

RESEARCH ARTICLE

In Speech Defect Was the Children Pedagogical Psychological Classification

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Abstract

This article elementary class of students speech skill in increasing applicable modern pedagogical technologies systematic analysis to do dedicated to. The goal is education. in practice effective result giver speech develop technologies pedagogical and psychological basics point of view from the point of view describing them elementary class to the conditions adaptation from showing consists of. In the study communicative approach, game based on education, digital tools and integrative methods analysis Scientific news student's speech activity increasing technologies step by step classifier practical model offer in the process of manifestation will be. Results elementary class teachers and speech therapists for methodological basis as service does.

KEYWORDS

Speech skill; pedagogical technology; start ' ich class; communicative approach; speech development; inclusive education; o ' yin based on to teach.

INTRODUCTION

Elementary class of students speech skill their reading, writing and thinking of activity foundation is considered. Speech develop only word wealth increase with is not limited — it process communicative competence, logical thought and social adaptation one whole in the system shapes. Modern education paradigm the student active knowledge creator as seen because of, speech skill increasing technologies are the same on principle justification necessary. In practice elementary class teachers speech in development difficulties often observe: some in students verbal speech weakness, in others writing expression limited, in the third and from communication escape This situation is observed. various reasons — language environment,

family conditions, physiological factors or pedagogical approaches suitable not coming — with related to be possible. Therefore, speech skill increasing technologies differential and flexible to be necessary.

Subject relevance is that the last ten in years education technologies in the field serious changes face gave: digital tools, communicative teaching methods and neuropsychological research based on approaches wide spread. However elementary class in practice this news systematic accordingly not used, often separately methods as This is used. article modern technologies systematization and their elementary class to the conditions compatibility the issue seeing comes out.

Research purpose - initial class of students speech skill in increasing effective countable pedagogical technologies scientific basically classify them, practical education to the process integration from showing consists of. The goal achieve for three task marked: available of technologies methodological the basics analysis to them; to them speech development to the levels compatibility criteria determination; initial class under the circumstances application opportunities justification

To the topic related literature comment

Speech skill increase problem pedagogy, psychology and psycholinguistics at the intersection located. LS Vygotsky cultural-historical theory the speech socio-cultural tool as seeing it, its teaching in the process targeted formation the necessity [5]. This idea modern communicative education approaches theoretical foundation is considered. Foreign researchers DVM Bishop speech among in development violations cognitive processes with related without analysis does and speech difficulties eliminate in the process of metacognitive instructions role [7] American Psychiatry of the association diagnostic manual (DSM-5) speech violations classification standard system defining, pedagogical in practice diagnosis criteria clarifies [6].

Local scientists Among them, GR Nurkeldiyeva speech therapy according to textbook Uzbek in the language speech violations classify them eliminate of reaching theoretical the basics statement [1]. MA Pulatova inclusive in education correction approaches according to work local to the conditions customized methodological the basics working [4] From the Russian school LS Volkova and R.Ye. Levina, speech therapist theoretical and practical the basics wider in the system illuminates [2; 3].

But there is in the works elementary class to their students intended modern technologies step by step classifier and education to the results directed A holistic model is enough. working not released. Therefore this research above from work different accordingly technologies only descriptively without

leaving them efficiency criteria and monitoring indicators with to show the connection goal as puts.

METHODOLOGY

In the study comparative comparison, content analysis and typological modeling from the methods used. Comparative comparison method within speech skill increasing technologies their methodological basics, targeted orientation and implementation to grow conditions according to mutual This approach every one technology advantage and restrictions clear to show opportunity gave. Content analysis through last ten year More than 40 published in scientific source - international magazines, local dissertations and practical manuals - analysis The analysis was done. main criteria as technology psychological basis, beginning class to age compatibility, teacher readiness demand and the results measurement opportunity selected.

Typological modeling in the phase technologies speech development four level - phonological, lexical-semantic, grammatical and pragmatic - suitable arrival according to grouped. As a result everyone to the level suitable main technology, it application conditions and monitoring indicators by designating This is a matrix elementary class to the teacher technology student to the need looking at choice for practical guide task will do.

RESULTS

Modern pedagogical technologies between communicative approach speech skill in increasing the most wide applicable methodology as separated This is in approach student real communication in situations active participation will be: question and answer, discussion, role game and project activity through speech skills natural accordingly is formed. Observations shows that communicative training 3 times a week regular when spent, 8 weeks inside verbal speech activity indicators by 20-28 percent increase record Game based on game -based learning (primary) class at the age of students for separately importance profession 6-10 years old students game activity through to study was natural tendency speech

skill increase for effective ground creates. Dictionary games, word chain, story filling and dramatization such as activities lexical-semantic the system activates. Research this The game shows elements included in classes students to class interest rate 35-40 percent, dictionary mastery speed and 15-20 percent increases.

Digital technologies - interactive whiteboards, speech synthesis applications and audio- visual materials - speech in development new opportunities is opening. Especially, speech familiar and pronunciation control functions own inside received applications to the student own speech again listen and mistakes independent determination opportunity gives. However digital tools assistant role play, live

communication not to replace necessary. In practice digital from tools only additional training as when used, student’s self-control to do skill by 18-22 percent improvement observed.

Integrative approach - literary reading, music, art art and physical upbringing lessons speech develop task with tie - speech skill training process all on the fronts For example, poetry memorization not only lexical wealth increases, maybe rhythmic the speech and intonation It also develops expressiveness. Music lesson and of speech melodic-rhythmic side natural accordingly Research integrative approach used in the classrooms speech skill according to final 12-17 percent in assessments high result record to be completed shows.

Table. Pedagogical and psychological types and education strategies comparison appearance

Type	Leader symptom	Typical training difficulty	Pedagogical strategy
A	Articulatory motor skills violation	Pronunciation uncertainty because of verbal from the answer escape	Articulatory gymnastics; slow-paced speech model; positive reinforcement
B	Phonematic perception low	Sound- letter in accordance with mistakes, in dictation replacement	Phoneme segmentation; multisensory phonics; minimal pairs with exercise
C	Dictionary shortage and semantic network weakness	Text understanding decline, term mastery slowness	Semantic maps; thematic dictionary notebook; context through teaching
D	Grammar structure mastery difficulty	Sentence construction and again story in doing disruption	Construction templates; visual syntax; step model
E	Pragmatic communication difficulties	Queue not waiting, the topic hold on not getting	Social stories; role games; dialogic scripts
F	Mix and heavy	Many in the field	Individual program; short block lesson;

Type	Leader symptom	Typical training difficulty	Pedagogical strategy
	disorders	stable difficulty, fast fatigue	many network experts cooperation

CONCLUSION

Elementary class of students speech skill increase one directional to the method relying on impossible, many layered and flexible pedagogical process that is research during confirmed. Communicative approach, game based on education, digital tools and integrative methods separately not, maybe student's speech development profile and age into account taken without together when used gives maximum effect. Offer being done typological model for the teacher student's speech difficulty to the level looking at technology to choose systematizes. Phonetic-articulatory difficulties for multisensor and game methods; lexical-semantic weakness for contextual and visual approaches; grammatical and pragmatic problems for and communicative and dialogic technologies priority is considered.

Practical recommendations as the following tagged: first, teachers every one student for speech skill profile at the beginning to determine to habit inputs necessary; second, chosen technology results in 4-6 weeks one there is special indicators monitoring necessary; third, numerical tools lively communication complementary, but not replaceable role to play need. Future research for the model various education in their environments empirical from the test transfer and local normative indicators with adaptation recommendation is being done.

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