



## WAYS TO OPTIMIZE CORRECTIONAL AND SPEECH THERAPY WORK IN A GENERAL EDUCATIONAL INSTITUTION

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### Annotation

It is known that speech disorders complicate the process of a child's entry into society, hinder the successful communication of a child and the mastery of cognitive processes, since speech is the central link in the formation of ideas and concepts, in the child's mastery of the written form of speech. As a reaction to the defect, the child may have a negative impact of defective speech on the formation of the character, the psyche of the child. All of the above provides a basis for confirming the relevance and necessity of organizing preventive work to prevent speech disorders and correctional speech therapy to correct the identified defects and age-related imperfections of the child's speech development.

**Keywords:** speech development, goals, tasks, conditions for speech development  
The speech development of a child is one of the urgent tasks of modern preschool education. Prevention of speech disorders in younger children...

### Introduction

Relevance of the study. The current state of health of the children's population and unfavorable social processes necessitate early diagnosis, propaedeutics and correction of developmental disorders of children by medical and pedagogical workers. The massive disadvantage in the development of children (including speech) makes it necessary to train a special educator with the inclusion of elements of correctional and pedagogical work in the sphere of his practical activities in a preschool educational institution (pre-school). Literature data from different years indicate a significant prevalence of speech disorders in preschoolers in mass kindergartens. So, F.A.Rau noted that in many preschool institutions, the number of children with speech defects exceeds 50%. V.I. Seliverstov, according to the NA data, determines the number of preschoolers with speech disorders in 40% of the total number of pupils.

I.I.Demina, having studied the state of speech of more than 4 thousand preschoolers, identified 24.7% of children with speech disabilities. The results of checking the speech of 282 thousand schoolchildren under the guidance of M.E.Khvattsev testified that 10.7% of pupils had violations of oral and written speech; among older





preschoolers - about 25% of children with oral speech and voice deficiencies. N.V. Novotortseva noted that 59% of pupils of preschool age 5 did not have sufficient verbal readiness for school.

The educator is the central link of the pedagogical process, accordingly, his qualified supervision can provide invaluable information about the speech development of children both for their own correctional and speech therapy work, and for specialists to whom the educator, if necessary, directs the child. Interaction with a speech therapist and a family of preschoolers is an important aspect of the educator's work and one of the conditions for its effectiveness.

Timely elimination of speech defects is extremely important for the overall development of the child, because a speech defect, whatever its degree of severity, never exists by itself (L.S. Vygotsky). In the process of mental, moral, aesthetic, physical and labor education of a child in preschool and in the family, it is necessary to correct and develop significant personal qualities in a speech therapist child, to form skills of adequate social behavior, etc.

E.B. Ageeva, L.A. Golovchits, L.R. Davidovich, G.F. Kumarina, R.I. Lalaeva, S.N. Sazonova, V.I. Seliverstov, O.A. Stepanova, T.A. Tkachenko, T.B. Filicheva, M.F. Fomicheva, M.E. Khvattsev, N.A. Cheveleva, G.V. Chirkina, S.N. Shakhovskaya and others dealt with the issues of training teachers to work with children with speech disorders. The research emphasizes the great responsibility of kindergarten teachers for the formation of the correct speech of pupils, the necessity and obligation of speech therapy training of educators, because "inept elimination of some speech defects can cause the appearance of others" (M.E. Khvattsev). The role of the family in the speech development of children, timely correction of speech disorders is also defined as one of the leading ones. However, the literature data on the experience of preschool institutions indicate insufficient competence of teachers and parents of children in matters of speech development and correction of speech disorders.

At present, there is definitely a contradiction between the large number of children with speech disorders in preschool of a general developmental type and the insufficient participation of educators and parents in the process of overcoming the shortcomings of children's speech.

This contradiction defines the problem and the purpose of our research, namely, to identify ways to improve the correctional and speech therapy competence of educators and parents in the process of organizing speech therapy work in a general educational institution.

The object of the study is the process of participation of educators and parents of children in correctional speech therapy work in a general educational institution.





The subject is the professional readiness of educators to work with children with speech disorders, the pedagogical competence of parents and their interaction with a speech therapist as a condition for improving the effectiveness of the correctional and speech therapy process in a general educational institution.

The hypothesis of the study. We assumed that there are a large number of children with speech disorders in the general developmental preschool, which require complex correctional and speech therapy. Educators and parents of children do not have sufficient theoretical knowledge and practical skills to interact with a speech therapist. The activation of the activities of teachers-educators and parents in the process of correcting speech disorders in preschoolers with an increase in their special methodological training will increase the effectiveness of complex correctional speech therapy work

In accordance with the purpose and hypothesis of the study, the following tasks were determined: to conduct a theoretical analysis of the problem; to conduct a screening study of the prevalence and variability of speech disorders in preschoolers in mass educational institutions; to analyze the level of speech development of children of the sixth year of life (experimental group) attending a general developmental preschool; to identify the level of professional readiness of educators to work with speech therapists; during the experimental study, to determine the nature of pedagogical interaction of parents with preschoolers with speech disorders; to develop and test the technology of training preschool education specialists and parents of preschoolers to interact with a speech therapist in the process of correctional work.

The methodological basis of the work was formed by L.S.Vigotsky's ideas about the complex structure of developmental disorders resulting from primary and secondary defects; about the maximum use of sensitive periods of development (R.E.Levina, V.I. Lubovsky, etc.); about the correctional orientation of the educational process (V.I.Seliverstov, T.A.Tkachenko, T.B.Filicheva, G.V.Chirkin, etc.); about early medical, psychological and pedagogical correction of defective function (L.V.Kuznetsova, R.E.Levina, L.I.Plaksin, V. I.Seliverstov, E.A.Strebeleva, N.D.Shmatko, etc.).

A set of complementary research methods was used to implement the tasks set! organizational (comparative, longitudinal, complex, cross-section method); empirical (observation, psychological and pedagogical experiment); psychodiagnostic (testing, diagnostic tasks, questionnaires); collection and analysis of anamnestic data, study of medical and pedagogical documentation; interpretive and mathematical-statistical methods (using the Mann-Whitney U-test).

Provisions submitted for protection:







1. A large number of children with various speech disorders are spontaneously integrated into a general-development preschool.

2. The level of readiness and pedagogical competence of preschool teachers and parents of children in most cases are insufficient for effective correctional and speech therapy work in the conditions of a general developmental preschool. 3. Improving the methodological literacy and readiness of educators and parents to participate in correctional speech therapy work in motivational, theoretical and practical aspects will ensure an increase in the effectiveness of corrective action to overcome various speech disorders in children in preschool of a general developmental type. The scientific novelty of the study consists in the fact that new data have been obtained on the nature and structure of the readiness of preschool education specialists and parents of children for correctional speech therapy work; a set of pedagogical conditions has been identified and experimentally substantiated to ensure the readiness of educators and parents of children to participate in correctional speech therapy work; the content and technology of training educators and parents of children to participate in correctional speech therapy work have been developed.

The theoretical significance of the study lies in the fact that the information and theoretical ideas about the prevalence and structure of speech disorders in preschoolers have been expanded and clarified; pedagogical conditions for teaching preschoolers with speech disorders in a mass kindergarten have been identified and experimentally substantiated; criteria have been developed and indicators of readiness of educators and parents of preschoolers for correctional speech therapy work have been determined; pedagogical technologies for optimizing correctional speech therapy work in a general developmental preschool have been developed and implemented; methodological recommendations for improving the readiness of educators and parents of children to interact with a speech therapist have been scientifically substantiated and tested.

The practical significance of the study is expressed in the fact that methodological documentation and manuals have been developed: questionnaires, questionnaires and recommendations for educators and parents of children in preschool; a program has been created and educational and methodological support for the course "Organization of joint work of a speech therapist and a kindergarten teacher for children with speech disorders" has been proposed (accepted for publication).

The research materials are included in lectures and seminars with students-speech therapists of Moscow State University, as well as in training courses in the system of retraining and advanced training of teaching staff.





The reliability and validity of the research results are ensured by the correspondence of the complex of research methods to its goals and objectives; this is confirmed by the experimental and practical work of the author on the basis of preschool educational institutions of the city of

The most significant results obtained personally by the applicant consist in the fact that the need for special training of preschool educators and parents to participate in correctional speech therapy work with children in a general developmental preschool is scientifically substantiated; the structure and content of the program for training preschool education specialists and parents to work with pupils with various speech disorders is theoretically substantiated and implemented in the practical activities of the preschool; the criteria and levels of readiness of educators to participate in joint correctional and speech therapy work with a speech therapist are determined, which generally increases its effectiveness.

The study of various areas of correctional activity of the educator was reflected in the works of E. B. Ageeva, Yu. F. Garkusha, R. I. Lalaeva, V. I. Seliverstov, etc. They emphasize that in order to solve this problem, it is necessary to create those pedagogical conditions that will contribute to effective work on overcoming and preventing speech disorders in children of younger preschool age attending a preschool educational institution. One of these conditions should be recognized as improving the professional competence of teachers working with children of early and younger preschool age. In order to competently influence the success of mastering the child's native language, the teacher must know the techniques of correctional work with children, have a sufficient level of theoretical and practical training. Thus, the teacher of a preschool educational institution builds his activities on the basis of an integrated approach in cooperation with other specialists of preschool education: a speech therapist, a psychologist, a music director, a physical education instructor, a medical worker.

In order to assess the readiness of teachers to work with children with speech disorders and to identify the attitude of teachers (educators and speech therapists) to the problem of preventing speech disorders in children of younger preschool age, a questionnaire was conducted in which ten educators and speech therapists from five preschool educational institutions took part. The general characteristics of the respondents - speech therapists showed that all the interviewed speech therapists have higher professional education, among the educators 60% - with higher professional education, 30% - with secondary pedagogical education, 10% - with higher philological education. The average age of speech therapists who took part in the survey is 27 years. The average age of caregivers was 46 years. Average work





experience in the DOW: speech therapists have 5 years, the average work experience of educators who took part in the survey is 19 years. The assessment of teachers' readiness to work with children with speech disorders was three-dimensional: the motivational aspect was highlighted (teachers' desire to organize preventive work to prevent speech disorders in children); theoretical (knowledge of methods and techniques of children's speech development); activity (possession of techniques and skills of pedagogical guidance on children's speech development and methods of correctional speech therapy). The results of the survey of educators allowed us to conclude about the formation of motivational readiness to participate in joint work with a speech therapist to prevent speech disorders in children of younger preschool age. Answering the questionnaire questions, teachers noted the importance of this area of work, its relevance, gave detailed answers to the question about the factors influencing the success of the prevention of speech disorders, among which were named: the severity of the speech defect, understanding of the need for specialized care, readiness to interact with a speech therapist and other specialists of the preschool.

The analysis of the theoretical aspect of teachers' readiness to work with children with speech disorders showed that the majority of respondents (70%) recognize the sufficiency of their theoretical preparation for work on children's speech development, have knowledge of means, techniques and methods of speech development, basic knowledge of correctional work techniques. However, 30% of teachers note the lack of theoretical preparation for working with children with speech disorders, recognize insufficient awareness of the stages and features of speech development of preschool children. The activity aspect of teachers' readiness to work with children with speech disorders included an analysis of teachers' objective assessment of the results of the activities of pupils with speech disorders in the process of learning in preschool. Teachers can identify a speech disorder in a child, determine its nature and causes. They know the basic diagnostic methods for identifying the level of speech development of a child (as a rule, they use the tasks compiled by M. Alekseeva and V. Yashina, O. Ushakova and E. Strunina). Teachers, correlating the speech disorder with the age characteristics of children, differentiate the individual disorder and age-related tongue-tied. Analysis of the responses of speech therapists of the preschool showed that they also realize the importance of the problem of prevention of speech disorders in children entering preschool. At the same time, their professional view of the frequency of such cases shows their increase (for example, speech therapists note an increase in the number of non-speaking children and children with delayed speech development entering the younger kindergarten group).







All speech therapists indicated the existence of a work plan with children of this category, cited those forms of work that are used by a speech therapist. Thus, all respondents (100%) indicated the use of frontal and individual lessons with children; consultations of teachers and parents on the issues of the child's speech development. 20 % of the speech therapists surveyed indicated the use of speech therapy massage; 60% – the use of exercises for the development of mental processes, their arbitrariness, 40% - finger gymnastics, articulation gymnastics, and 20% - the use of non-traditional methods of speech therapy (sand therapy, finger theater). Answering the question about the difficulties that arise in the implementation of this work, speech therapists pointed to: "a large amount of documentation", "reduction of time for individual work with the child", "insufficient amount of didactic material". One of the respondents noted the excessive demands of parents to the results of the speech therapist's work: "Parents are waiting for a momentary result, while not playing and not encouraging children to speak, replacing communication with a child by watching cartoons, do not read books and do not look at pictures with children." Thus, speech therapists showed sufficient awareness of the causes of age-related delay in the child's speech development, demonstrated readiness to work with such children, knowledge of methods and techniques of speech therapy aimed at correcting speech disorders (evocation and production of sounds, development of phonemic perception, vocabulary enrichment, lexico-grammatical games and exercises) and the ability to differentiate speech disorders. to plan and implement activities, One of the key issues was to clarify those areas in the work of a speech therapist that affect the organization of interaction of all specialists in the prevention of speech disorders in preschool children. All speech therapists (100%) indicated holding joint consultations, preparing joint work plans; conducting integrated classes with the participation of a teacher, speech therapist, music director (60% of respondents indicated); joint condemnation of the organization of children's play activities that contribute to the correction of speech disorders and create conditions for the activation of children's speech activity (20% of respondents); the presence of a speech therapist in the teacher's classes (40% of the speech therapists surveyed). An indication of the technology of interaction between the speech therapist and the educator is contained in the answer to the last question of the questionnaire (the educator is guided by the methodological instructions of the speech therapist, which are recorded in the notebook of interaction between educators and the speech therapist for each child individually and the whole group as a whole).

Thus, the results of the study allowed us to conclude that the prevalence of speech disorders in children in preschool institutions is high enough, educators note





insufficient readiness to participate in correctional speech therapy work with them in preschool and demonstrate a high willingness to interact with speech therapists in the organization of preventive work to prevent speech disorders in children of younger preschool age.

Basic terms (generated automatically): child, speech therapist, violation, younger preschool age, speech development of children, work, speech development of a child, educator, preschool age, preventive work. Keywords speech disorders, prevention of speech disorders, readiness of teachers to work with children with speech disorders. Similar articles Prevention of speech disorders in younger children... Development of fine motor skills in preschool children... child, fine motor skills, exercise, speech development, direct dependence, fine motor skills of hands, play, preschool age, fine movement of fingers, mosaic detail. Socialization of children with speech disorders Emotional and personal development of preschool children... child, game, no, correctional work, joint activity, child skills, friend, speech disorder, doll, inhibitory type. - speech therapist teacher examines the speech development of the child. child, speech therapist, violation, younger preschool age... The attitude of teachers to the problem of speech prevention... child, speech therapist, violation, younger preschool age, speech development of children, speech development of a child, work, preventive work, preschool age, educator. Stimulating the speech development of young children as... early age, child, speech therapy, speech, subject, speech development of children, speech development, articulation gymnastics, computer technology, fine motor skills. Organization of correctional work on the development of coherent speech... Speech development of preschool children under the influence... coherent speech, III, child, development, general underdevelopment of speech, level, speech underdevelopment, formation, coherent monological speech, occupation. Prevention of speech disorders in children 4-5 years old in conditions... child, preschool age, speech development, early diagnosis, speech disorder, violation, speech therapist, correctional work, creative thinking, speech therapy examination. Speech development in children older than preschool age... Work with preschoolers on speech development in preschool... The speech development of a child is one of the urgent tasks of modern preschool education. Prevention of speech disorders in younger children... Bibliographic description: Sidorova N. A. prevention of speech disorders in children of younger preschool age in a children's club, but no less important is prevention, targeted prevention of speech disorders in children. The system of correctional work with young children child, stage, early age, development, speech therapy, speech therapist, III, speech activity, speech utterance, speech material.







The results of the study of phonemic perception and the possibility of pronouncing words of complex syllabic structure were formulated as follows: audibly distinguishable sounds and pronounced polysyllabic words were indicated by the sign "N", differentiable sounds and words with simplification, distortion of syllabic structure were given in full.

The educators summed up the results of observing the speech activity of children, the lexical and grammatical design of phrases, the possibilities of each child in the field of coherent utterance, the features of expressive means and tempo-rhythmic organization of speech, briefly recording the conclusions made for each preschooler.

### List of Used Literature

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