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"MAKTABGACHA YOSHDAGI BOLALARNI NUTQINI KORREKSIYALASHDA PEDAGOGY TEXNOLOGIYALAR"

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Annotation: In modern society, a child lives in a technological environment from birth. Buu changes children's perception and learning habits, identifies the need to use digital technologies that are of interest to preschool-age children, and encourages them to consciously perform speech and language-correcting actions. self-control of speech will have to be developed. This article discusses the use of digital technologies to correct children's speech and language in preschool education, analyze theoretical literature, and use the tools of pedagogical technology used to correct speech therapy.

Keywords: education and training, pedagogical technology, speech and language, educator, methodological material.

As a pedagogical fan, the concept of "the complete lack of speech" in logopedics applies to speech deficiency, characterized by the breakdown of the formation of all speech camponents in children with hearing and intellect. "In the absence of complete speech, there are problems with the late appearance of speech, the poorness of the dictionary, agrammatism, and pronunciation." Based on the specific state of child speech development, the concept of the lack of complete speech is based on an illusory view of the possibility of a single pedagogical approach to various aspects of speech in its etiology   . The term "incompletion" of speech represents an extremely profound approach to speech development disorders, and it is up to a teacher to analyze it. Such an approach does not require an expert to pathogenetically analyze the defective structure, which requires considerable public and medical qualifications.
1. Tasks for cultivating the speech of young children.
1. Tasks for cultivating the speech of young children. Children between the ages of three and five retain the need for adult love, their understanding and communication. Based on trust in adults, communication and the ability to feel its emotional state (joy, pleasure, sadness, peace, anger, etc.) develop, and to understand the reasons for the change in mood.
The possibilities of technologies in providing extended education in and outside the preschool, including correcting shortcomings in children's speech, can be supported and encouraged at any time and at any time. It is considered a holistic approach to education that helps evaluate and track the development of children. There can be a variety of digital solutions using digital technology. Developing cooperation between educators and children, changing the learning process, and using digital technologies to correct children's speech and language encourages you to work in preschool, acquire certain skills and skills in the learning process. From the point of view of preschool education, this is emphasized separately. In a number of thematic fields, computers can have a positive effect on children's reading and thinking, as well as being told that their metacognitive skills are more relevant today. The question arises whether technology helps children gain knowledge? MTMs are based on questionable communication and cooperation, meta-competencies and creativity on how to achieve this through technology. Various programs or digital games are used to eliminate shortcomings in children's speech that can develop using digital technology. The opportunity to use technology to improve speech and language correction in preschoolers with decent software for peers, as well as children, should certainly be created. Cognitive behaviors now occur in parallel, not sequentially. And in traditional education it is not ready, the methods and methods used in the past seem to these children. By improving digital technology, teaching in different ways, allowing children to be active, helping them become participants in the learning process, and most importantly, to keep their speech fluent. When using technology, a preschool educator should have knowledge and understanding of how and for how long to organize. The use

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of digital technology in children's speech and language correction is widely used in preschool. These strategies were shifted to playing video games, while the latter is known as playing together. Children's strategy and languages can also be used in this strategy. According to research, correction using an electronic environment for a child is percentage, growth dynamics are higher than average and meet the needs of modern children. Currently, it is used to activate and correct children's speech activity. Often, the materials do not interest children, do not arouse positive emotions, a desire to act. There is a shortage of targeted digital materials for the development of language and speech. The changing pedagogical and corrective work process, which meets the needs of creating new digital tools for modernization, is aimed at developing the language system and strengthening sound articulation and will form a single system in cooperation between logoped, the child's parents and children. The use of digital tools has become commonplace for only a fraction of logopeds. The primary goal of speech therapist is to actively correct a child's speech and language, which is involved in developing self-promotion and self-control.

Analyzing the psychological characteristics of speech activity allows preschool-age children (Russian, Uzbek, etc.) to draw the following conclusions for the methodology of teaching their own language:

- From the beginning of education, it is necessary to develop children's speech activity in the language studied as an active process of speech and understanding.

This requirement is therefore that speech and understanding have one common psychological basis— the ability to speak (partly conforming internal processes).

- Teaching methodology should be based on the principles of speech movement. It is important to remember that pronunciation of any speech sounds is not necessarily speech (although these are holistic texts). A child's words in the language being studied will only be the result of a speech movement if a number of conditions are met: the learner should have an internal motivation (why he should say it), the goal (why it should be said, what happens as a result of saying it), opinion (which content should be spoken in words).

- The learning process should be built in such a way that the child's movements are indeed speechful every minute of education.

- Methodologically correct teaching can result in the formation of speech skills that are not possible without them (choosing words, changing them, choosing structure, complying with "grammatical obligations," changing words, etc.) in the language material studied in children. It can be assumed that speech skills are formed only if they are moved to new, words and speech situations that the child has not yet encountered. During the study of children's speech, methodologies O.S.Ushakova and E.M.Strunina (semantic methodology) were used to work on words at a preschool age as an important prerequisite for developing children's speech structure. This case will be considered by them in conjunction with solving other speech tasks. The free acquisition of a word, understanding its content, the accuracy of the vocabulary is a necessary prerequisite for developing a grammatical structure, sound speech, as well as the ability to independently form a fluent mind.

    In conclusion, digital technologies are one of the pedagogical tools and fully replace interpersonal interactions, but their targeted use can help a child participate in the process of correcting speech and language. This is considered interesting and useful for the kids themselves. Current preschoolers want a fast communication and graphics environment, but not so afraid to try new smart technologies. Digital technologies are used to carry out personalized pedagogical and correctional work, taking into account well-organized education, content, technology, and an environment in which students interact with each other. Digital technology helps to improve early reading skills and correct children's speech flaws.

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