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Special Pedagogy: Speech Therapy (Logopedics)

TECHNOLOGY FOR CORRECTING ORAL SPEECH IN CHILDREN WITH INTELLECTUAL DISABILITIES

Annotatsiya. Ushbu maqolada Bu ishda aqli zaif bolalarda og'zaki nutqni korreksiyalash texnologiyasining nazariy-metodik asoslari va amaliy mexanizmlari yoritilgan. Tadqiqotda aqli zaiflik taraqqiyotning o'ziga xos xususiyatlari - grammatik tuzilmaning yordami, fonetik-fonematik muammolar, bog'lanishli va nutqning sustligi kommunikativ faol pastligi tahlili. Ishda korreksion-logopedik jarayonni tizimli tashkil etish modeli ishlab chiqarish ishlab chiqilib, unda diagnostika, aniq, differensial nazorat, sensor-motor integratsiya, ko'rgazmalilik va o'yin texnologiyalari asosidagi bosqichma-bosqich ta'sir mexanizmlari tavsiflanadi. Kasallikni rivojlantirishda ruhiy jarayonlar (idrok, xotira, tafakkur, diqqat)ni faollashtirishga yordam integrativ ishlab chiqarish asoslab beriladi.

Kalit so‘zlar: korreksion-logopedik jarayonni, diagnostika, aniq, aqli zaiflik rivojlanishning o'ziga xos xususiyatlari - lug'at kamg'alligi, grammatik tuzilmaning, fonetik-fonematik muammolar, bog'lanishli nutqning sustligi va kommunikativ faol pastligi differensial nazorat, sensor-motor integratsiya, idrok, xotira, tafakkur, diqqat)ni faollashtirishga yordam integrativ ishlab chiqarish.

Annotation.
This article highlights the theoretical and methodological foundations as well as the practical mechanisms of technology for correcting oral speech in children with intellectual disabilities. The study analyzes the specific characteristics of intellectual developmental disorders, including limited vocabulary, underdeveloped grammatical structure, phonetic-phonemic difficulties, weak coherent speech, and low communicative activity.

The paper proposes a model for the systematic organization of the correctional speech-therapy process, which includes diagnostics, targeted and differential assessment, and stage-by-stage intervention mechanisms based on sensorimotor integration, visual support, and play-based technologies. The study also substantiates an integrative approach aimed at activating mental processes such as perception, memory, thinking, and attention in the development and correction process.

Keywords: correctional speech-therapy process, diagnostics, intellectual disability, specific developmental features

Around the world, innovative technologies for education, upbringing, and social adaptation are being implemented in specialized educational institutions for children with special educational needs. According to the World Report on Disability, more than one billion people

worldwide live with various forms of disabilities. This represents about 15 percent of the global population and constitutes the "largest minority in the world." In the fields of medicine, psychology, genetics, sociology, and pedagogy, systematic efforts are being undertaken to implement projects aimed at developing volitional activity and perception in children with intellectual disabilities, as well as diagnosing emotional and perceptual processes.

In international educational and research organizations, scientific studies are being conducted on the physical and somatic characteristics of children with intellectual disabilities, the study of their intellectual abilities, the analysis of deficiencies in passive and active attention, the formation of patterns of mental development in children with developmental anomalies, the upbringing of students with intellectual disabilities in special schools, and the identification of psycholinguistic opportunities for speech development. Particular attention is paid to research focused on developing lexical, phonetic-phonemic, and grammatical components of speech in students with intellectual disabilities; teaching them to properly plan speech in communicative situations; selecting adequate means to convey content; using speech effectively as a tool of communication to express their thoughts; and improving their adaptation to effective social life.

In recent years, our republic has established regulatory foundations for improving the speech development of students with intellectual disabilities, enhancing methods of logopedic correctional work, and developing innovative technologies for speech improvement that take into account the characteristics of the native language. In the Action Strategy for the further development of the country, important tasks have been defined, such as educating physically healthy, spiritually and intellectually developed, independently thinking, patriotic young people with firm life positions, and increasing their social activity in the process of deepening democratic reforms and developing civil society. As a result, the pedagogical opportunities for developing the speech of students with intellectual disabilities on the basis of innovative technologies are expanding.

This research contributes to the implementation of the tasks set out in several key legal and regulatory documents of the Republic of Uzbekistan, including the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026"; Decree No. PF-5270 dated December 1, 2017, "On Measures to Radically Improve the System of State Support for Persons with Disabilities"; Decree No. PF-5712 dated April 29, 2019, "On the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030"; Resolution No. PQ-4860 dated October 13, 2020, "On Measures to Further Improve the System of Education and Upbringing of Children with Special Educational Needs"; and the Resolution of the Cabinet of Ministers No. 638 dated October 12, 2021, "On Approval of Regulatory Legal Documents on the Education of Children with Special Educational Needs," as well as other related regulatory documents.

The problems of education and development of children with intellectual disabilities have been studied in medicine, psychology, genetics, sociology, and pedagogy. Based on the analysis of scientific research, the content and essence of the concepts "intellectual disability" and "education and upbringing of children with intellectual disabilities" have been theoretically substantiated by scholars such as Jean-Étienne Dominique Esquirol, Édouard Séguin, Francis Galton, Alfred Binet, Emil Kraepelin, and James McKeen Cattell.

Scholars such as Lev Vygotsky, Grigory Rossolimo, Mikhail Morozov, and Leonid Zankov, who studied children with intellectual disabilities from pedagogical and psychological perspectives, associated their learning difficulties with delayed speech development against the background of intellectual impairment.

Speech is a complex psychophysiological system. The linguistic basis of speech is language, considered as a system encompassing all its components. Linguistics studies language as an integrated system, including its phonetic-phonemic and lexical-grammatical components.

Education and upbringing are formed on the basis of speech. Therefore, speech development plays an essential role in a child's comprehensive development. The problems of speech development and the practical issues of teaching, development, and upbringing of children have always been at the center of methodological sciences. Speech development includes the study of the various systems that constitute language, their expression, and planning. Today, the methodology of speech development involves not only the use of data from linguistics and psychology but also an integration with modern disciplines such as psycholinguistics.

The ontogenetic principle developed by R. E. Levina holds special significance in correctional pedagogy, as it is one of the key methodological tools for explaining the types, levels, diagnosis, and correction of speech disorders. Any correctional work is based on the general laws of speech development within ontogenesis.

It is well known that children with intellectual disabilities exhibit various speech disorders. The speech development of this group has been extensively studied by researchers. In the field of psycholinguistics, scholars such as Aleksei Leontiev, Lev Vygotsky, and Sergei Rubinstein have noted that a person must possess several skills in order to communicate effectively. These include: first, the ability to quickly and correctly orient oneself in communication conditions; second, the ability to properly plan speech; and third, the ability to find adequate means to convey its content. In children with intellectual disabilities, these processes are impaired, which limits their ability to engage in full communication. The primary reason for the unintelligibility of their speech lies in the underdevelopment of these skills. Their speech often consists of disconnected words that fail to convey specific meaning or information. This indicates difficulties in planning speech, directing it appropriately, and selecting the necessary means to express content. Primary impairments, particularly underdevelopment of cognitive activity, lead to speech disorders that shape the specific developmental characteristics of speech in children with intellectual disabilities.

Many researchers in pedagogy and psychology who have studied students with intellectual disabilities and the specific features of their speech development have emphasized the close relationship between speech and cognitive processes, especially thinking. The works of Lev Vygotsky and Aleksei Spirkin clearly substantiate the interconnection between thinking, language, and speech.

The development of speech and its defect-related characteristics are also discussed in the works of Sergei Rubinstein and Daniil Elkonin. Their studies focus primarily on the content aspect of speech and its role in children's intellectual activity and behavior.

In children with intellectual disabilities, vocabulary development is significantly delayed. Their speech is typically poor and unclear. According to Leonid Zankov and Mikhail Pevzner, speech in such children begins to develop not at 1–1.5 years of age, but only around 3 years. Foreign researchers such as Kassel, I. M. Schlesinger, and I. M. Zeeman report that more than 40% of children with intellectual disabilities demonstrate delayed speech formation. According to G. A. Kashe, speech deficiencies are observed in 65% of first-grade and 60% of second-grade students in auxiliary schools. Among children with severe intellectual disabilities, this figure reaches 80%, and in cases of Down syndrome it reaches 95%.

Researchers such as A. K. Aksenova, S. D. Zabramnaya, V. I. Lubovsky, V. G. Petrova, I. V. Belyakova, B. F. Sobotovich, M. S. Zeeman, K. K. Karlep, R. I. Lalayeva, D. I. Orlova, A. A. Popova, M. A. Savchenko, D. A. Nurkeldiyeva, V. S. Rakhmonova, P. M. Polatova, M. P. Khamidova, and N. S. Musayeva emphasize that speech problems in students with intellectual disabilities are associated with insufficient development of cognitive processes. According to their findings, the underdevelopment of mental processes in these students hinders the performance of communicative, significative, and informational functions of speech. It has been scientifically substantiated that such children experience difficulties in using speech as a tool of thinking, communication, and exchange of ideas with others.

According to R. I. Lalayeva, children with intellectual disabilities, like their typically developing peers, experience various forms of speech disorders. It has been experimentally proven that within the structure of systemic speech disorders, the primary component is a semantic deficit.

Today, in order to improve the planning of speech therapy sessions for students with intellectual disabilities, modernize speech therapy classrooms, reform scientific-methodological literature and didactic materials, and clarify students' pedagogical capacities, a survey was conducted among speech therapists working in specialized institutions. According to the survey results, there is a clear need for innovative technologies aimed at developing both the speech and cognitive activity of this group of students.

Innovative technologies are significant because they enable a more effective and comprehensive identification of the causes and nature of speech disorders, facilitate the development of individualized correctional and rehabilitation programs, and allow speech therapists to achieve higher results more easily and quickly. The advantages of using innovative technologies in speech therapy include interactivity and attractiveness, personalization and adaptability, visualization and audio support, monitoring and analysis of progress, as well as increased motivation and satisfaction.

In the dissertation, innovative technologies are authorially defined as new and engaging methods, techniques, or their elements that motivate learners to achieve specific didactic and correctional goals while taking into account individual characteristics. These technologies do not reject classical methods; rather, they complement and improve them.

Within the framework of the study, innovative pedagogical technologies are identified as progressive tools of modernization and reform in education, aimed at addressing current pedagogical issues and achieving qualitative changes in the educational process, particularly in the development of speech in students with intellectual disabilities, taking into account their individual and differentiated educational needs. The analysis of scientific research and survey results confirmed the relevance and necessity of developing the lexical and grammatical components of speech in students with intellectual disabilities on the basis of innovative technologies.

Thus, the use of innovative technologies in speech therapy practice enables speech therapists to work more effectively, individualize educational programs, enhance visual and auditory perception, and improve outcomes for individuals with speech disorders.

In teaching students with intellectual disabilities, educational technologies are widely used. These technologies are selected according to students' abilities and levels of mastery. The most appropriate and effective technologies in teaching this category of students include game-based technologies, information technologies, and health-preserving technologies. In turn, these

technologies help eliminate speech deficiencies easily, quickly, and effectively, in accordance with modern educational requirements. They require consideration of the specific characteristics of students with intellectual disabilities, the use of individualized and play-based approaches, the application of diverse teaching tools, the creation of a supportive environment, and cooperation with parents in the process of speech development.

Ensuring the development of speech in students with intellectual disabilities depends on the correct selection of pedagogical technologies, general didactic and special principles, methods and tools of work, and forms of instruction. The systematic and step-by-step improvement of correctional speech therapy work, organized in an engaging manner and aligned with students' abilities, contributes significantly to increasing the effectiveness of the process.

Taking into account the individual characteristics and abilities of each student, special attention was given to expanding their vocabulary, correcting deficiencies in the grammatical structure of their speech, and developing play activities. During play, these tasks complemented one another and ensured the acquisition of necessary knowledge.

In lessons aimed at developing the lexical and grammatical aspects of speech in students with intellectual disabilities, technologies were used that included exercises such as matching words according to meaning, selecting antonyms, and forming new words using inflectional and derivational affixes.

Based on vocabulary development technologies, game situations were created in which students' vocabularies were activated and rules were explained. In the course of play, students' sensory abilities were developed, their capacity for imitative speech modeling was improved, conditions were created to strengthen cognitive motivation, and a positive attitude toward learning was formed. As a result, this process provided students with intellectual disabilities the opportunity to activate both their speech experience and cognitive activity.

Thus, the study demonstrated that properly selected pedagogical technologies, methods, and tools contribute to the socialization of students with intellectual disabilities through the development of their speech. It was confirmed that the use of appropriately chosen innovative technologies plays a positive role in developing the lexical and grammatical components of speech in this category of students. The introduction of innovative technologies into the correctional speech-therapy process complemented and improved traditional methods of work and was adapted to students' abilities.

Effective factors influencing the impact of the proposed innovative technologies were identified, and on this basis, improved lesson plans and technological maps for the development of speech in students with intellectual disabilities were developed.

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