



# ARTICULATORY GYMNASTICS IN READING LESSONS AND CORRECTIONAL CLASSES IN CORRECTIONAL CLASSES

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## DISCUSSION

In recent years, more and more students with speech disorders (up to 90%, according to speech therapists), weakened physically and mentally, have come to primary school.

Most children are sluggish in articulation. This is especially noticeable during prolonged speech communication of the child, when using words of a complex syllabic structure. This is a manifestation of the lack of motor function of the articulatory apparatus. In some children, there is a lethargy of the tongue, in others - excessive tension of the muscles of the tongue, in others there is no clarity in switching from one articulatory movement to another. Even a two-three-fold repetition of articulatory movements causes fatigue, leads to a slowdown in the tempo of speech, its indistinctness. For the period of preparation for literacy training, it is recommended to carry out special articulatory gymnastics. The exercises included in gymnastics are aimed at developing and correcting the skills to keep the speech apparatus in a certain position and switch it from one movement to another. Gymnastics aimed at developing the organs of speech is called articulatory. The goal of articulatory gymnastics is to develop full-fledged movements and certain positions of the organs of the articulatory apparatus, which are necessary for the correct pronunciation of sounds.

It is necessary to conduct articulatory gymnastics regularly, at each lesson in literacy, writing (as well as in other subjects), so that the skills developed in children are consolidated. Better to do it 3-4 times a day for 3-5 minutes. Children should not be offered more than 2-3 exercises at a time. When choosing exercises for articulatory gymnastics, a certain sequence must be followed, go from simple exercises to more complex ones. It is better to spend them emotionally, in a playful way. As the material passes, the complexes of articulatory gymnastics change, usually each complex should be used within two weeks

At first, the exercises are performed at a slow pace in front of a mirror, that is, visual control is used to achieve the final result. After the child learns to perform the movement, the mirror can be removed, the control functions will take over his own sensations.

Experience shows that after articulation exercises, it is advisable to carry out exercises for the development of speech breathing, which children can perform while sitting and standing. Each exercise is practiced as many times as necessary for its clear implementation by all children in the class. At the same time, children must be explained why they need to learn to breathe harmoniously - with full breathing.

Breathing is the most important physiological process that occurs automatically, reflexively. At the same time, breathing can be influenced by regulating it, making it superficial and rare, holding it for a while, etc. The breathing process is carried out by the respiratory centers of the nervous system and consists of three phases: exhalation, pause and inhalation, which continuously and rhythmically follow one after another.

The initial phase of breathing is exhalation: in order to get a new portion of air necessary for the normal functioning of the body, it is necessary to make room for it in the airways, which is achieved through exhalation.

The respiratory pause following the exhalation, being a transitional one, is characterized by the completion of the exhalation and the expectation of the impulse to inhale. A pause is no less important than the "active" phases of breathing: it provides effective gas exchange and ventilation of the lungs, which affects the body as a whole, increasing its efficiency. The duration of the pauses depends on the amount of physical activity, the state of the nervous system and other factors.

Tasks for the development of speech breathing:

*A long exhalation should be trained, and not at all the ability to inhale a large amount of air;*



*it is necessary to train the ability to rationally and in a timely manner renew the supply of air during speech.*

The difference between speech breathing and ordinary life breathing :

*- outside of speech, inhalation is carried out through the nose, and during speech - through the mouth; - outside speech, inhalation and exhalation are the same in duration, but in speech they are uneven (inhalation is short, but not sharp, and exhalation is slow).*

Full-fledged speech breathing requires flexibility, elasticity, a large volume of the respiratory apparatus, which is achieved by training the speech and vocal apparatus (pronouncing individual sounds, syllables, words and phrases), combined with the corresponding movements.

During the exercises, you need to make sure not only that the children do not raise their shoulders, but also that they do not "catch their breath". "Over-breathing" entails a sharp exhalation - the voice sounds intermittently, forcefully. Therefore, the amount of exhaled air should not be too large. It is also necessary to avoid large breath holdings. Breathing exercises are used in the classroom as an organizing moment instead of disciplinary remarks.

Technique for performing exercises for the development of speech breathing:

Draw air through the nose

Do not raise your shoulders

Inhalation should be soft and short, exhalation should be long, calm and smooth.

It is necessary to ensure that the cheeks do not puff up (for a start, you can hold them with your hands)

Do not repeat the exercises many times in a row, as this can lead to dizziness

I suggest developing the skill of breathing and voice using the following exercises:

"Football".

Roll a cotton ball and place two cubes as a gate. The child must, blowing on the ball, drive it into the gate.

"Windmill".

The child blows on the blades of a spinning toy or windmill from a sand set.

"Snowfall".

Make cotton wool snowflakes (loose lumps). Explain to the child what snowfall is and invite the child to blow "snowflakes" from the palm of his hand.

"Leaf fall".

Cut out various autumn leaves from colored paper and explain to the child what leaf fall is. Invite the child to blow on the leaves so that they fly. Along the way, you can tell which leaves from which tree fell.

- Place the leaves on your palm. Breathe in with a nose, exhale with a mouth.

(Children are beginning to blow on leaves quietly, continuously to the music)

"Butterfly".

Cut out butterflies from paper and hang them on threads. Offer the child to blow on the butterfly so that it flies (while making sure that the child makes a long, smooth exhalation).

"Ship".

Blow smoothly and for a long time on the paper boat.

"Dandelion".

Invite the child to blow on the faded dandelion (watch out for the correct exhalation).

"Storm in a glass".

Invite the child to blow through a straw into a glass of water (you need to make sure that the cheeks do not puff out and the lips are motionless).

Blow out the candle.

Take a deep breath and exhale all the air at once. Blow out one large candle.

Imagine that there are three small candles on your hand. Take a deep breath and exhale in three proportions. Blow out every candle.

Imagine you have a big birthday cake in front of you. There are many small candles on it. Take a deep breath and try to blow out as many small candles as possible, taking as many short exhalations as possible.

Spray the laundry with water (one time, three, five).

Take a deep breath and simulate water splashing on your laundry.

Pronunciation of most of the sounds of the Russian language requires a directed air stream, the development of which is carried out simultaneously with articulatory gymnastics, since the cheeks, lips, and tongue are actively involved in the formation of the air stream. We speak as we exhale, any violation of this rule leads to distortion of sounding speech, therefore work on speech breathing is very important.

*Articulatory gymnastics complexes*

Complex 1. Vowel sounds

The complex is recommended to be carried out during the passage of vowels. The fairy tale game is accompanied by articulation exercises, which the children perform first as shown by the teacher, and then independently.

1. *Once upon a time there was a tongue, long, long, like this.* Stick out a wide tongue, relax, put it on the lower lip, hold it in this position for 10-15 seconds (the teacher slowly counts out loud to ten).

2. *He lived in his little house-mouth, which opened and closed, like this.* D losses are neutral, as in the pronunciation of "a". Open and close your mouth wide 8-10 times.

3. *The house had doors-lips and a fence-teeth. When the doors and the fence were closed, the tongue quietly slept in its little house-mouth. Today the tongue sleeps behind a closed fence, and the doors open and close, like this.* The corners of the mouth are slightly retracted so that the front teeth are visible. Range of motion, as in articulating the sound "and". Repeat 8-10 times.



4. *A donkey came to visit the tongue and began to call him: "and-a, and-a, and-a".* P Lavna transition from "and" to "a". Repeat 8-10 times.

5. *The donkey was surprised that the tongue was asleep, and said: "Oh-oh-oh".* The lips are rounded, the exaggerated sound "o" is pronounced. Repeat 8-10 times.

6. *A locomotive with a long pipe was passing by. He decided to wake up the tongue and buzzed: "Oo-oo-oo".* The lips are extended into a tube. Repeat 8-10 times.

1. *There was a tongue, long, long, like this.* The mouth is open, the tongue protrudes out of the mouth and retracts into the mouth alternately on a one-two count. Repeat 8-10 times.
2. *He lived behind a fence-teeth. Show how even the fence-teeth are. Like this.* The corners of the mouth are slightly drawn, the front teeth are closed and visible. The range of motion is the same as when articulating the sound "and". On a one-two count, the lips move apart and close again. Repeat 8-10 times.
3. *Uvula woke up early in the morning, stuck out of the mouth-window.* Stick out a wide tongue, relax, put it on the lower lip. Hold in this position for 10-15 s (the teacher slowly counts out loud to ten).
4. *I washed my tongue, sat down to breakfast, began to chew a sandwich.* The mouth is slightly open, the tongue is between the teeth. Light chewing movements are performed with the front teeth for 10-15 seconds.
5. *I came to visit the cat's tongue and began to arch the back. Like this.* The mouth is open. The tip of the tongue is bent behind the lower teeth. The lateral edges of the tongue are pressed against the upper front teeth. Hold the tongue in this position for 10-15 seconds (the teacher slowly counts out loud to ten).
6. *Poured the cat's tongue milk into a saucer. The cat drank all the milk, found a coil, began to roll it back and forth.* The tip of the tongue rests against the front lower teeth. "Push" the wide tongue forward and remove it deep into the mouth. The tongue in the form of a roller moves back and forth. Repeat 8-10 times.
7. *And the tongue took a brush and paint, hid behind the lower fence and began to paint it. Like this: right-left.* The tip of the tongue rests against the front lower teeth. Alternately moves left and right. Repeat 8-10 times.

8. *But suddenly it started to rain. Water rumbled through pipes and grooves. These were the pipes and grooves.* Stick out a wide tongue. Bend the lateral edges of the tongue up (fold the tongue with a tube). Hold the tongue in this position for 10-15 s (the teacher slowly counts out loud to ten).

9. *A strong wind blew, whistling in the pipes. Like this.* The tongue is in the same position. Blow on the tongue folded in a tube. The exercise is performed for 10-15 s.

Complex 3. Hissing sounds [ w ], [ w ], [ u ], [ h ]

1. *Uvula woke up early in the morning, stuck out of the mouth-window.* The mouth is open, the tongue protrudes from the mouth and retracts into the mouth on a one-two count. Repeat 8-10 times.
2. *I looked down the tongue and saw beautiful flowers. For a long, long time he looked out of his mouth-window.* Stick out a wide tongue, relax, put it on the lower lip. Hold in this position for 10-15 s (the teacher slowly counts out loud to ten).
3. *Looked the tongue down, there are no puddles, grass has grown there, what kind of flowers are there. Left and right, like that.* The mouth is open, lick the lower lip right and left with a wide tongue. Repeat 8-10 times.
4. *I looked up the tongue: is the sun shining or is it raining? Left and right, like that.* The mouth is open, lick the upper lip with a wide tongue. Repeat 8-10 times.
5. *I washed my tongue, sat down to breakfast, began to chew a sandwich.* The mouth is slightly open, the tongue is between the teeth. Light chewing movements are performed with the front teeth for 10-15 seconds.
6. *He also ate porridge from a cup for breakfast.* Open your mouth wide, raise your wide tongue up, reach for the lower teeth, but do not touch them. The edges of the tongue are bent upward, the tongue takes the shape of a cup. Hold in this position for 10-15 s.
7. *I loved the tongue, delicious sweet jam. Delicious jam is on the upper lip. The tongue began to lick him. Like this.* Stick out a wide tongue, lick the upper lip, sucking it with a wide tongue, and then remove the tongue deep into the mouth. Repeat 10-15 times.
8. *I had a very good breakfast with my tongue, began to learn to do hocus pocus. Like this.* Raise a wide tongue to the upper lip. A small piece of cotton wool or paper is placed on the tip of the nose. Blow off the cotton



wool or piece of paper from the tip of the nose with your tongue vertically upwards.

Complex 4. Sounds [ l ], [ l ' ]

1. *Early in the morning a wide-wide tongue protruded from the window-mouth.* Stick out a wide tongue, relax, put on the lower lip. Make sure that the tongue does not tremble. Hold for 10-15 seconds (*the teacher slowly counts to ten*).
2. *The tongue can be narrow-narrow, like a needle. Like this.* P from open, stick out the tongue far forward, strain it, make it narrow. Hold it in this position for 10-15 s (*the teacher slowly counts to ten*).
3. *The uvula can be as wide as a spatula and as narrow as a needle. Wide - narrow, wide - narrow.* Alternately relax (make the tongue wide, as in exercise 1) and strain it (make it narrow, as in exercise 2).
4. *The language of the house had a watch. The clock had a pendulum. He swung left and right. Tick tock, tick tock.* Stick out a narrow tongue, slowly move it from the right corner of the mouth to the left and back. Repeat 15-20 times.
5. *The watch had hands, they walked in a circle. Like this. Tick tock, tick tock.* Stick out your tongue, open your mouth. Lick the upper lip first, then the lower lip in a circle. Repeat 10 times, changing direction (clockwise and vice versa).
6. *In the morning, the tongue woke up, washed and sat down to have breakfast. He ate delicious pies. I ate a lot of pies and had a very good breakfast.* Open the mouth, remove the wide tongue for the upper teeth in the form of a tube. Hold in this position for 10-15 s.
7. *I took a tongue brush, went to paint the upper fence-teeth. Like this. Front: right-left, right-left. And from behind: right-left, right-left.* P from open, lick the upper teeth with the tongue from the outside and from the inside.
8. *Tired tongue, went to swing on a swing. Swing up, swing down. Like this: quality-quality, quality-quality.* The mouth is wide open. Stick out a narrow tongue, stretch your tongue alternately to the nose, then to the chin. Do not close the mouth while doing this. Repeat 10-15 times.
9. *The tongue swung on the swing, and then sat on the boat, raised the sail. Like this. And he swam.* Mouth wide open, stick out narrow tongue far forward. Raise the tip of the tense tongue up. Do not close your mouth. Hold the tongue in this position for 10-

15 seconds (*the teacher slowly counts out loud to ten*).

Complex 5. Sounds [ p ], [ p ' ]

1. *Uvula woke up early in the morning. I looked down to see if there were any puddles, if grass grew there, what kind of flowers were there? Left and right, like that.* The mouth is open, lick the lower lip right and left with a wide tongue. Repeat 8-10 times.
2. *I looked up the tongue: is the sun shining or is it raining? Left and right, like that.* P from open, lick the upper lip with a wide tongue. Repeat 8-10 times.
3. *He loved the tongue very much, delicious sweet jam. Delicious jam is on the upper lip. The tongue began to lick it off. Like this.* Stick out a wide tongue, lick the upper lip, alternately sucking it with a wide tongue, and then remove the tongue deep into the mouth. Repeat 10-15 times.
4. *He ate his tongue and went to feed his animals. First he went to feed the turkeys. The turkeys chatted when they were hungry. Like this: bl, bl, bl.* P from ajar. Put your tongue on your upper lip. The wide front edge of the tongue makes a back and forth movement along the upper lip without lifting the tongue from the lip (as if stroking it). The tempo of the movements gradually accelerates from slow to fast, the voice is added. At the same time, sounds are heard, similar to the exclamations of an angry turkey. Repeat 8-10 times.
5. *Then he went to feed his horse. The horse saw him, clattered his hooves. Like this.* The mouth is open. Suck your tongue to the palate, click your tongue. Click slowly, hard. Pull the hyoid ligament. The exercise is first performed at a slow pace, then speed up the pace. Repeat 10-15 times.
6. *I gave my horse a drink. She began to snort. Like this.* A wide, relaxed tongue is between the lips. A strong exhalation is made on the tip of the tongue. This causes the lips and tip of the tongue to vibrate. To obtain vibration, the lips produce a sound similar to the coachman's "whoop". Repeat 10-15 times.
7. *Harnessed the tongue to the horse and drove off. I drove and drove and saw many, many mushrooms there. These were the mushrooms that grew there.* Open your mouth, suck your tongue to the palate. Without lifting your tongue from the palate, pull the lower jaw down strongly. Unlike the exercise "Horse", the



tongue should not come off the palate. Repeat 10-15 times.

8. *The tongue came home, turned on the TV. And there was a balalaika. Like this.* The mouth is open, the tongue is on the upper lip and very quickly moves left and right, making a movement with a sound that resembles the sound of a balalaika. The exercise is performed for 10-15 s .
9. *Then the tongue saw on TV how the drummers walked in the parade and beat the drums. Like this.* Smile, open your mouth. Use the tip of your tongue to tap the alveoli behind the upper teeth, repeatedly and distinctly repeating : "*Dyn-dyn* " or "*Dy-dy* ". Simulation is performed at a slow and fast pace using different rhythms. The exercise is performed for 10-15 s .

A speech warm-up in the classroom contributes to both preparing students for speaking and improving their skills in using their own speech apparatus.

Exercises in speech technique are necessary for all students: for some, these exercises help to correct speech deficiencies, for others - not to lose previously acquired skills, and for everyone - they allow you to tune in to the lesson and prepare the vocal apparatus for speaking.

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