



## TECHNIQUES FOR DEVELOPING COMPOSITIONAL SPEECH IN CHILDREN WITH SPEECH DEVELOPMENTAL DISABILITIES

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### Abstract

It is necessary to develop scientifically grounded techniques, methods, and pedagogical approaches for developing the compositional speech of children with speech developmental disabilities, as well as to theoretically and practically substantiate their effectiveness. A person's thinking, social communicative abilities, and success in educational activities depend primarily on their speech culture, the ability to express thoughts logically and consistently, the correct interpretation of reality, and the ability to create a compositionally cohesive text.

**Keywords:** Special education, human capital, quality of education, social communicative activity, speech development, composite speech, speech defect.

### Introduction

In the 21st century, as a result of societal development, the increasing competitiveness of human capital, and the development of education based on inclusive and differentiated approaches, the requirements for children's speech development have increased sharply. A person's thinking, social communicative abilities, and success in educational activities depend primarily on their speech culture, the ability to express thoughts logically and consistently, the correct interpretation of reality, and the ability to create a compositionally cohesive text. However, the formation of composite speech in children with speech developmental disabilities is one of the most complex processes, in which the harmonious functioning of the elements of the language system is insufficiently developed.

### Main part

In recent years, strengthening the system of special education, an inclusive approach, and working with children with special educational needs has become a priority of state policy in the Republic of Uzbekistan. Because the dignity of every child in society, the realization of their potential, and ensuring the right to receive a quality education





regardless of their developmental disabilities are the main criteria of a democratic society.

From this perspective, the creation, scientific substantiation, and practical implementation of techniques for developing the compositional speech of children with speech developmental disabilities is one of the most pressing issues in modern defectology, speech therapy, pedagogical psychology, and linguistics.

The development of inclusive education in our country has been consistently strengthened by legislation over the years. In particular: Resolution No. PP-4860 of October 13, 2020, "On measures to further improve the system of education and upbringing for children with special educational needs," marked a fundamental turning point in the development of special pedagogy in the country. It defines tasks such as expanding educational opportunities for children with special needs, the gradual establishment of inclusive classes in general education schools, modernizing the activities of psychological and pedagogical support centers, and strengthening the system for training speech therapists, oligophrenopedagogues, typhlopedagogues, and deaf educators. The President has repeatedly emphasized the importance of children's development, inclusivity, and equality in education, and is improving the system of quality education for all children based on the principle that "no child should be left without attention." In addition, the need for methodological assistance to children with special needs, training based on modern programs, and the introduction of interactive approaches that serve speech development was noted. He evaluated inclusive education as an "indicator of the culture and enlightenment of society."

These political foundations once again demonstrate the scientific necessity of creating methodological developments for developing compositional speech in children with speech disorders.

Children with speech disabilities typically: cannot consistently present the topic, cannot logically connect the content, struggle to express cause-and-effect relationships, cannot distinguish between introductory, developmental, and concluding parts of the text, exhibit slowness in generalizing thoughts and drawing conclusions, and the syntactic construction and semantic connection between sentences are insufficiently formed.

The main reason for this situation is explained by the incomplete formation of mutual integration between the phonetic, lexical, semantic, and grammatical components of the language system. In particular, compositional speech skills—namely text creation, content structuring, and establishing logical connections between compositional units—are among the last skills formed in children.





It is necessary to develop scientifically grounded techniques, methods, and pedagogical approaches for developing the compositional speech of children with speech developmental disabilities, as well as to substantiate their effectiveness from a theoretical and practical perspective. This requires a high level of skill from the teacher. The teacher should first identify speech defects and analyze their scientific interpretations of compositional speech in linguistics, psychology, and pedagogy. Furthermore, it is necessary to identify the features of speech development in children with speech impairments, study the process of text creation and its correctional mechanisms, systematize modern pedagogical techniques aimed at developing compositional speech, and develop a set of methodological recommendations and technologies.

### **Conclusion**

Thus, the formation of compositional speech in children with speech developmental disabilities is one of the urgent tasks of today. This scientific article was developed in the unity of state policy, modern scientific and theoretical principles and practical methodological approaches, strengthened by presidential decrees, and offers innovative, effective and scientifically grounded technologies for the development of compositional speech in children.

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