

The Impact of Phonetic Defects in Speech on Academic Performance and Literacy

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Abstract: This article analyzes the impact of phonetic-phonematic deficiencies in children's speech on educational activities and the process of literacy formation. It is highlighted that incorrect pronunciation of speech sounds, insufficient development of phonemic perception, and difficulties in differentiating sounds are important obstacles to the formation of reading and writing skills. It also explains the connection of phonetic-phonematic development deficiencies with written speech disorders such as dysgraphia and dyslexia based on scientific sources. The article shows the effectiveness of early detection of speech defects, systematic organization of correctional and speech therapy work, and didactic games and exercises aimed at developing phonemic perception. The importance of speech therapy correction in supporting the speech, cognitive, and communicative development of children is substantiated, and the pedagogical conditions necessary for the successful acquisition of literacy are described.

Keywords: Sound, literacy, phonetic-phonemic development, speech disorders, reading and writing skills, speech therapy correction, speech development, dysgraphia, dyslexia, correctional and pedagogical work.

Introduction: Speech is one of the most important means of human cognitive activity, communication process and education. A person acquires knowledge about the world around him mainly through speech, expresses his thoughts and establishes social relations. Therefore, the full development of speech in childhood is an important condition for the intellectual, communicative and emotional development of a person. Especially in the preschool and primary education period, the sufficient phonetic-phonemic formation of speech is considered one of the main factors in the successful acquisition of literacy.

The psychological and pedagogical foundations of the process of teaching literacy have been widely studied by such scientists as A.N. Leontyev, L.S. Vygotsky, S.L. Rubinstein. According to their scientific views, the child's speech development is inextricably linked with the formation of such mental processes as thinking, memory, attention and perception. Teaching literacy is

one of the most important stages in the development of preschool children and is one of the main indicators determining the child's readiness for school education.

One of the important components of school readiness is speech preparation. R.E. Levina, L.F. Spirova and G.A. Chirkina in their studies emphasize the direct relationship between the level of speech development of preschool children and their ability to master literacy. In their opinion, such skills as the development of phonemic hearing, the correct pronunciation of sounds, and the ability to analyze the sound composition of a word are necessary conditions for acquiring literacy.

Literacy teaching is a purposeful, consistent and systematic pedagogical process, the main task of which is to prepare a child for the conscious mastery of reading and writing. Reading and writing are complex types of speech activity that are closely related to each other. Writing is the process of expressing oral speech through a system of graphic symbols, while reading is

the process of converting written symbols back into oral speech. Both types of activities require sufficiently developed phonemic perception, analysis and synthesis skills.

G.A. Kashe emphasizes that the correct pronunciation of all speech sounds is of particular importance in preparing preschool children for literacy. Because each letter is a graphic representation of a certain sound. If a child cannot hear sounds clearly or pronounce them correctly, he will have difficulty mastering the connection between letters and sounds. Therefore, in the process of preparing for literacy, it is important to teach children to distinguish between vowels and consonants, determine the place of sounds in a word, divide them into syllables, and perform sound analysis and synthesis.

The formation of phonemic perception has a positive effect not only on the speech, but also on the general cognitive activity of the child. The ability to hear, distinguish and analyze sounds serves the development of attention stability, auditory memory and thinking. On the contrary, deficiencies in phonetic-phonemic development can create serious difficulties in the process of acquiring literacy. Such children are observed in cases of substitution, omission of sounds, confusion of similar sounds. As a result, the speed and quality of reading decreases, and dysgraphic and dyslexic errors appear in writing.

Disorders in sound pronunciation negatively affect the child's oral and written speech activity, creating various difficulties in the process of reading and writing. Such difficulties, in turn, reduce the effectiveness of educational activities, weaken the child's self-confidence and cause problems in the process of communicating with peers. Therefore, the early detection of phonetic-phonemic defects and the timely organization of speech therapy aimed at their correction are of great pedagogical and social importance.

Sound pronunciation disorders are understood as incorrect pronunciation of speech sounds, replacement of one sound with another, omission or distortion of pronunciation. Such defects can occur due to defects in the structure and movement of the articulatory apparatus, insufficient development of phonemic hearing, some functional disorders in the activity of the

central nervous system, as well as under the influence of an unfavorable speech environment. Correct pronunciation of speech sounds is of great importance for a child's assimilation of the language system, effective communication with others, and subsequent successful acquisition of reading and writing skills.

According to the definition of N.I. Jinkin, phonemic perception is a component of physiological hearing, which represents a person's ability to analyze speech sounds, distinguish them from each other, and identify certain phonemes. Phonemic perception is an important component of speech development, allowing a child to hear sounds, compare them, determine their place in a word, and perceive them as a unit of meaning differentiation. It is precisely the sufficient development of phonemic perception that ensures the successful course of the literacy teaching process.

The lack of formation or poor development of phonemic perception leads to a weakening of the ability of children to distinguish sounds from each other. As a result, the child cannot fully perceive speech sounds, confuses similar sounds, and has difficulty understanding their meaning-differentiating properties. This complicates the process of mastering the connection between letters and sounds. In the process of acquiring literacy, the child, first of all, needs to develop the skills of hearing, distinguishing, analyzing sounds, and associating them with the corresponding graphemes. Insufficient development of this process leads to the slow formation of reading and writing skills.

Children with pronunciation disorders often have difficulty teaching literacy. For example, difficulties in distinguishing acoustically and articulatory similar sounds such as "s-sh", "z-j", "r-l", "b-p", "d-t", "g-k" lead to the substitution of letters in writing, omissions or additions of extra letters. In some cases, due to incorrect analysis of the composition of words, the child substitutes syllables or writes words incorrectly. This leads to the appearance of dysgraphic errors in written speech and dyslexic difficulties in the reading process. As a result, the rate of assimilation of educational materials decreases and has a negative impact on the child's overall academic success.

Deficiencies in the pronunciation of speech sounds affect not only the child's speech activity, but also his mental development. Difficulties in communicating

through speech can lead to a child's lack of self-confidence and reduced social activity. Such children are shy when communicating with their peers, tend to participate less in group activities, and avoid expressing their thoughts freely. In some cases, they may be ridiculed or criticized by their peers because of their speech deficiencies. This negatively affects the child's emotional state, causing anxiety, shyness, and decreased motivation to learn. From this point of view, speech disorders should be assessed not only as a linguistic problem, but also as a complex pedagogical and psychological problem that affects the child's personal and social development. Early detection of sound pronunciation disorders and timely organization of corrective speech therapy are important in preventing subsequent learning difficulties. In the process of speech therapy, articulation exercises, breathing exercises, tasks aimed at developing phonemic perception, sound analysis and synthesis exercises are systematically used. These works serve to improve the child's speech activity, correct pronunciation of sounds and successful acquisition of literacy.

Didactic games occupy a special place in the process of correctional and speech therapy work. The main advantage of didactic games is that they allow children to carry out educational tasks in an interesting and motivating way. Since gaming is considered a leading type of activity for preschool children, the inclusion of game elements in speech therapy classes increases the effectiveness of education. During the game, the child, while performing the tasks set by the speech therapist, imperceptibly develops speech skills.

Didactic games help children develop phonemic hearing, auditory attention, auditory memory, sound analysis and synthesis skills. The use of fairy-tale characters, toys, pictures, cards and other visual aids increases children's interest in the lesson and increases the effectiveness of correctional work. In the process of the game, the child participates as an active participant, learns to think independently, compare sounds and draw conclusions. Therefore, didactic games are one of the effective means of eliminating phonetic-phonemic deficiencies, preventing dysgraphia and dyslexia, and preparing children for successful literacy.

Several methods can be recommended to develop phonemic perception, help prepare students for error-

free writing and reading in literacy, and prevent dysgraphia and dyslexia in students.

1. The game "The sound hid".

Speech therapist: raise your hand when you hear the sound A at the end of a word.

The speech therapist says several words: wood, car, milk, star, window, pen, curtain, etc.

- distinguish between consonants with and without consonants.

- find the first and last sound.

2. The game "Builders".

Speech therapist: "If you hear the sound A, write the letter A; if there is no sound, put a dash, remember these words, pronounce them", etc.

The second part of the exercise develops auditory memory. If the child has not yet mastered the writing process, you can use different flags: if the word contains the sound A, the flag is lowered to the side, if not, it is lowered to the side.

3. The game "Who can come up with more words":

Speech therapist: "Come up with a word that begins with the sound U".

4. The game "Word Chain":

Options:

1. Any words;
2. Words defined by topic (cities, flowers, names, animate objects, etc.).
5. The game "Place the words in the houses".

Each house has a different number of windows, the first has only one window, the second has two windows, the third has three, etc.

Speech therapist: "Name the word and think about which house it "lives in." For example, the word "rocket-ra-ke-ta" lives in the third house, because the word is three-syllable and contains 3 vowels. The word "elephant" lives in the first house.

6. The game "Collect the word": making words from "scattered" letters, syllables.

The following methods are recommended to make it easier for the child to remember letters:

- A large (5-6 cm) "difficult" letter is written, the child paints it.

- Forming letters from plasticine.
- Cutting letters along the contour.
- Writing letters from threads.
- Making letters from wire.

The methods used in the correctional work process create a diverse and interesting speech environment, which helps to solve the problems of eliminating speech defects in preschool children more effectively and in a short time, and activates mental activity.

CONCLUSION

In conclusion, phonetic and phonemic speech defects affect the process of children's literacy development. Incorrect pronunciation of sounds, insufficient development of phonemic perception, difficulties in distinguishing sounds create problems in the formation of reading and writing skills. In order to successfully master literacy, children must have sufficiently developed sound-letter analysis, phonemic hearing and speech skills. Therefore, early identification of speech defects, systematic organization of correctional and speech therapy work, and effective use of didactic games provide positive results. Also, innovative and interesting methods used in correctional classes increase children's speech activity, enhance learning motivation, and serve to effectively form literacy skills.

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