

# Preparing Children with Speech Impairments to Learn to Read

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**Abstract:** This article is aimed at studying special pedagogical approaches and methods of preparing children with alalia speech deficiency for literacy. Alalia is a severe speech disorder resulting from organic damage to the speech areas of the cerebral hemispheres, which sharply limits the development of oral speech in children and subsequently leads to serious difficulties in mastering written speech (reading and writing) skills. The article analyzes differential approaches used in preparing children with different forms of alalia for literacy. Problems with articulation and phonemic perception in children with motor alalia, and speech comprehension and auditory memory defects in children with sensory alalia complicate the process of learning to read. Therefore, traditional literacy teaching methods need to be adapted for these children and special methods need to be developed.

**Keywords:** Alalia, motor alalia, sensory alalia, literacy preparation, phonemic perception, phonemic analysis and synthesis, special pedagogical methods, individual educational program, multidisciplinary approach.

**Introduction:** From the moment a child is born, he is surrounded by various sounds, for example: human speech, music, rustling of leaves, chirping of birds, etc. However, of all the sounds that a child's ear can perceive, only speech sounds in words serve as the main tool for him to communicate with adults, exchange various information, and motivate him to activity.

Everyone who communicates with children knows that even a one-year-old child understands more words than he can say, but despite the child's good pronunciation and perception, his speech is not fully formed. The full formation of all aspects of a child's speech develops intensively and rapidly during preschool and school age. Scientific and theoretical approaches to clarifying and substantiating the problem of speech development in children with underdeveloped speech, which is of great importance, are based on the integration of initial theoretical positions, the position of philosophy, general and special sciences, pedagogy and psychology. The development of the research concept, its scientific and theoretical understanding and justification, the organization and testing of experimental work, the analysis and discussion of existing materials, as well as the drawing of conclusions are carried out to a certain extent with constant reliance on the existing general

pedagogical and psychological laws, principles, and effective pedagogical tools in general pedagogy, psychology, and defectology. The development of a child's speech depends not only on perception and pronunciation, but also on the child's ability to distinguish the sound composition of words in his own speech and in the speech of others. Psycholinguists have established that perception serves to distinguish sounds outside of speech and sounds in speech. Sounds in human speech carry meaning. The sound in speech that carries meaning is called a phoneme. Phonemic perception is the ability to hear a meaningful sound, a phoneme, distinguish it from other sounds, and determine its quality (vowel, consonant, sonorous, voiceless, frontal, back, gliding, etc.). If a child's phonemic hearing is not well developed, he will not be able to correctly perceive the meaning of words, because he will substitute similar sounds, for example, boy-poy, tul-kul, bas-tas. As a result of the underdevelopment of phonemic hearing, various speech defects are observed in the development of speech. Phonemic perception gradually improves towards the formation of pronunciation.

A.R. Luria, having studied speech in all aspects, came to the conclusion that expressive speech and impressive speech are interconnected. Speech hearing disorders certainly affect pronunciation and to some extent

negatively affect the formation of not only the phonetic-phonemic component of the speech system, but also the lexical and grammatical components. Conversely, disorders of articulatory processes affect speech perception and the ability to understand the impressive, that is, the content of the word. In order to understand speech, it is necessary to observe the following conditions: a) the ability to distinguish the subject; b) attentive observation of the object; c) emotional state, etc. The issue of speech perception has also been widely studied in methodological and pedagogical literature. An analysis of this literature shows that as a result of repeated repetition of speech development exercises, what is being pronounced and what is being shown become inextricably linked, and this connection manifests itself in several stages. At first, the adult's question does not affect the child in any way, the child does not even look at the object. At the second stage, the child develops a spontaneous movement towards the question and looks in the direction where the object is, directing his attention. At the third stage of speech perception, the essence and content of the object are not important for the child, but the intonation, rhythm, tempo, logical emphasis of the question being asked - the main criterion, the main impetus. At the last stage of understanding the speech of others, he manages to connect the object with the word denoting the object, as a result, he tries to creatively search to find this object in other places. The last stage of speech perception and understanding is called the initial form of understanding the speech of others and the attempt to respond to it, in particular, to perform one or another action in response to the interlocutor.

Often, speech disorders are associated with the inability of children to distinguish phonemes in their native language through hearing. The inability to fully perceive phonemes causes them to be unable to pronounce them correctly. In addition, impaired phonemic hearing does not allow children to acquire the necessary amount of vocabulary and grammatical structure. This, in turn, limits the full development of connected speech. Severe speech disorders cannot be eliminated without correcting phonemic perception. The skills of analyzing and synthesizing sounds are formed on the basis of the ability to clearly distinguish phonemes in the native language through hearing and prepare the ground for learning literacy. Therefore, in order to learn to read and write, a child's phonemic perception must be developed.

Thus, the development of phonemic hearing in children with severe speech disorders is one of the important problems of speech therapy.

It is recommended that speech therapy work on the

development of the ability to distinguish phonemes in children be carried out conditionally in six stages:

- Understanding non-speech sounds;
- Differentiating the same word, phrase, sound combinations and sentences;
- Differentiating sounds that are similar in sound composition;
- Separating syllables. That is, differentiation;
- Separating, differentiating phonemes;
- Analyzing sounds, forming elementary reading and writing skills.

In the literacy system, the pronunciation of sounds plays a key role in learning letters.

The content of the lesson is divided into periods.

1st period. Fulfillment of tasks for the formation of a sound culture of speech in large groups to form readiness for literacy;

2nd period. Alphabetic period of literacy. Familiarization with vowels (a, o, u, i); consonants m, p, t, k, s); formation of syllables from the cut alphabet (mu; su); analysis and synthesis of sounds after words (qor, par); retraining by adding additions to the word; substitution; replacement of sounds; reading with thought.

3rd period. Literacy. Expansion of the volume of letters and sounds being studied (sh, r, l, z, s, ch); Analysis and synthesis of 1-syllable words (table), 2-syllable words (mouse), 3-syllable words (glasses), exercise on a specific letter omitted in a word; reading syllables; composing words from syllables; reading together; dividing a sentence into words; determining the number and order of words in a sentence.

N.A. Chevel'yova recommends conducting speech therapy work on the development of the ability to distinguish phonemes in children conditionally in six stages:

1. Understanding non-speech sounds;
2. Differentiating identical words, sentences, sound combinations and sentences;
3. Differentiating sounds that are similar to each other according to the composition of sounds;
4. Separating syllables, i.e. differentiation;
5. Separation, differentiation of phonemes;
6. Analysis of sounds, formation of elementary reading and writing skills.

In schools, hearing and distinguishing sounds in speech begins mainly in the pre-alphabet period. The newly learned sound is isolated from other sounds familiar to children, its pronunciation is taught. Then the graphic

symbol of this sound - a letter is shown and syllables and words formed from newly learned letters are taught to read (K. Abdullaeva).

It is necessary to develop reading skills in every child from the moment they first learn to read. The child is prepared for reading as follows:

- a) Analyze and break down the sentence into sound analysis;
- o) Teach the child to be able to replace each single letter with a sound, and to pronounce this sound correctly;
- z) Teach the child to quickly and correctly replace the articulation of each letter with the articulation of the second letter when pronouncing a letter combination in a word or syllable;
- g) Teach the child to reveal the meaning of the word being read in the process of reading, to ensure that the listeners understand it correctly.

An important condition for consistency in teaching methods is to achieve conscious acquisition of knowledge, skills and abilities by children, as well as to develop their mental abilities and creative activity. The methods used in the kindergarten educational process are aimed at improving the mental, moral and volitional development of children, at the same time increasing their interest in acquiring new knowledge, practical activity, and cognition, and helping them to master more complex relationships that arise during classes with the educator.

The requirements for children in the preparatory group for school are increasing for them to clearly, correctly and independently fulfill the daily routine. Great attention should be paid to the effective organization of classes, the provision of sufficient daytime sleep and walks. These qualities create the basis for the child's successful study at school.

The educational and developmental nature of education is a principle inherent in modern education. This develops interest in knowledge and cognitive processes in children. For this, the knowledge, skills, and abilities given to children are constantly being improved. As a result, children learn to perform actions according to the instructions and example of adults, to apply previously acquired knowledge in new activities, and to control and correctly evaluate their own behavior, work, and actions.

Children develop a conscious attitude to the task. The ability to listen carefully to the teacher's explanations and instructions, strive to achieve good results in their work, work attentively at a certain speed and consistency is formed, and working capacity increases.

During the lesson, the teacher should take into account

the specific characteristics of each child's attention, thinking, memory, level of knowledge and skills.

An individual approach to the educational process requires the gradual implementation of mental tasks and methods of their implementation. Through an individual approach, shy and sluggish children are activated, and the tasks given to children who master the material well are complicated.

The preparatory period of literacy training plays an important role in the life of a child. The main task of this period is to prepare the ground for the development of children's oral speech and the introduction of letter sounds. Children's speech, hearing, phonemic perception, and understanding of surrounding events are also developed from this period. Also, during this period, information is provided about speech, words, and sounds, and they are taught to memorize poems, to recite correctly, consciously, and slowly, one by one, according to the picture, and to regulate the strength of their voice.

During the preparatory period for learning literacy,

Work is carried out to develop children's phonemic perception.

When developing children's phonemic analysis skills, it is first necessary to develop their phonemic perception. In the initial sessions, children master various sounds using sound-emitting toys. The educator teaches them to listen to the sounds of pets, traffic signals, the sounds of nature (rustling leaves, gurgling water, chirping birds, etc.), as well as to pay attention to people's speech.

The activities aimed at developing phonemic perception in children of the preparatory group should be carried out in a systematic sequence. Initially, the activity is carried out using the fairy tale "How the Fox Catches the Mouse".

Children learn from the rustling sound that the fox has determined where the mouse is and conclude that sounds can only be heard with the ears.

### **Introducing the concept of "word".**

At the initial stage of working on the concept of words, it is important for children to learn to understand the meaning of the word they pronounce or hear. For this, various exercises are carried out on pictures. The educator explains that words represent a certain syllable and that the pronounced word cannot be seen like a picture, but can only be heard. In this way, the concept of "word" is mastered.

In the following lessons, preparation is made for conducting sound analysis using conditional signs. For this, the conditional sign of the word is introduced.

### **Introduction to the concept of "sentence".**

Working on a sentence is the main condition for developing children's speech. During the lessons, children must master the fact that a sentence is composed of words arranged in a certain order.

Initially, children are introduced to a sentence in a practical way. Therefore, dolls and toys, as well as children's movements, are used.

For example: "The bear is sleeping", "The ball is jumping", "The doll is crying", "Gulnara is eating" are formed. In the first lesson, children should be introduced to the conditional sign of the sentence.

### **Mastering the concept of vowels**

Providing an understanding of vowels is carried out simultaneously with strengthening the concepts of sentences and words. Children should learn that they can not only hear sounds, but also pronounce them. It is necessary to explain to children that during pronunciation, our tongues, lips, and teeth are actively involved in the speech apparatus. At the initial stage, the sound is studied in connection with specific images. For example, a - the girl is rocking the doll; o' - the wolf is howling in the forest; i - the mare is calling her mother; o - the girl has a toothache, u - she is groaning. After that, the educator shows how to pronounce the sound being studied. Attention is paid to the correct and clear pronunciation of the sound by children.

Children should make sure that the lips, teeth and tongue do not interfere with the pronunciation of the sound being studied. In the lessons, children compare the vowels a-u, o-i, i-u learned under the guidance of the educator and distinguish the common and distinctive features of these sounds.

It is explained to children that when pronouncing vowels, the sound does not encounter any obstacles in the oral cavity, that vowels form syllables, and that there are as many syllables as there are vowels in a word. Children should master these.

Then they are introduced to the conditional signs of vowels and exercises are performed with the participation of conditional signs. During the lesson, children learn to analyze sounds based on sound combinations and distinguish the number of vowels from a pronounced word. Work on vowels is further strengthened during the main period of teaching literacy.

### **Acquaintance with syllables**

Teaching children to divide a word into syllables is carried out in the following order based on simple vocabulary material: first, the word is pronounced completely, as a whole, then syllables, after each syllable is pronounced, a clap is made with the palm of

the hand. To master the division of a word into syllables, children need to count the number of claps and know that each clap represents a certain part of the word being pronounced. When dividing words into syllables, you can also use methods such as counting the fingers with your fingers folded, or saying the word with your palm resting on your chin.

When teaching the division of words into syllables, monosyllable words (dog, non, flour, house, salt...) pose the main difficulty. Often, children try to separate the last consonant sound into a syllable (tu-z, no-n). Therefore, when teaching the division of words into syllables, it is advisable to first use open two-syllable words (ol-ma, ol-cha, ruch-ka, ko-sa), and then use closed two-syllable words (ki-tob, ku-yosh, os-mon). Then work is carried out on three- and one-syllable words.

Work on syllables continues in the main period of literacy teaching, and strengthening work is carried out on syllable analysis.

### **Mastering the concept of consonants**

The concept of consonants is given in a certain sequence in literacy classes.

It is shown that the lips, tongue, and uvula are directly involved in the pronunciation of a sound.

There are 23 basic sounds: b, v, g, d, j, z, y, k, l, m, n, p, r, s, t, f, x, q, ch, sh, g', ng, h; the pronunciation of consonants is different from that of vowels. When pronouncing consonants, noise is produced by encountering obstacles in the oral cavity; consonants are divided into two: voiced and voiceless sounds, which are taught to children during classes and children should know.

When teaching children to read, they are taught only basic sounds, because these sounds are the basis of our speech.

Work on consonants is carried out according to the following plan:

1. The connection of the sound with a certain image or image.
2. Analysis of the articulation of the sound, identification of the obstacle in the oral cavity.
3. Determine the participation and location of sound in a word.
4. Introduce the conditional sign of a consonant.
5. Be able to distinguish words that are similar in sound composition, but differ in one consonant.
6. Compare consonants that are close and far in articulation, identify common and different signs in their intonation and articulation.

Introducing children to the conditional sign of a sound creates the opportunity to conduct a sound analysis of a word.

In each lesson, the teacher first assigns tasks to all children in the group, and then to each child independently. Tasks are selected taking into account the knowledge base and individual development of children.

Introducing game elements into the lesson, motivating children, etc., has a great impact on the effective completion of work.

During the main period of literacy training (November, December, January, March, April, May), the following tasks are carried out:

1. Associating the given sound with the letter symbol.
2. Introducing letters in printed and written form.
3. Teaching to perform exercises on sound-letter analysis and synthesis using hyphenated letters.
4. Building syllables and words using hyphenated letters and learning to read them.

Reading without an alibis requires the use of cut letters, various didactic materials and a group board. This allows children to establish independent work, increase their interest in the lesson. In addition, in such teaching, there are no cases of reading the word by heart.

In each lesson, work is carried out that develops children's speech and thinking. Written words and syllables play a large practical role in developing children's speech and thinking.

In each lesson, it is necessary to draw children's attention to more words, sounds and the structure of consonants. Children are explained that sounds are indicated by letters in writing, and that we need to know the letter in order to learn to read and write. They are taught to find the letter symbol of the sound being studied among the cut letters, to carefully observe its shape, structure and what it resembles. They make letters from a counting stick, from plasticine.

Lessons on teaching children to read can be conducted in the following order:

- a short conversation about pictures or stories they have heard;
- separating a new syllable in a word, sound analysis of syllables;
- composing and reading words from cut letters;
- independent word formation by children with a new syllable and/or independent change of a letter;
- checking their ability to read the constructed word aloud.

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