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# Didactic Games as A Means of Shaping the Personality of Children with Severe Speech Disorders

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**Abstract:** This paper investigates the features of personality development in children with severe speech impairments (SSI) and examines approaches to their correction. It argues for the significance of didactic games in the personality development of children with SSI. Various types of personality development are presented, alongside recommendations and illustrative examples of didactic games intended to aid practitioners (speech therapists, educators, psychologists) in their effective interaction with children with SSI.

**Keywords:** Severe speech impairments (SSI), didactic games, psychology, pedagogy, speech-language pathology, personality, communication, cognitive, sensory processing, perception.

**Introduction:** The fundamental reforms being implemented in the socio-political, economic and cultural life of our country pose important tasks to our society, such as renewing education, which is considered one of the priority areas of state policy, and educating the younger generation as well-rounded individuals who can meet the demands of the times, and instilling the ideas of independence in their minds.

Every child receiving education and upbringing in schools and preschool institutions is a comprehensively formed individual based on the demands of the times, and his full and active participation in social affairs is closely related to the proper development of speech in him.

Since our country gained independence, such urgent issues as caring for children and adolescents with special

educational needs, their healthy and harmonious upbringing, social protection of their personal rights, organization of the educational process in a correctional and developmental manner, and ensuring their place in the development of society as a result of comprehensive equality with healthy children have not been ignored by our state.

The concept of "person" is one of the most frequently used concepts in psychology. All phenomena studied by psychology are recorded around this concept. A person is an individual who is a product of social and interpersonal relations, a subject of conscious activity. The most important classification related to a person is his direct connection with complex social relations in society, his being both an object and a subject in relation to social activity. The most important of the qualities that relate to a person is that he perceives these external, social influences with his consciousness and perception, and then acts as a subject of these influences.

In the periods of a child's development, play activity in preschool age, educational activity in school age, and labor activity in after-school life are leading. Observation of the behavior of children with severe speech impairments shows that children actively learn knowledge and experiences about the environment, social life, along with play. Play, and later, educational and labor activity, have a positive effect on the mental and nervous systems of children, and also activate the work of analyzers. Excitation and inhibition are traced in the central nervous system, the function of control and supervision is strengthened. This, in turn, facilitates compensation and correction of deficiencies in the process of education and upbringing. Since preschool education is closely related to educational activities, mutual knowledge and experience exchange occur. Therefore, in the first year of education, the avoidance of communication, frequent mood swings, and affective states observed in some children at the beginning of the school year gradually disappear, and children begin to compare their capabilities with others, catch up with others, strive for communication, and form as individuals.

Child-centered education involves the organization of a pedagogical environment and an educational process adapted to the individual capabilities of the child. Understanding, respecting, and trusting each child is of great importance in this educational technology. Child-speech therapist and child-child cooperation provide the intended positive results. In the implementation of child-centered education, it is very important to ensure that conditions are created for the cognitive (mental), communicative (speech-communication), socio-emotional, and physical-motor development of

children in the educational institution. Taking into account the age and specific developmental characteristics of children in the educational process, knowing and analyzing their personal qualities, and an individual approach to their analysis follow from the rules and requirements of modern youth psychology and pedagogy. In this regard, taking into account the differences in children's readiness, interests, and different ways of acquiring knowledge are among the main issues.

A complex moral quality of society arises in preschool children with severe speech impairments, the desire to make friends, play together, the desire to solve this or that problem together, respect, like each other, the ability to feel the sadness or joy of a friend, and other social feelings. In preschool children with severe speech impairments, the volitional characteristics of character play an important role in the formation of personality, the formation of interpersonal relationships.

In order to cultivate a sense of friendship between children in this team and a sense of community, the teacher must determine the capabilities of each child and his place in this team. It is necessary to teach children to work in a team, to take into account the opinions of others in the team, and to help each other when working in a team. As a result of research by educators and psychologists who have conducted scientific research on this topic, children are divided into several groups depending on their attitude towards the team in which they live.

The first group: children with a positive attitude. They quickly make friends, are responsive and are respected by team members. Children in this category are active members of the team, and the coach relies on them to establish team relations.

Those in the second group join the initiative of the active members, but are unstable.

Those in the third group are shy, do not participate in games, and are also weak in training. Such children need special attention and help.

Since children are with their peers, the educator instills in children a sense of respect for their peers, responsibility, goodwill, and mutual assistance. Children should try to teach them to greet adults, be neat, orderly, help adults, and all good qualities.

The purpose of games organized to develop interpersonal skills is to teach them to resolve conflict and problem situations that arise in the process of communication. What do games in this regard give children?

- Leads to increased observation in each of the group members;

- Teaches to distinguish between the verbal and non-verbal communication of the communication partner, that is, the participants learn to read and analyze the behavior, posture, and gestures of the communication partner that do not match the words;
- Teaches to master the ways of communicating with the interlocutor in different situations;
- Teaches to maintain normal behavior in conflict and problem situations;
- Teaches to better understand others, oneself, and relationships between people during communication;
- Accelerates the process of self-awareness of a person.
- Teaches to compare the emotional state of oneself and the interlocutor, to reduce emotional tension in oneself.

In order for a speech therapist or psychologist to offer games, exercises, and discussions designed to improve interpersonal relationships during the game, he or she must have knowledge of communication and psychological knowledge in this area. Interpersonal relationships are the most complex and fundamental area of psychology, and without this knowledge, it is impossible to organize the training process and ensure its effectiveness.

Depending on the position in which people establish communication in their relationships, 5 different types of relationships are distinguished in psychology:

- The competitive method - means that one party in the communication process tries to control the communication situation and take control of the entire process, demonstrating dominance over the other party. Usually, we can observe such a picture in the relationship between seniors and juniors, between a leader and a subordinate. In this case, the first party, using its superiority, exerts its will over the second. Naturally, from one communication to another, a person who feels subordinate accumulates internal discomfort and tension. This leads to an aggravation of relations and, over time, the emergence of larger conflicts.
- Concession - is a situation similar to the above, but different from it. In this case, a person is not obliged to make concessions in the communication process, but he considers himself obliged to make concessions. If in the above example, subordination occurs under pressure from another person, then in the position of concession, the person voluntarily supports this attitude. But after a certain time and results, feelings of internal dissatisfaction begin to appear in him. Giving in pushes a person to passivity,

stifles his inner initiative and limits his freedom. In many ways, this position also leads to inevitable conflicts.

- Passivity means that a person withdraws from situations where it is necessary to resolve an issue, postpones the decision under various pretexts. Often, this kind of behavior can be manifested in the process of resolving conflict situations. It can be said that passivity is not an avoidance of conflict, but an avoidance of resolving the issue completely. At this point, the child may have an objection like "It is possible that two people who disagree or have a conflict between them can forgive each other over time, but how can we understand this?" This objection is correct from the outside, but if analyzed psychologically, even if it seems to others that they have forgiven each other, in fact, for a certain period of time they will remain in a state of internal dissatisfaction with each other.

- Compromise - that is, compromise. In conflict situations, acting in the style of "You don't lose, I don't lose either" is a situation in which both parties seek an opportunity to get out of the controversial situation without being offended. Of course, this is the most effective of the above types of attitude. But this type of attitude is aimed at resolving the situation right now, acting in the style of "what if later". The negative aspect of this is that if the problem is not resolved to the end, a conflict may arise in the future.

- Cooperation - this is a situation in which all participants in the dialogue process take into account the mutual interests of all participants and strive to resolve the problematic situation to the end. In any communication process, the end result to be achieved in order to achieve cooperation must satisfy the interests of both parties and be in line with their interests.

In life situations, thinking and caring not only for one's own interests, but also for the interests of others is the key to cooperative relations. In modern psychology, the laws and mechanisms for forming cooperative relations have been sufficiently developed. Based on this information, currently specially organized training sessions are organized to provide children with information about the implementation of cooperative relations, and to form skills and competencies in human communication in cooperation.

It should be noted that not only the style of the game, but also the personal position of the speech therapist is one of the leading factors in organizing and conducting this process. That is, this style of relationship must have become the speech therapist's belief and he must demonstrate it at every step.

The following exercise must be carried out during the game, which is intended to form interpersonal

communication skills.

Each participant should be able to answer the question "Who is the person in front of me?" In general, a person should have as much information as possible about the person in front of him.

Reading and retelling literary, pedagogical, psychological, and artistic works in the formation of interpersonal relationships in children gives good results and effects. Below we give examples of games that are conducted with children with severe speech disabilities.

The game "Flying Birds":

Goal: to give children knowledge about birds, enrich their speech, vocabulary, develop attention, memory, and fine motor skills.

Equipment: bird puppets, pictures depicting birds.

Game progress: Educator - children, now is the golden autumn season. Leaves are falling, the wind is blowing, it is raining. Birds are also flying into their nests. Let's remember the names of the birds, children. That's right, dove, songbird, sparrow, swallow, crow, starling. Which of our birds flies to warm countries? - swallow. Which bird flies back in winter? - crow. Which birds live in our country all year round? - dove, songbird, sparrow, starling. Children are shown the flight movements of birds and are asked to perform movements. Children wave their arms and move lightly on tiptoe.

"Put the symbols out" game:

Goal: to teach the child to think independently, to develop mental activity.

Method of conducting the game. The child is shown a table and explained how to work with it. The table consists of several geometric shapes. The child must put a slash (/) in the square, a dash (-) in the triangle, a plus (+) in the circle, and a dot (.) in the rhombus, as shown in the example. The child must complete this task in 2 minutes. During the game, the defectologist must first achieve that the child can independently complete the task on his own.

"Cross-section pictures" game:

Goal: to check the level of development of perception, visual-spatial analysis and synthesis, the formation of demonstrative-motor thinking.

Equipment: a set of whole and cross-section pictures. Pictures are cut into 3 and 4 parts.

Method of conducting the game: the experimenter shows the parts of the cross-section of the picture, does not say what object is depicted on it, and gives instructions:

a) verbally and in a sign form: "assemble the picture completely" or explains it through gestures. If the child does not understand the task, the complete picture is shown and the instructions are repeated or the picture is disassembled and divided into parts again. If this help is ineffective, the child is taught the sequence of assembling the whole picture from the parts of the picture by approximate guidance.

Didactic games help children develop a culture of sensitivity. Children's ability to hear, see, and move develops. In didactic games, the most necessary volitional qualities are brought up, such as perseverance, perseverance, and the ability to finish what they have started. Didactic games help children consolidate their knowledge of the environment, teach them to apply the knowledge gained from their own experiences and activities in practice, develop their thinking abilities, creative abilities, sensory processes, organize the knowledge they have acquired, and increase the child's confidence in their own strengths and talents. When determining the forms of work aimed at implementing the education of their students, a speech therapist working in a special educational institution should rely on the individual characteristics of their personality, while not forgetting to approach the group of students individually.

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