the connection between the reading of the word, i.e. the graphic side and the pronunciation, and secondly, the understanding of the meaning of the word read, i.e. the conscious o ' winter is approaching. In order for reading skills to be perfect, both aspects of the learning process need to be intertwined and shaped. Otherwise, it is impossible to understand the material and provide conscious reading. Although the symptoms of dyslexia mentioned above are more related to reading techniques, they all affect conscious reading. The literature on speech therapy describes dysgraphia, agraphy, dyslexia, ways and methods of overcoming alexia. L.I. Yefimenkova and IN Sadovnikova in the book "Ispravleniye i preduprejeniye dysgrafii u detey" propose to eliminate dysgraphia in the following order: 1. Preparatory period. During this period, students’ reading and writing skills are assessed: analysis and synthesis skills are developed; auditory and visual analyzers, phonemic hearing, auditory and visual memory will be developed. 2. Work is underway to separate vowels and letters. 3. Consonant sounds and letters are separated and differentiated. 4. Work on the word, give knowledge about the structure and content of the word. 5. Work on speech.

This speech therapy method is designed to address gaps in written speech as a result of underdeveloped phonemic skills in analysis and synthesis skills. Speech therapist O.V. Pravdina recommended to eliminate the shortcomings in written speech in three stages. In the first stage, it is recommended to differentiate between voiced and unvoiced, explosive п, т, к sounds and letters.

At this stage, it is recommended to conduct articulation exercises to teach the pronunciation of sounds with complex articulations, such as sh, j, l, r, and to work on some grammatical concepts. The second stage involves the pronunciation, automation and differentiation of sounds such as s, z, sh, s, ch, b, g, d, l, r. Each session at this stage should focus on teaching the analysis and
synthesis of syllables, words and phrases. The third stage is recommended to teach mastication (automation) and differentiation (differentiation) of sounds, which in the early stages are taught to pronounce correctly by increasing the interconnected oral and written speech. are given.

Many speech therapists (MYKhvatsev, RYLevina, FARau, RILalayeva, IKSadovnikova LN Yefilinkova RMBoskis, etc.) recognize that speech defects are defects that occur as a result of poorly developed oral speech, and use them to improve oral speech, who proposed a remedial methodology by consistently carrying out specific work on the entire speech system. Classes on this technique require work on sounds, syllables, words, sentences, and connected speech. However, the direction and content of this work is determined by the general knowledge of people with written and oral disabilities, their ability to read and write, what they find difficult in reading and writing, what mistakes they make, and their causes.

L.F. Spirova and A.V. Yastrebova recommend that the shortcomings of written speech observed in the speech of primary school students be eliminated by working on the whole speech system in three stages. In the first stage, it is planned to carry out the following work on phonetics - the phonemic component: 1. Formation of ideas about the structure of the word from sounds; 2. Development of phonemic reading and analysis-synthesis skills; 3. Overcoming pronunciation defects. The first stage requires children's attention, memory development, self-management, self-examination, and clear, complete answers to questions. In the second stage, work is carried out to eliminate lexical and grammatical shortcomings, to develop auditory perception. In the third stage, the sounds are reinforced, introduced into the child's speech, and analytical skills are developed.

Thus, speech impediments are considered to be one of the most complex speech impediments. Prevention of these deficiencies should be carried out with preschool children. Further development of the child's oral speech spatial perception, memory, attention, analysis and synthesis activities, speech analysis, work on vocabulary, development of the grammatical component, elimination of shortcomings in oral speech, development of fine hand movements especially important.

List of used literature: