



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.

The essence and importance of interactive methods in speech therapy sessions

Today, modern speech therapy aims not only to correct speech defects, but also to develop the child's personality, ensure his social adaptation, and fully integrate into society. Classes based on strict instructions in the traditional "speech therapist - student" system often cause rapid fatigue and loss of interest in the child. From this point of view, the concept of "interactive" is derived from the English word "interactive", which means "interaction", "interaction". Thus, interactive methods are an approach based on the organization of active communication, cooperation and exchange of ideas between participants in the educational process.

The essence of interactive methods in speech therapy classes is manifested in the following:

- ensuring active cooperation between the child and the speech therapist;
- forming the child as the central subject of the class;
- developing speech activity in a natural and free environment;
- teaching through games, problem situations and creative tasks.

If in traditional methods the child is more of a listener and repeater, in the interactive approach he appears as an active participant, opinion-giver and creator. This is an extremely important factor for the development of speech.

Distinctive features of interactive methods in speech therapy



Speech therapy differs from the general pedagogical process in its purpose, function and organization. Therefore, interactive methods are used in a way adapted to this process. Their main features are as follows:

1. Individual orientation

Since each child has a different speech defect, psychological state and level of development, interactive methods provide an individual approach.

2. Increasing activity

The child is constantly involved in speaking, expressing opinions, and answering questions during the lesson.

3. Compatibility with game activities

Learning through play is considered the most effective, especially for preschool children. Interactive methods are characterized by their richness in game elements.

4. Increasing motivation

Interesting tasks and an interactive process form a positive attitude towards the lesson in children.

5. Communicative orientation

Speech development is carried out through direct communication. Interactive methods strengthen this aspect.

The importance of interactive methods in speech therapy

The importance of using interactive methods in speech therapy is multifaceted and is manifested in the following results:

- Develops speech activity

The child turns from a passive listener into an active speaker, which helps to form speech faster.

- Increases efficiency in correcting sound pronunciation

The process of consolidating sounds through interactive exercises is natural and interesting.

- Expands vocabulary

New words are actively mastered through communication, games and discussions.

- Develops coherent speech



Through storytelling, role-playing and questioning, the child learns to express his thoughts independently.

- Eliminates psychological barriers

Problems such as shyness, fear, speech insecurity are reduced.

- Provides socialization

Through group activities, children communicate with each other and social skills are formed.

The main content of interactive methods in speech therapy sessions is as follows:

Interactive environment: The child becomes not just a "listener" in the session, but an active participant in the process. The speech therapist and the child communicate as equal partners. Unlike traditional formal lessons, the warm, sincere attitude, beautiful manners, and speech culture of the speech therapist increase the child's sense of freedom and self-confidence during the session, eliminating negative situations such as shyness, fear, and the inability to freely express their thoughts.

Speech motivation: Interactive methods (games, cases, multimedia tools) awaken in the child a natural need to communicate and express their thoughts. This is especially effective when working with children with speech negativism (unwillingness to speak), that is, a decrease or complete loss of the need for communication. When an interactive speech therapy environment is established, the child's interest in participating in speech therapy sessions increases. When using various interactive games in each session, it is advisable to organize the games in a way that is related to speech therapy and aimed at effectively eliminating speech problems. This will prevent children from quickly getting bored with the process of traditional speech therapy sessions, getting tired quickly, refusing to perform articulation exercises, or refusing to participate in subsequent lessons.

Multifaceted impact: During interactive classes, not only the child's speech, but also general, fine motor skills, attention, perception, imagination, memory and logical thinking develop in parallel. When classes are conducted using interactive games, the child's undiscovered aspects and abilities unknown to others begin to appear. In group speech therapy games held in the form of various competitions, positive skills of close relationships with friends, love for each other, helping each other, and working together begin to form.



Theoretical foundations of interactive methods

Interactive methods are based on a number of pedagogical and psychological theories:

- the concept of person-centered education;
- an activity-based approach;
- a communicative approach;
- the theory of constructivism (understanding knowledge as a process of active construction).

Based on these theories, the child does not receive knowledge ready-made, but acquires it through active participation. This is especially important in speech therapy classes.

Practical significance

The practical significance of interactive methods is that they:

- make speech therapy classes interesting and effective;
- provide an appropriate approach to each child;
- allow achieving high results in a short time;
- help to organize the work of a speech therapist creatively and effectively.

Today, the use of interactive methods is one of the important indicators of the professional competence of a speech therapist. The use of interactive methods in the process of speech therapy correction helps to reduce the time for correcting speech defects by an average of 20-30%. For example, performing simple articulation exercises using the "Smart Screen" or "Magic Mirror" method improves the emotional state of the child and increases the effectiveness of the lesson. As a clear example of this, I can cite my research conducted on children in grades 1-2 who were admitted to the logo-based school opened at the 28th general secondary school under the Dangara district of Fergana region, where I work. In this study, I divided 24 children in grades 1-2 with a diagnosis of dyslalia into 2 groups of 12, and conducted classes for 3 weeks using traditional methods in group 1 and interactive methods in group 2, and achieved the results listed above.

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