

**OPEN ACCESS**

SUBMITTED 12 April 2025

ACCEPTED 08 May 2025

PUBLISHED 10 June 2025

VOLUME Vol.05 Issue06 2025

COPYRIGHT

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

Logopedic Correction to Eliminate Phonetic-Phonematic Speech Underdevelopment in Students of Grades 1-2 In General Education Schools

Nigora Zairova

Teacher of the Department of "Speech Therapy" of the Faculty of Special Pedagogy and Inclusive Education of Tashkent State Pedagogical University named after Nizami, Uzbekistan

Abstract: This article is an overview of modern methods of speech therapists working with primary school students with phonetic-phonemic disorders. The main causes of such disorders, their impact on learning and social adaptation of children are considered. Various approaches to diagnostics and correction of phonetic-phonemic disorders are analyzed, including complex speech development programs, work with pronunciation of sounds, articulatory gymnastics and other methods. Important aspects of interaction between speech therapists, teachers and parents in the process of overcoming violations by students are also discussed. Attention is drawn to the need for an individual approach to each student and the use of modern educational technologies for effective work with phonetic-phonemic disorders of primary school students.

Keywords: Phonetic-phonemic disorders, articulatory gymnastics, individual lessons, correction, complex approach.

Introduction: Phonetic and phonemic disorders are among the most common speech problems in schoolchildren. They can significantly complicate both the educational process and the social adaptation of children in the school environment. In order to increase the effectiveness of correctional work, it is important for speech therapists and teachers to understand the

causes of these disorders.

The work of a speech therapist is especially important in elementary school. One of his main tasks is to identify and eliminate violations of the sound side of speech in students in the first and second grades.

Phonetic and phonemic disorders are associated with a violation of sound pronunciation and speech perception. These problems can manifest themselves in the form of substitution, distortion, omission or rearrangement of sounds in words, which makes it difficult for others to pronounce and understand speech correctly.

A significant factor contributing to the development of such disorders is heredity. If the parents had speech difficulties or problems with pronunciation, there is a high probability that the child will inherit these features. Genetic predisposition can affect the formation of speech organs and auditory perception. However, it is important to understand that heredity is not the only factor influencing the development of phonetic-phonemic disorders. Environmental conditions, features of the educational process and individual characteristics of the child are also of great importance. Thus, incorrect formation of pronunciation skills or insufficient practice can aggravate existing difficulties and contribute to their consolidation.

Effective correction of such disorders requires a comprehensive and individual approach to each child. In addition to taking into account hereditary and genetic factors, it is necessary to pay attention to teaching correct pronunciation, provide regular speech practice and create a favorable educational and psychological atmosphere. Only a combination of these elements will allow achieving sustainable positive results and overcoming difficulties in pronunciation.

In addition, the conditions of upbringing and the influence of the environment are of great importance. If at an early age the child does not develop sufficient auditory control and does not develop sound recognition skills, this can complicate the formation of correct pronunciation in the future.

Postnatal factors also influence the development of speech in children. Bad habits of parents, prolonged exposure to noise or unfavorable environment can also affect speech development and lead to pronunciation disorders.

In addition, psychological and psycho-emotional factors can affect speech development in children. Stress, negative emotions, insecurity and low self-esteem can create additional difficulties in the

development of correct speech in children.

Thus, the causes of phonetic and phonemic disorders in schoolchildren can be varied and multifactorial. Understanding these causes is important for proper diagnosis and correctional work with children. It is necessary to take into account all aspects of the child's development in order to help him overcome possible difficulties in the field of speech development.

To work with students with phonetic and phonemic disorders, the speech therapist must use a comprehensive approach, including diagnosis, correction and prevention of these disorders. It is important to conduct an initial diagnosis to determine the level of disorders, their nature and causes. It is also necessary to identify the individual characteristics of each student, since the approach to correction must be individual.

Correctional classes with a speech therapist should include a variety of exercises aimed at developing phonemic hearing, conducting articulatory gymnastics, setting and automating the correct pronunciation of sounds, as well as forming the correct syllabic and verbal structure of speech in children.

An important aspect of speech therapy work is cooperation with the class teacher and parents of students. Such interaction allows creating favorable conditions for the correction of speech disorders not only in the school environment, but also at home. In addition, it is useful for a speech therapist to interact with teachers from other educational organizations to exchange experiences and improve the effectiveness of the methods used.

Thus, speech therapy work to identify and eliminate pronunciation disorders in primary school students plays a significant role in the formation of speech culture and successful communication of children. Such activities should be comprehensive, individually oriented and aimed at achieving specific correction results.

A speech therapist should create an individual program for correction, which includes various exercises and games aimed at improving the pronunciation of sounds and developing articulatory motor skills. It is important to remember that working with pronunciation disorders requires patience and regular interaction with children.

In addition, a speech therapist can conduct group lessons where children interact with each other, learning how to pronounce sounds correctly in a playful way. This approach helps not only develop speech skills, but also improve social skills and communication. Early detection and correction of phonetic and phonemic disorders are important for successful literacy and

speech development of children. Speech therapy plays a key role in the formation of full-fledged communicative competence of students, which directly affects their success in school and social adaptation.

To assess pronunciation skills, articulation analysis is used, which includes a study of the anatomy and physiology of the speech organs, as well as an analysis of the dynamics of articulation and the correct pronunciation of sounds and sound combinations.

To check the phonetic and phonemic competence of schoolchildren, testing is carried out to distinguish and recognize sounds and phonemes. This helps to determine which sounds or groups of sounds cause difficulties and how pronounced these problems are. Another important stage of the examination is the analysis of the socio-cultural context and conditions of upbringing of students, since the environment and style of communication can influence the development of speech skills.

The use of various methods of diagnosis and correction of phonetic and phonemic disorders in students in grades 1-2 is of great importance for the successful work of speech therapists. The examination includes a comprehensive analysis of the child's ability to distinguish, recognize and pronounce sounds and sound combinations, as well as the study of phonemic hearing. To determine the level of disorders, various tests, tasks and methods are used, such as articulation analysis, phonemic testing and assessment of speech dynamics

One of the methods of correcting phonetic and phonemic disorders is individual work with each student. This approach includes the creation of a personalized program of remedial classes aimed at eliminating problem sounds in each child, taking into account his individual characteristics and needs.

Another important method is comprehensive work on the development of phonetic hearing and articulation skills. This includes training in the correct pronunciation of sounds, as well as the use of various games, exercises and techniques to improve phonemic hearing. An equally important aspect is interaction with class teachers and parents. Such cooperation helps to create favorable conditions for the correction of disorders not only in the educational process, but also in everyday life. Support from teachers in the implementation of correctional tasks and active involvement of the family are key factors in successfully overcoming difficulties.

Correction of phonetic and phonemic disorders requires patience, consistency and a systematic approach, taking into account the age and individual

characteristics of each student.

When conducting correctional tasks, it is necessary to take into account several key points: all tasks must be adapted to a specific child. This takes into account not only the level of speech development, but also age and psychological characteristics. For example, game exercises can be effective for younger children, and more complex speech therapy tasks and tests for older children. It is also important to consider how the child perceives the tasks: for some, auditory perception tasks are suitable, while others will cope better with practical exercises.

The use of visual materials significantly improves the assimilation of the material. These can be cards with images of objects corresponding to certain sounds, articulation diagrams, toys that help make classes interesting and accessible to the child.

To maintain the child's interest in classes, it is important to use game teaching methods. Games in which the child can actively participate help not only improve pronunciation, but also make the correction process more enjoyable and exciting. For example, games about comparing sounds or rhyming exercises can be fun and entertaining.

It is important to encourage your child's successes to maintain their motivation. Positive reinforcement in the form of praise or small rewards helps the child feel confident and continue working, even if some tasks seem difficult. Support during failures is also important: it is important that the child does not lose faith in his or her abilities and understands that failures are a natural part of the learning process.

Classes must be held regularly, otherwise progress will slow down. It is important to create a stable and consistent program within which the child gradually masters new skills. In addition, it is important to alternate different types of activities (games, exercises, tests) so that the classes do not become monotonous.

It is important to work closely with the speech therapist, parents and teachers to maintain a unified approach and achieve maximum results. The speech therapist can provide recommendations for homework, help teachers adapt assignments for the class, and parents can monitor the completion of exercises at home. In addition to all of the above, regular consultation with a speech therapist will help adjust the training program and assess the child's progress. The speech therapist can offer new methods, select effective games and tasks that will correspond to the child's current level of development and his needs. Thus, the correction of phonetic and phonemic disorders is a multifaceted process that requires an integrated approach, attention to the child's needs and close cooperation of all

participants in the educational process.

REFERENCES

Ткаченко Т.А. Развитие фонематического слуха. Санкт-Петербург. "Детство - пресс", 1998 г.

Пожиленко Е.А. Волшебный мир звуков и слов. Москва, "Владос", 1999 г.

Успенская Л.П., Успенский М.В. Учитесь правильно говорить. Москва, "Просвещение", 1992 г.

Филичева Т.Б., Чиркина Г.В., Чевелева Н.А. Основы логопедии. Москва, "Просвещение". 1989 г.

Логопедия, под редакцией Волковой Л.С. Москва, "Просвещение". 1989 г.