

**OPEN ACCESS**

SUBMITTED 28 February 2025

ACCEPTED 29 March 2025

PUBLISHED 30 April 2025

VOLUME Vol.05 Issue04 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

The Use of Didactic Games in The Development of The Personality of Children with Severe Speech Impairment

Khudoyarova Mavluda Sayfulla qizi

Tashkent International University of Chemistry, Master's student in speech therapy, Uzbekistan

Abstract: This article analyzes the role and influence of didactic games on the formation of the personality of children with severe speech impairment, their social and psychological development. The importance of game activity in the development of the child, the mechanisms of organizing game activity are also discussed. Through didactic games, the development of such important aspects as socialization, communication culture, self-confidence and interest in activity in children is revealed.

Keywords: Severe speech impairment, personality development, didactic game, communication, psychological adaptation.

Introduction: Speech disorders are understood as deviations from language norms of a speaker due to the weakening of the psychophysiological mechanisms that are accepted in a given language environment and through which speech activity normally functions. From the point of view of communicative theory, speech disorders are a violation of the cognitive process, the means of communication. Therefore, the duty and task of any cultural society is to provide timely qualified assistance to members of society with speech disorders. Among the growing youth, there are children with speech disorders, and a number of positive changes are also taking place in terms of their involvement in quality education. Today, due to the great importance of the preschool period in ensuring the active participation of children with various speech disorders in various social, economic and cultural relations of society, their prosperous life, and their effective social adaptation to

various life situations, the issue of reforming preschool special education is one of the urgent tasks facing the system of special pedagogy and public education. The content and forms of the special and inclusive education system are being improved, ensuring the involvement and active participation of children with disabilities in the everyday life of society.

METHODS

The Decrees of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities", No. PF-5712 dated April 29, 2019 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030" and other regulatory and legal documents stipulate the implementation of adapted types of educational services for the most vulnerable segments of the population, a system based on differential approaches. [1]

Play is the leading activity of children of preschool and primary school age, and is of great importance in their lives. This is due to the multifaceted impact of play on the mental development of the child. In the game, especially through didactic games, children acquire new knowledge, concepts, skills and competencies. Through the game, a person acquires the rules of communication. It allows the formation of moral and volitional qualities in a child. When we talk about a normally developing child, all this is natural, inherent in childhood and does not require any educational influences.

The game has a positive effect on all mental processes and the formation of the personality when special conditions are created for the child's development and when it is included in the process of systematically implemented correctional and educational work. The didactic game, organized on the basis of the principles of preschool pedagogy, allows for the correction of defects in children with developmental problems from an early age, especially speech defects, and their preparation for school.

When properly organized, the game and didactic games solve the tasks of the mental, moral, physical and aesthetic development of each child from an early age. In play, a child's personality is formed at the earliest stages of development, and qualities necessary for academic activities, work, and communication with people are developed.

Special attention is paid to social protection of the most vulnerable segments of the population, strengthening state support for persons with disabilities. [2] As a result, the opportunity to diagnose

children with disabilities from the early stages, involve them in appropriate education based on the results of the diagnosis, ensure their quality education, and solve the issue of the necessary infrastructure and personnel for timely and targeted implementation of a comprehensive impact aimed at ensuring their adaptation to social life has expanded. In order to substantiate the possibilities of equipping children with disabilities, like healthy children, with the necessary knowledge, skills and qualifications for socialization, as well as elementary competencies, during the pedagogical process organized in a preschool educational organization, and to improve the methods of studying them from a medical and pedagogical perspective, this textbook is one of the most important literature of our time. The main idea underlying all areas is humanism, which aims to form personal qualities such as understanding the unity of nature and man, abandoning authoritarian and false ways of thinking, being patient, content, respecting the opinions of others, and embracing national and cultural and universal human values. [3]

V. Stern expresses his opinion about the game: "Free, single-purpose activity - if we want to characterize the state of consciousness in the process of the game, then the game can be described as such. This is a single-purpose activity, that is, it is satisfied with itself and is not directed towards goals that are not its own - "work". In the mind of the player, the goal of the game is achieved by the end of the game, complete success. This idea can be correct only if the game is considered in detail by the mind. On the contrary, if the game is considered "as a vital task, despite the images formed in one's own mind", then the game is determined to have the following goals, that is, these are goals that go beyond the boundaries of the game: goals such as the independent formation of unconscious exercises of developing abilities and emerging serious functions. [5]

Let us consider K. Koffka's ideas about play. For him, play is very important in the manifestation of the child's world (a world that is unique in comparison with the adult world and incomprehensible from the perspective of the adult world). Play activity belongs to a separate system of upbringing, which exists among other systems. The child's system of consciousness corresponds to the systems of upbringing, which are independent of each other, only dynamically related. Koffka analyzes play as a manifestation of the child's world, which has its own unique qualities. It is wrong to consider it from the point of view of the laws of mastering the adult world, preparing for adult life, etc.

Freud explains the nature of children's play, in which he looks primarily from an economic point of view, that is, he considers the desire to receive pleasure as the basis.

Z. Freud wrote: "Children reproduce in play the impressions that have remained with them throughout their lives, they are strongly influenced by the power of these impressions, in other words, they completely dominate the situation. We know that, on the other hand, the whole game is carried out under their desire, this desire is that they grow up faster and all their actions are like those of adults." [7]

It can be said with confidence that pedagogical technology is the main source of innovation in the educational process. Speech therapy is necessary to eliminate speech disorders.

RESULTS

The main goal of speech therapy is the correct formation of speech sounds. [4] In order to correctly restore speech sounds, a child must know the following: know the sounds of speech and not confuse them in perception. Be able to distinguish one sound from another by acoustic signs; be able to distinguish a normally pronounced sound from an incorrectly pronounced sound; be able to hear and control the sound he pronounces and assess its quality; be able to perform articulatory positions that create a normal effect, an acoustic effect of the sound; use sounds appropriately in all types of speech. The conditions for successful speech therapy create good conditions for eliminating speech defects: emotional contact of the speech therapist with the child; organizing classes in an interesting way and conducting them in a work system that does not allow fatigue play a key role. Among the growing youth, there are children with speech defects, and a number of positive changes are also taking place in terms of their involvement in quality education.

Russian scientists have comprehensively studied the problem of speech defects: psychological and pedagogical aspects were studied by R.E.Levina, psychological and linguistic aspects by V.K.Orfinskaya, Y.F.Sobotovich, V.A.Kovshikov, medical and pedagogical aspects by S.S.Lyapidevsky, Y.M.Mastyukova. In the process of development of the personality of a child with speech defects, the development of vocabulary, perception of the meaning and content of words, the formation of the lexical aspect of speech are of great importance in the development of the child's cognitive process. Because the word is not only a means of communication and interpersonal relations, but also the basis of the development of personality, thinking.[5]

The modern education system is aimed at supporting the individual development of each child. In particular, the importance of didactic methods, including game technologies, is invaluable when working with children with severe speech impairments (SSI). Speech

problems in such children negatively affect not only communication through language, but also personal development. Therefore, didactic games are an effective tool for adapting them to social life, teaching them to express their thoughts, and increasing their self-confidence.

Severe speech impairments are profound speech disorders that prevent a child from naturally acquiring language. This is manifested in speech disorders such as alalia, dysarthria, aphasia, and rhinolalia.

Such children often have difficulty expressing themselves, withdraw, and cannot actively participate in the community. This negatively affects their personal development - self-esteem, emotional stability, independence, and social adaptation.

Didactic games are educationally oriented game activities that encourage children to actively learn, communicate, and think creatively. Play activities for children with special needs are considered one of the main tools, because through play, the child not only learns, but also expresses himself, builds relationships with peers, and learns to manage his emotions.

The main advantages of didactic games:

Increases speech activity. Children are encouraged to speak through movement and role-playing.

Enhances socialization. Group games teach the child to understand his place in the team and to listen to others.

Develops self-confidence. Repeated successful participation strengthens the child's self-confidence.

Improves emotional state. The game process brings joy to the child, reduces stress.

Helps consolidate knowledge through didactic materials.

The following didactic games can be effective in working with children with severe speech impairments:

"Find a word and say it" - The child selects the appropriate word based on the picture and says it. (activates speech)

"Who spoke?" - The voices of various animals or people are heard, the child recognizes the sound and says its name. (develops attention and phonemic hearing)

"How did it happen?" - Composes a story from a sequence of pictures and tells a story. (develops thinking and logical connections)

CONCLUSION

Didactic games are a powerful tool for speech, emotional and personal development in children with severe speech impairments. They help the child not only learn through play, but also reveal his personality and potential. A child who expresses himself through play

can find his place in the social environment. Therefore, every speech therapist, special educator and parent should actively use the opportunities of didactic games.

REFERENCES

O'zbekiston Respublikasi – "Ta'lim to'g'risda"gi Qonuni – T.: 2020 yil 23-sentabr.

Birlashgan Millatlar Tashkilotining "Nogiron shaxslar huquqlari" to'g'risidagi Konvensiyasi 2006.

M.Y. Ayupova "Logopediya". Toshkent, 2007 yil, 463 b.

Борозинец Н.М., Шеховцова Т.С. «Логопедические технологии»: Учебно-методическое пособие – Ставрополь, 2008. – 137 с

Nishonova Z.T. va boshqalar Psixodiagnostika o'quv qo'llanma T.: TDPU.

Штерн В. Дифференциальная психология и её методические основы = Die differentielle Psychologie in ihren methodischen Grundlagen / [Послел. А. В. Брушлинского и др.]; РАН, Ин-т психологии. — М.: Наука, 1998.