

PERCEPTION OF SPEECH DISORDERS, PECULIARITIES OF ATTENTION

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Abstract:

The present article critically analyses the peculiarities of attention with from different point of views. Perception, attention and speech are closely intertwined. Every perception, attention is expressed in speech. The content of perception and attention is largely determined by the richness of man-made experience, in which thinking and imagination develop. Speech is the key.

Keywords: speech, speech development, cognition, attention, memory, thinking, dysarthria, rhinolalia, alalia, dyslexia, dysgraphia, impressive, expressive speech

Phonemic impairment is observed in all children with speech impairment, with no correlation between speech-hearing and speech-motion analyzers. It is known that dysfunction of the speech analyzer in dysarthria and rhinolaryngitis can adversely affect the perception of sounds by hearing (GF Cergeyeva).

Children with speech defects have difficulty distinguishing sounds, which affects the development of the vocal side of speech. They also have a secondary effect on the pronunciation of sounds. Such children's speech defects, changes in pronunciation due to defects in the articulatory apparatus, many changes, the articulatory apparatus in the first place affects the phonemic perception as a result of incomplete performance of its function and prevents its formation. The relationship of humanity particularly with nature has been of contention since a few centuries now (Arora, P. et.al.2020).

In such cases, some features are observed. That is, the more sounds are formed in a child's pronunciation, the more the child perceives and distinguishes sounds. The formation of phonemic hearing affects all aspects of children's speech, depending on the overall

development of the child. It predominantly raises enquiries on the issues of identity, continuity, memory, alienation, assimilation and homecoming.(D'Rozario, et. al. 2020)

Speech in children with speech impediments is different from that in healthy children: they choose simpler concepts that are easier to understand. Most children with speech impediments focus on color rather than shape when they see geometric shapes. In children with speech defects, there are peculiarities in the formation of perception of the environment as a result of impaired perception of the optical environment, as well as incomplete other cognitive processes. The primary source was read a couple of times so that the character can become familiar in order to get a better clarity of the topic.(Dutta et.al.,2019)

Cognitive impairment in children is particularly strong in drawing: it is characterized by a small amount of detail in pictures and images, simplicity, simplicity, uncomplicated, as well as the amount of disturbances in the perception of the optical environment. Education is a process of human enlightenment and empowerment to achieve a better position in life (Mishra,S.K.&Mishra,P.2020)

In children with dyslexia and dysgraphia, cognitive impairment is sometimes manifested in writing defects. Studies have shown that the relationships between objects and the activities between them indicate that impressive speech is preserved. But in expressive speech, if children have severe speech defects, they misrepresent the means of speech communication in that relationship. This is due to the lack of semantic order in their speech.The old generation was troubled by youth's archness in the modern age (Manshi & Mishra, S.K. 2020).

Perceptual properties through tactile-motor organs are tested using the R.L.Ringel method. In this case, the child is instructed to feel the desired object from the objects placed in the "magic box". In children with speech defects, especially dysarthria and alopecia, fine motor skills are not well developed, and tactile-motor cognition is impaired.In all children with speech disorders, phonemic impairment is undoubtedly associated with impaired speech-hearing and speech-motion analyzers.

If this mental function lags behind their developmental level in preschool children with speech defects, they will not be able to adequately comprehend the holistic image of the subject. In children with speech impediments, the ability to comprehend the whole of the subject is impaired. Organic brain damage causes impaired optical-spatial perception. The values of ethics and usage of skills make us professionally strong when it comes to choice and decision making (Mishra,S.K. & Mishra,P. 2020)

So, perception and speech are closely related. Every perception is expressed in speech. For example, “this book,” “this man,” and so on. The content of perception is largely determined by the richness of man-made experience, in which thinking and imagination develop. Speech plays a leading role in this. In children with speech disorders, all types of cognition have their own characteristics. Therefore, in the correctional-speech therapy work with them, along with the correction of speech defects, it is also necessary to develop cognition. Specific attention span in children with speech problems. Attention is the concentration of consciousness on a point and its active focus on a specific object. Children with speech impairments have a number of characteristics, such as attentional variability, low voluntary attention, and difficulty in planning their actions.

Attention varies according to the presence of affective analyzers (sight or hearing): in children with speech impairment, concentration is a more complex process. For example, in preschool children with incomplete speech, errors in distinguishing colors, shapes, and spatial arrangements are common. Such children are unable to complete any work due to distraction.

In pre-school children with incomplete speech development, it is a difficult task to draw attention between speech and practical action. Deficiencies in children’s attention are observed throughout the work process. They have difficulty moving from one thing to another, from one type of activity to another. One of the reasons for this is whether there is a correlation between the contents of a series of work. If there is such a connection, the focus will shift quickly and easily. Another reason for the ease or difficulty of shifting attention is children’s attitudes toward what is being focused on and what is being done. The difficulty in concentrating in children with speech defects is also determined by their attitudes toward their own disabilities. Some children are aware of their shortcomings and are ashamed of them, others do not care about their shortcomings and do not try to correct them. These are the factors that prevent you from concentrating and overcoming speech impediments. Thus, in order to form the voluntary attention of children with any speech disorders, it is necessary to develop it regularly and systematically in the process of activity. It is necessary to take into account the specific manifestations of attention deficit disorder in each speech defect (alalia, dysarthria, rhinolalia, stuttering, etc.), and this work should be carried out in close connection with the development of other higher mental functions.

The first obstacle in the learning process is the primary defect. In later stages, secondary defects in mental developmental disorders begin to interfere with the child's social adaptation.

All types of disorders can be classified according to the specific rules of mental development of the child. All types of corruption have a low ability to receive, process, store and use data.

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