



## **PRINCIPLES OF CORRECTIONAL WORK WITH CHILDREN WITH SPEECH DISORDERS**

Makhmudova Madinakhon Sobirkhonovna

Associate Professor of the Department of Special Pedagogy,  
Kokand State University, PhD

Ummatova Azizakhon Abdulali kizi

Master's Student in Speech Therapy

### **Abstract**

The article emphasizes the importance of the cooperation of speech therapists, teachers, psychologists and parents in increasing the effectiveness of correctional work. The results of the study are of great practical importance in improving the process of working with children with speech disorders, supporting their speech and communicative development.

**Keywords:** Speech disorders, correctional work, speech therapy, correctional-pedagogical principles, systematicity, sequence, individual approach, integrated approach, activity-based approach, speech development, speech disorders.

### **Introduction**

In children with speech disorders, the stability, volume and distribution of attention are often insufficiently developed. This condition, along with speech activity, negatively affects adaptation to the educational process, communication and social activity. Therefore, the systematic organization of correctional work aimed at developing attention in the process of speech therapy is of great importance.

Correctional work is carried out taking into account the age characteristics of the child, the type and degree of speech disorder. Attention-development activities are organized in combination with speech exercises and serve to increase the child's perception, memory, and speech activity.

The following main corrective directions are implemented in the development of attention:



Development of voluntary attention: the child's attention control skills are formed by performing tasks based on clear instructions and using exercises that gradually become more complex.

Strengthening the stability of attention: the child's ability to maintain attention for a long time is developed using visual and auditory exercises, pictorial tasks, and speech games.

Distribution and transfer of attention: attention control skills are improved through exercises aimed at performing several actions or speech tasks at the same time.

Use of game technologies: interactive and didactic games increase the child's interest, make the emotional background positive, and allow the development of attention in a natural way.

As a result, these corrective works have a positive effect on the development of attention in children with speech disorders, increase the effectiveness of the speech correction process, and ensure the child's adaptation to educational and social activities.

As a result of our research, we have determined that it is advisable to conduct corrective work with children with speech disorders based on the following principles. Unity of correction and development. This means that the decision on the need for corrective work is made only on the basis of a psychological and pedagogical analysis of the internal and external conditions of the child's development.

Unity of age and individuality in development. This means an individual approach to the development of the child depending on his age. Correctional work involves understanding the importance of successive age stages for the formation of the child's personality, knowing the basic laws of mental development. There are age guidelines for normal development. Normal development is understood as the harmonious mental development of the child in accordance with his age.

There is no doubt that every age is valuable. The full-fledged experience of each stage of ontogenesis is crucial for ensuring the realization of all aspects of the developmental potential of a particular age. However, for each individual child, age development is gradual, uneven, there are "latent" periods, when development occurs in a hidden way and manifests itself only after a certain time, the course of this period varies from child to child. Therefore, corrective work should be aimed at the norm of normal development and should not set itself the goal of developing each child in this direction at this very period.



The unity of development correction. The tasks of correctional work can be set and understood only on the basis of a complete diagnosis and assessment of the nearest forecasts of development. This is determined based on the child's zone of closest development. Correction and development are interconnected. Activities aimed at solving the tasks of psychological correction can be called diagnostic-correctional or diagnostic-developmental work.

D.B. Elkonin emphasized the need for special diagnostics and that they should be aimed not at selecting children, but at controlling them in order to correct the identified defects in their mental development.

As he noted, it is necessary to monitor the development process very carefully in order to correct possible defects as early as possible.

Psychodiagnostics is the study of the individual and psychological characteristics of children, learning difficulties of children of primary school age, and the age dynamics of individual differences in children. It allows you to obtain information, including on the manifestation of sexual dimorphism.

Development in ontogenesis has a complex systemic nature. Diagnostic examination allows you to reveal a holistic systemic view of these cause-and-effect relationships, the essential relationships between the identified signs of certain disorders, deviations and their causes.

Psychological diagnosis is carried out not only on the basis of psychological examinations, but also involves comparing the data obtained with how the identified characteristics are manifested in life situations. When making a psychological diagnosis, it is of great importance to analyze the data obtained by age, taking into account the zone of proximal development of a particular child.

If various activities are used in the process of implementing correction, this principle determines the means, ways and methods of achieving the following goal: The principle of activity is based on the recognition that the child is the driving force of the development of his own active activity, that at each stage of ontogenesis there is a leading activity that most contributes to the development of the child at this period, and that the development of any human activity (in our case, play and study) requires special formation (A.N. Leontiev, D.Ya. Galperin, S.L. Rubinstein, etc.).

This principle implies conducting psychological and pedagogical work by organizing the appropriate types of the child's own activity in cooperation with adults. For example, in educational activities, the child's own activity, based on curiosity,



aspiration, thirst for knowledge and discoveries, leads to success. It is not easy to arouse such activity at school, but without it there can be no talk of any development. It is impossible to develop the child's abilities and achieve success by using force against him, giving orders or instructions, reproaching him. The educational process should be corrected by changing the conditions of learning, which provide for the development of the child's own activity in learning and cognitive activities.

All children are endowed with the laws of natural development: the ability to feel and perceive the world around them, think, speak, reason, imagine, remember, desire, feel, care, strive, achieve and other abilities. However, these abilities should be developed from the moment the child is born. The corrective actions of adults in kindergarten and school should be aimed at creating precisely such conditions for the upbringing and education of children, so that these conditions help to eliminate the shortcomings and errors that arose in the development of the child in the previous years of his life.

## References

1. Xasanova G.T. Nutqida kamchiligi bo‘lgan bolalar bilan ishlash metodikasi. – Toshkent, 2019.
2. Vygotskiy L.S. Osnovi defektologii. – Moskva: Pedagogika, 1995.
3. O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni. – Toshkent, 2020.
4. Karimova O.M. Bolalar nutqini rivojlantirish va korreksiya qilish. – Toshkent, 2021.
5. Davidov V.V. Bolalar psixologiyasi va pedagogikasi. – Moskva, 2002.
6. Ermakova I.I. Nutq buzilishlarini diagnostika va korreksiya qilish. – Moskva, 2005.
7. Xudoyberdiyeva R.A. Korreksion-pedagogik faoliyat asoslari. – Toshkent, 2022.