Correction of Speech Defects of Preschool Children

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Abstract

In the modern world, a child is raised in a technologically enhanced setting. This significantly modifies kids' perceptions and learning styles, proves the value of using interactive digital tools with young kids, and motivates them to adopt appropriate speech and behavior. Speech restraint exercises are essential. This study will focus on the use of pedagogical technology tools used in preschool institutions to encourage discussion about the future uses of digital technologies, examine theoretical literature, and correct speech therapy.

Keywords: Preschool education, young children, speech therapist, speech correction, pedagogical and digital technologies.

Introduction

The use of technology to provide expanded education inside and outside of the preschool institution, including the improvement of children's speech defects, can be promoted and supported at any time. It is seen as a more all-encompassing approach to education that aids in monitoring and assessing the development of kids. There are several digital solutions that can be used using digital technology. In a pre-school educational setting, the use of digital technologies for the improvement of teacher-student working together, altering the educational process, and correcting children's speech and language work promotes education in the educational process and the acquisition of specific abilities. This is stressed from the perspective of preschool education. Computers can help kids read and think more critically in a variety of subject areas, and they may also make their metacognitive abilities more useful in today's world. One of the essential adjectives that must initially exist in the educator is "culture of speech." This develops both the instructor's and students' conversational skills. This talent is enhanced during the educator's activities, the requirement for specialized work and exercise is raised, and due to the successes obtained, skill and skill are produced. The perfect mastery of Uzbek literature's language is the foundation for achieving the culture of children's speech. To do this, it is important for the educator to know the rules of literature, to constantly read works of art literature, to memorize poems and to conduct conversations with children.

Situational-children's lexicon (speech) in the form of business communication is associated with a concrete predicate situation. This situation can be seen that in the speech of the child there will be a lot of words related to the category of nouns. Words in the adjective category either do not meet at all, or represent only external features of their composition: color, size (96,4% of all adjectives). 98 % are used only in relation to actions with a concrete predicate. Children are liberated from the attachment to obtain knowledge about many things and events from adults in their non-communicative, cognition-oriented (not depending on the situation-situational) communication. There will eventually be a vocabulary that reflects the various

traits of the entities in the environment. Words connected to the category of adjectives suggesting aesthetic properties (11,25%) and words denoting emotional properties (5%) are very prevalent, as are words in the category of verbs denoting willpower and intellectual actions (6,24%).

When a youngster uses non-communicative-personal communication to inquire about interpersonal relationships by contrasting his viewpoint with that of adults, there is a general grammatical difficulty in his speech. Adjectives that reflect aesthetic qualities account for 14,65% of words in the category of quality, while those that indicate moral qualities account for 9,3%. Attributive words, which represent exterior traits, make up 69,80% of words in this category. Verbs that convey intellectual and willpower actions have much more use in speech and make up 9,76% of all verbs.

 functions of young children's speech development. Children between the ages of three and five still need people' attention and are still able to communicate with them and understand them. Adults gain the capacity to feel and comprehend the causes of mood changes through trust-based communication and their emotional state (joy, pleasure, melancholy, peace of mind, impatience, etc.). An entirely new way of conversing with adults—discussing engaging subjects—emerges. It was initially designed for cognitive activity combined with adults (such as experimenting with games, subjects, and toys, making something out of paper and natural materials, etc.). By the end of the child's fifth year of life, it will then appear to be a "theoretical" dialogue on the topics of cognition, which is not connected with a particular situation.

Children and adults become emotionally estranged as a result of their insatiable urge to communicate with an adult. It can show itself in a variety of ways: some kids get agitated, hurt, and cry even over insignificant things; others show negativism and violence. The participant will continue to play as a partner in the game in the fourth year of the child's life, which is an equal one. First and foremost for him is a shared practical activity (drawing, making something, drawing up, etc.). The young youngster makes the most straightforward appeals to his or her friend and analyzes their behavior. By questioning their friends whether they still do this or that, five-year-old children evaluate the touch of the soul negatively.

By the age of five, the desire for interaction with peers and the cooperative activities that they play together that make up the foundation of children's society substantially increases. The child starts to understand his place among his peers by the fifth year of his existence. The child's ability to understand his own "I" is facilitated through interaction with adults and peers. The creation of the picture of I takes place throughout the same connection. His need for acceptance, a favorable evaluation, and acknowledgment is met under good educational circumstances, that is, when peers and adults interact with the youngster with kindness. Aggression, self-insecurity, and growing independent are all effects of negative communication.

The child typically has a higher opinion of himself or herself. A small child overestimates his personality naturally and appropriately; this is a special defense mechanism used to shield a person from harsh criticism ("ardent") or comparisons of his conduct or activities to some sort of ideal, such as those of his peers. As time goes on, the youngster develops an evaluation that takes into account both his or her own opportunities and accomplishments in many types of activities, as well as what they say and do. By the age of five, the repercussions of his actions

for himself, other people, and his own bodily and mental state may all be evaluated. To him, "if I do evil to someone, it does not suit both him and me, we will both be offended.

S. N. Karpova's study revealed that the child has a much more stable tendency to become oriented in the situation that determines what is said to him if certain actions with a word that is an element of speech activity are required to be performed, for example, the task of separating words from the composition of the sentence. Children repeat the phrase "from head to foot" in response to the query of how many words make up the given term. For instance, when it is mentioned that "the ball went round," the youngster responds that there is only one word—"the ball went round"—in the entire phrase.

Preschoolers who are raised in the spirit of lofty values are taught to love and be loyal to their country and their people, and they are instilled with the belief that there are no interests higher than those of the people, nation, and society. Of course, the educator plays a unique and significant role in this.

Whether technology aids children in learning is a valid question. The issue of how this can be done in preschool settings with technology is centered on collaboration and communication, meta-competences, and creativity. Children's speech issues, which can be resolved with the use of digital technologies, are dealt with using a variety of programs or video games. It is imperative that possibilities for the use of technology in speech and remedial work in preschool schools with kid-friendly software be developed. The approaches and procedures utilized in the past are still apparent to these kids, even though cognitive actions no longer happen sequentially and they are not suitable for traditional education.

In conclusion, Digital technology is a pedagogical instrument that can fully replace human interaction, but when used with purpose, it can also enable children to take part in the speaking and correction processes. For the youngsters themselves, it is thought to be fascinating and helpful. Preschoolers nowadays desire quick communication and a graphical environment, but they are not averse to experimenting with cutting-edge smart technologies. Digital technologies are available for carrying out individualized pedagogical and remedial work due to the well-organized education, content, technology, and environment in which students engage with one another. The use of digital technology can aid children with their speech and early reading skills. As a result, speaking is extremely important for preschoolers' development. As a result, it is seen to be crucial for the development of the speech cultures of both instructors and those around the preschool-aged child. The development of speech is a preschooler's most crucial characteristic. The educator properly plans for speech development.

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