



THE CONTENT AND ORGANIZATION OF SPEECH THERAPY CLASSES

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Abstract

This article analyzes the content, purpose and organizational features of speech therapy classes from a scientific and pedagogical point of view. The study highlights the main directions of speech therapy classes with children with speech disorders, their planning and effective organization methods. It also highlights the importance of articulation exercises, breathing exercises, the development of phonemic hearing, increasing vocabulary and the formation of coherent speech in classes.

Keywords: Speech therapy class, speech disorder, speech therapy, correctional and pedagogical work, articulation exercises, phonemic hearing, speech development, coherent speech, sound pronunciation, breathing exercises, individual approach, group classes.

Introduction

The main goal of speech therapy classes is to correctly form oral and written speech in children with speech disorders, develop all components of speech activity (pronunciation, vocabulary, grammatical structure, connected speech), and ensure their social adaptation.

By achieving this goal, children's communicative needs are met, their active participation in educational activities is ensured, their psychological state is stabilized, and they can effectively communicate with their peers.

Speech therapy classes are aimed at implementing the following main tasks:

1. Diagnostic tasks are to determine the level of speech development of the child, determine the type, degree and causes of speech disorders, develop an individual corrective work plan.



2. Correctional and developmental tasks are to form and automate the correct pronunciation of sounds, develop phonemic hearing and perception, increase the mobility of the articulatory apparatus, work on speech breathing and voice.
3. Lexical-grammatical tasks are to expand the vocabulary, teach the correct use of grammatical forms of words, develop sentence building skills, and form coherent speech.
4. Communicative tasks are to develop a culture of communication, form dialogic and monologic speech, and create positive motivation for speech activity.
5. Preventive tasks are to prevent secondary speech disorders, prevent written speech disorders (dyslexia, dysgraphia), and reduce the negative impact of speech defects on the educational process.
6. Psychological-pedagogical tasks are to increase the child's self-confidence, stabilize his emotional-volitional state, and develop social adaptation skills.

Modern speech therapy classes are organized on the basis of the use of information and communication technologies, interactive methods, and computer programs, which significantly increases the effectiveness of classes. This approach arouses interest in children, forms independent work skills, and allows for systematic and differentiated performance of speech exercises.

The effective organization of speech therapy classes depends on the correct selection of the content, methods, and tools of correctional and pedagogical work with children with speech disorders. In modern speech therapy practice, along with traditional approaches, the use of innovative approaches is widely developing. Each of these approaches has its own pedagogical capabilities, and their combination serves to increase the effectiveness of speech therapy classes.

Traditional approaches are based on classical methods and tools of speech therapy education. These approaches have proven their effectiveness in many years of scientific and practical experience and constitute the main foundation for the correction of speech disorders.

The main features of traditional approaches are:

- reliance on direct communication between the speech therapist and the child;
- performing articulation exercises based on verbal explanation and demonstration;
- using visual aids (pictures, cards, toys);
- organizing classes in a frontal or individual form;
- mastering speech material based on sequence and repetition.



Traditional approaches are important in forming the correct pronunciation of sounds, developing phonemic perception, and expanding vocabulary. However, these approaches can sometimes lead to a rapid decline in interest in children and the emergence of passivity in classes.

Innovative approaches are based on the use of modern pedagogical technologies, information and communication tools and interactive methods in the organization of speech therapy classes. These approaches allow individualizing the educational process, increasing the activity of children and conducting classes in an interesting way.

The main areas of innovative approaches include:

- the use of modern computer programs and mobile applications;
- developing speech through multimedia (audio, video, animation) tools;
- using game technologies and interactive exercises;
- organizing remote and hybrid speech therapy classes;
- planning classes based on a differentiated and individual approach.

Innovative approaches increase motivation in children, develop independent activity and allow them to perform speech exercises repeatedly, without fatigue. In particular, visual and auditory stimuli offered in computer programs are effective in developing phonemic hearing, memorization and attention.

In modern speech therapy practice, it is important not to contrast traditional and innovative approaches, but to combine them. While traditional methods form the scientific and theoretical basis for correcting speech disorders, innovative approaches make this process more effective and interesting. For example, articulation exercises can first be explained by a speech therapist in a traditional way, and then reinforced with the help of computer programs. This serves to sustainably form knowledge and skills in children.

Here I would like to dwell on the concept and pedagogical possibilities of information and communication technologies.

Information and communication technologies (ICT) are defined as a set of technical means, software and communication tools that serve to automate the processes of collecting, storing, transmitting and processing information. In the pedagogical process, ICT is used as a means of effectively organizing the process of learning by students, activating students and individualizing the process of mastering.



In modern pedagogical research, ICT is considered not only as a technological tool, but also as a pedagogical resource that optimizes the educational process. It allows students not only to acquire knowledge, but also to think independently, solve problems and engage in creative activities.

The use of ICT in the pedagogical process creates a number of important opportunities, including:

1. Individualization and differentiation of education: offering exercises appropriate to the abilities and pace of development of each child; organizing individual classes for children with speech disorders.
2. Consolidation of knowledge through multimedia and interactive means: audio, video and animation elements develop children's auditory and visual perception; create the opportunity to repeat articulatory exercises in an interactive form.
3. Encouragement of active and independent learning: students are actively involved in classes using computer programs; gaming technologies and simulations make speech exercises interesting.
4. Expanding correctional opportunities: strengthening the pronunciation of sounds and words through visual and auditory signals; increasing vocabulary through interactive exercises; supporting the formation of connected speech.
5. Quick access to information and expanding educational resources: access to various electronic libraries, educational platforms and speech therapy applications for students and teachers; the possibility of organizing remote or hybrid speech therapy classes.

3. The importance of ICT in speech therapy classes: the use of ICT in speech therapy classes significantly improves the development process of children with speech disorders. For example: with the help of computer programs, articulation exercises can be repeated many times without getting tired; visual and audio stimuli are used to develop phonemic perception and the auditory analyzer; interactive games increase children's motivation and interest in the class. Thus, ICT becomes not only a technical tool, but also an integrated resource that increases the methodological and pedagogical effectiveness of speech therapy classes.

Digital technologies are a set of technologies that include the use of electronic devices, software tools and interactive platforms in the development, transmission and storage of information. In the educational process, digital technologies allow individualizing the learning process, organizing classes in an interesting and



interactive way, and effectively forming students' knowledge and skills. In special education, digital technologies have become an important tool in the pedagogical process, effectively influencing the development of children with speech disorders, psychomotor and cognitive disabilities.

Digital technologies allow the use of interactive exercises and computer programs to develop the correct pronunciation of sounds in children, phonemic perception and vocabulary. For example: repetition of articulation exercises using visual and auditory stimuli; programs for teaching the selection and correct pronunciation of sounds; multimedia applications for learning words and phrases.

Digital technologies make it possible to organize classes appropriate to the level of speech and mental development of each child. At the same time, by involving students in classes on an individual plan, it is possible to: correct types of speech disorders in children (dyslalia, alalia, aphasia, etc.); determine the level of speech impairment; monitor the dynamics of the effectiveness of the correction process.

Digital technologies allow for the widespread use of visual and auditory materials in the process of correcting speech disorders. This helps to attract the child's attention and increase interest in the lessons; develop phonemic sensitivity; effectively perform articulation exercises.

Distance and hybrid lessons Digital platforms allow for distance speech therapy lessons for children of preschool and primary school age. This opportunity is especially important for rural areas and regions with insufficient specialized services. Digital technologies allow real-time monitoring of children's speech development, assessment of the effectiveness of the lessons, and, if necessary, change methodological approaches.

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