

**EFFECTIVE WAYS OF ELIMINATION OF LEARNING DISORDERS
IN PRIMARY CLASS STUDENTS**

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Abstract

Speech is invisible in the form of a unique complex structure of human conscious activity. Psychological tests and observations show that a baby begins to understand self-directed speech long before it can speak. Disruption of speech, limitation of speech behavior can have a negative impact on the formation of the child's personality, cause specific features of the emotional-volitional sphere, and pave the way for the development of negative qualities in his character.

Key words: Primary education, pedagogy, methodology, disorders in the learning process.

"Language is a scale that measures the perfection of communication and knowledge. It is the life, language and literature of every nation that shows its existence in the world," said the famous pedagogue Abdulla Avloni.

Reading plays an important role in the ideological, political and moral education of students, in cultivating a sense of the need to work, in raising perfect, mature, potential young people for the development of society, in making the speech fluent and perfect. The purpose of teaching students at school is to give students knowledge about existence, nature and society, to make them morally mature. The educational and educational importance of reading becomes invisible in the development of the ability to create independent thinking, mastering the art of expressive reading of works of art, acquiring the reading culture of students. The problem of learning disorders in elementary school students has been in the focus of researchers for many years. Until now, many problems and shortcomings are studied from the clinical, psychological, psycholinguistic, psychopedagogical point of view. The researches and views of each special pedagogical field indicate the need to study reading and writing disorders in interaction with intelligence in order to determine the nature, symptoms, mechanism, general structure of the disorder.

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Reading is a form of speech activity, which consists in converting the letter code into the sound code and understanding the received information. In reading lessons, students are taught to make questions about the text of the read art work, to compare the characters in it, to express their opinions about good and bad behavior, to compare pictures and pictures, to teach students to acquire knowledge, to analyze, to think critically. helps to develop the ability. Every teacher's activity is directly connected with words, language, speech in the course of the lesson. Because concepts are expressed through colorful words in every lesson.

Reading disorders in elementary school students often occur due to the underdevelopment of all components of the language: phonetic-phonemic and lexical-grammatical. Because deep level speech is not developed, children cannot master reading in a public school setting.

In the first grade, children with underdeveloped oral speech, as a rule, master the basic skills of reading and writing, but at the same time, due to deviations in the development of the phonetic side of speech, they make many obvious mistakes . For such children, it is necessary to conduct regular training for several years on the formation of their oral speech and preparation for teaching literacy, as well as on improving the skills of sound analysis. Pre-verbal children often use letter-by-letter guessing instead of reading fluent syllables. In doing so, they make various mistakes.

Often in the process of reading words, trying to combine separately named letters, children pronounce a set of meaningless sounds, as a result of which the child does not understand what he is reading or names the first two or three letters of the word being read. Children try to guess what they should read, which leads to replacing the read word with another word that is similar in letter composition, but different in meaning.

Students with learning disabilities may drop or add letters, repeat words, end words incorrectly, add the first word to the second in a sentence, read the word they make mistakes such as replacing syllables, omitting syllables. When children read, they perceive the words in a phrase individually. They do not take into account the specific lexical and grammatical connections of words, if they are taken into account, there is not always enough speech preparation to perceive them. Students are often unable to group words according to the principle of lexical and grammatical compatibility. In the process of reading the text, it is characterized by a violation of the expressiveness of reading, the absence of

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necessary pauses marked by punctuation marks, non-observance of pauses at the end of sentences, abrupt or continuous reading. The lack of emotional response to the read text, the violation of its understanding is characteristic of such students. Understanding the text is manifested in two forms:

1. A misunderstanding that occurs in the wrong explanation of the motives of the characters of the text.
2. Superficial understanding of the text, perception of only some causal relationships, incorrect assessment of the actions of the characters.

Timely detection and elimination of the deficiencies observed above is of great importance in the mastering of school programs in the upper grades of primary school students. Corrective work should be carried out in speech therapy classes. Before eliminating reading disorders, it begins with correcting the deficiencies in the child's oral speech, as well as the psychological processes involved in the reading process. The main activity of children of primary school age is play. It has been confirmed in practice that training based on games gives effective and positive results.

N.M. Aksarina says that the game does not arise by itself, for this there must be at least three conditions: the child's mind contains various impressions of the reality that surrounds him, different views the presence of toys and means of educational influence, the child's frequent interaction and communication with adults. The way adults directly influence the child plays a decisive role in this.

Here are some examples of games aimed at mastering reading in elementary school students.

"Find and find" game:

The purpose of the game: to develop thinking and speaking.

The course of the game: Students are divided into two groups. Pupils of the first group will come up with a certain subject keeping a secret from the second group. Students in the second group should find out what this subject is by asking questions. Students of the first group answer these questions with "yes" or "no". Students of the first group stand in a row. One of the students of the second group standing in front of them asked: "Does he have a soul?" he asks. The first member of the first group answers "yes" or "no". Then the second member of the second group asked, "Have I seen him?" he asks. The second member of the first group: "yes" and so on. The game continues like this. After finding the object, the groups change their places.

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Explanations related to the game process: Ask students about the analysis operations "Does he have a soul (or is he alive)?", "Is he in the house?", "Is he a thing on the street?", "Is he an animal?", "Is he a person?" ?" etc. questions like If the subject is not found within 8-10 minutes, it is advisable to say its name so that the students do not get bored. Students of the first group are recommended to tell everyone the names of known subjects.

"Letters of the Alphabet" game:

The purpose of the game: to develop attention, oral speech.

The course of the game: Each student is given letters of the alphabet. The leader says the name of the letter, whichever student is given that letter, that student claps one hand.

"Four Poems" game: The purpose of the game: to develop attention related to hearing and movement analyzers.

The course of the game: Students sit on chairs in a circle. At the command of the leader, students perform a certain action with their hands. Movement of hands: "Ear" - students lower their hands. "Water" - students spread their hands. "Air" - students raise their hands. "Fire" - students play with their hands like fire.

"Magic word" game:

The purpose of the game: to develop self-control and attention.

The course of the game: option 1. The students and the leader stand in a circle. The presenter gives an explanation. He should show different actions and the students should return his actions. The condition is that before that, the initiator must say the magic word - the word "Merhamat". If he does not say this word, the students will not return the action.

Note: The spell must be uttered by the initiate either suddenly or after several moves. The order of the game is the same as the first option, but if someone makes a mistake, his friend comes out and sings, sings or plays.

Note: If someone doesn't agree to the terms of the game, you don't have to force them. The game must be continued. In this way, students gradually gain self-confidence and move freely. Failure to follow the rules of the game will gradually disappear by itself.

Game "Identify the toy":

The purpose of the game: to develop thinking, perception and intelligence.

The course of the game: The starter is chosen and he leaves the room for 2-3 minutes. In his absence, one of the students comes up with a riddle. A student should show what kind of toy he is talking about with his actions and facial

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expressions. For example: in the riddle about "rabbit", the student jumps, "eats a carrot", etc. The leader must find the riddle and take the toy in his hand and say its name out loud, while the rest of the students say "true" or "false" in unison. If the answer is correct, students who come up with a riddle again and find this riddle are selected. If the answer is wrong, the starter does not change, and the guessing of the riddle is transferred to another student, and the game continues until the correct answer is found.

In conclusion, it can be said that correcting the pronunciation of sounds, expanding the vocabulary of students with reading disabilities, based on the methodology of speech development in correctional-logopedic work aimed at its formation, on the basis of development on the basis of various games and technologies it's important to get things done.

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