

**METHODS OF LOGOPEDIC CORRECTIVE WORK WITH KINDERGARTEN CHILDREN***Xoligov Azamat Qahramonovich**Associate Professor, Doctor of Pedagogical Sciences (DSc),**University of Information Technology and Management*[\*xolikovazamat9@gmail.com\*](mailto:xolikovazamat9@gmail.com)*Quchqorova Gulnoza Qurbonboy qizi**2nd year student of Special Pedagogy,**University of Information Technology and Management*[\*iphoneusta258@gmail.com\*](mailto:iphoneusta258@gmail.com)**Abstract**

This article is about the system of speech therapy and correction work with preschool children, and discusses the individual approach to preschool children and the elimination of defects in preschool children.

**Keywords**

Speech therapy and correction, inclusive, intellectual, spiritual and aesthetic, preparation for school, qualified teacher, defect, individual.

**INTRODUCTION**

The need for education in our society is increasing. In this regard, our organization is creating a number of opportunities for preschool children, that is, kindergarten children. For example, speech therapists are being assigned to each kindergarten. The goal is to conduct speech therapy classes with kindergarten children and prepare the child for school without any defects. New reforms to be implemented in the education sector: Further improving the preschool education system, which is an important part of the continuous education system, creating an effective state management system, expanding the state and non-state network of preschool educational institutions, strengthening the material and technical base, providing them with qualified pedagogical personnel, sharply increasing the coverage of children in preschool educational institutions, implementing modern educational programs and technologies in educational processes, in order to comprehensively develop children intellectually, spiritually, aesthetically, and physically, and radically improve the quality of their preparation for school, the Decree of the President of the Republic of Uzbekistan No. PF-5198 dated September 30, 2017 "On measures to radically improve the management of the preschool education system" was adopted.[1]

From the day a child is born, he sees, hears, feels pain, heat, smell and taste. The formation of a child's personality begins from the first days of life. The child expresses his attitude to everything and the people around him based on what he sees and hears every day. The family is the most important link in the social environment surrounding the child. The influence it has on the formation of the child's personality is enormous. The child's independence is relative, and in many ways he needs the care and help of adults. The opinion and attitude of the parents during this period acquires such a great motivating force that it serves as a regulator of behavior and a stimulator of mental development. The child's cognitive activity begins to become more complex, and his perception begins to be directed towards a specific goal. As a result of regular acquaintance with various objects or their images, the child's observation, subordinated to a specific task, increases. If cognitive development is guided, by the end of preschool age, the

child will develop important sensory skills: accurate visual estimation, visual assessment of proportions, phonemic awareness and the ability to correctly perceive and pronounce musical sounds.[2]

## LITERATURE REVIEW AND METHODS

One of the important ideas of the cultural-historical concept is the theoretical view of the zone of proximal development. The zone of proximal development is the temporal distance between the current level of a child's development and the estimated level that can be achieved in the future. This zone includes functions that have not yet been reached, but are in the process of being reached. The current level of development of a child reflects the level of development that the child can achieve in his development tomorrow. If a child has speech defects, a speech therapist will eliminate the problems in kindergarten. The child develops his speech in kindergarten using various methods. The science of speech therapy includes special methods for identifying and correcting speech defects, as well as studying the causes. A speech therapist carries out corrective work in kindergarten. Creativity is clearly manifested in the behavior of some children of kindergarten age, and in some children, tendencies to delinquency are clearly manifested. Educators and parents should quickly notice such tendencies. Because timely correction of these negative features allows for the formation of socially valued needs and motives, creating conditions for self-expression for each child. In kindergarten children and children entering school, a corrective approach to speech defects and their correction is also carried out. The algorithm of actions performed by children is gradually formed and strengthened, first under the guidance of a speech therapist, and then the child is taught to independently control the ability to analyze and synthesize the sounds of words and syllables and to evaluate his own work. One of the important tasks of correctional education is the differentiation of sounds with opposition and correct pronunciation.[3]

In speech therapy, oral methods are used taking into account the age characteristics of the child, the structure of the speech defect, the purpose and stage of the corrective effect. The contextual form of speech requires the completeness of the thought, the use of new grammatical forms. By its structure, contextual speech is close to written speech. An important feature of contextual speech is its voluntariness. The work on teaching children of kindergarten age to read is based on the theoretical principles developed by D.B. Elkonin. Forms and methods of teaching children to read aimed at kindergarten age were developed by L.E. Zhurova. In a special study aimed at studying the possibilities and features of children's acquisition of literacy and determining the optimal age period for this, N.S. Vorontsova found that children aged 5-6 have a selective type of perception in learning literacy, and from the age of 6 they become attentive to reading. Based on this, N.S. Vorontsova noted that the optimal age for teaching sound analysis is 5 years old, and the most favorable age for teaching reading is 6 years old. Thus, one of the most important features of the preschool period is the emergence of the planning function of speech by the age of 4-5. If initial planning is carried out orally, then later, at the end of preschool age, planning begins through internal speech.[4]

## RESULTS

We witness cases where sound pronunciation is not well developed in children of any kindergarten age. It is more difficult for some children to pronounce the sound "r" or the sound "z". Then we conduct speech therapy and correction work with these children and work with them individually. A speech therapist helps the child to develop his speech and takes an individual approach to each child. Currently, speech therapy is developing very rapidly. Speech therapy and correction approaches are being carried out with school-age children and adults. In Uzbekistan, the field of speech therapy has launched a number of effective projects, for example,

speech therapy centers have been opened in schools. Speech therapists have also launched their work in inclusive education. Speech therapy jobs have also been opened in preschool educational institutions. For whom are such conditions for, of course, for our children, for our future? We must educate and raise our children without defects. The use of special methods for eliminating pronunciation defects in preschool children is a correctly structured set of speech exercises and the use of articulatory grammar. The work on eliminating defects in the pronunciation of sounds is carried out in 4 stages:

1. Preparatory period;
2. Establishing the pronunciation of sounds (setting sounds);
3. Automation of sounds to achieve easy, i.e. spontaneous pronunciation;
4. Differentiating alternating sounds from each other, differentiation of sounds.

The preparatory period is not always necessary. In some cases, it is possible to achieve spontaneous pronunciation of the sound with just one simple exercise. However, in many cases, a series of preparatory work is necessary to establish the sound. For example, if the child does not pronounce the sound "r" correctly due to the short uvula at the base of the tongue, cannot raise the tip of the tongue, the uvula can be lengthened using a series of articulation exercises. During the preparatory stage, it is necessary to improve the mobility of the articulatory apparatus, practice breathing, develop imitation, and cultivate other skills that will be necessary in the later stages. Therefore, when working with children of kindergarten age, the speech therapist must be patient, kind, knowledgeable, and self-confident. Only then will the result be good.[5]

## DISCUSSION.

Based on the above, we can give our recommendations. The analysis of the literature and the discussion of the results of speech therapy and correction work show that early intervention and a systematic approach are necessary to eliminate speech defects in preschool children. For example, the areas of speech therapy need to be further developed. We need to train qualified speech therapy personnel and attract teachers. Speech therapy needs to do a number of things.

- work with preschool children on mastering words and pronunciation;
- it is necessary to carry out separate individual activities with preschool children;
- each child should work in partnership with his parents;
- to teach children to think independently, to identify and develop their intellectual capabilities;
- a speech therapist should know how to work not only with healthy children, but also with children with disabilities;
- speech therapy should eliminate the defects of these children with disabilities;
- it is necessary to effectively use many technical means;
- it is necessary to recommend a variety of books that meet individual educational needs and personal needs;

-it is necessary to educate children in a patriotic spirit, to form in them loyalty to their people and state. Because the tasks set out above serve as the foundation for the formation of primary education and culture.

Modern speech therapy includes speech therapy for school-age children, speech therapy for adolescents and adults, and speech therapy for children in kindergarten. Speech therapy, like the science of correctional pedagogy, is based on the theory of the development and activity of the structure of the nervous system. The science of speech therapy develops on the basis of the disciplines of anatomy, physiology, neurophysiology, otolaryngology, neuropathology, psychopathology, pediatrics, linguistics, psycholinguistics, psychology, and pedagogy. Speech therapy is mainly based on the systematic use of articulatory and phonetic-phonemic exercises, which are highly effective in correcting sound pronunciation. If classes are organized in the form of games for children in kindergarten, children's interest and speech activity increase.[6]

## CONCLUSION

Speech therapy and correction work with children in kindergarten is an important pedagogical process aimed at the comprehensive development of the child's speech. Early detection and systematic correction of speech defects in preschool age ensures successful learning and social adaptation of the child at later stages of education. Speech therapy-correctional diagnostics, individual and group classes, articulatory phonetic-phonematic exercises, logorhythmic and game technologies are based on them. High efficiency is achieved when these methods are used taking into account the age and individual characteristics of children. In particular, game activities, a multisensory approach and cooperation with parents further strengthen the process of speech development.

Speech therapy and correction work with children of kindergarten age should be continuous, systematic and scientifically based. Through properly selected methods and techniques, children's sound pronunciation, vocabulary, grammatical speech and communication skills will successfully develop, and their readiness for school education will significantly increase.

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