

**WAYS TO IMPROVE THE EFFECTIVENESS OF LOGOPEDIC-CORRECTIVE
WORK CARRIED OUT WITH CHILDREN WITH DYSLEXIA AND DYSGRAPHIA**

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Annotation: this article covers the content of logopedic and psychopedagogical correctional work with children with dyslexia and dysgraphia, the elimination of reading and writing defects, the development of phonemic perception, a multisensory approach, the development of literacy, speech culture and cognitive processes in children through the use of game and information technologies.

Keywords: dyslexia, dysgraphia, speech therapy correction, multisensory approach, phonemic hearing, innovative technologies, speech development.

In the modern educational system, taking into account the features of the individual development of each child is one of the pressing issues. In particular, improving the quality of speech assistance when working with children with speech disorders, in particular dyslexia and dysgraphia, is one of the main tasks of today's speech therapy.

Dyslexia is a disorder of the reading process in which the child has difficulty perceiving sounds, distinguishing letters, and reading words correctly. Dysgraphia, on the other hand, is a complex speech disorder in the writing process, manifested by phonemic, morphological and semantic errors. dyslexia is a disorder of the reading process in which the child has difficulty perceiving sounds, distinguishing letters, and reading words correctly. Dysgraphia, on the other hand, is a complex speech disorder in the writing process, manifested by phonemic, morphological and semantic errors. Children with dyslexia and dysgraphia experience poor sound-letter analysis, low levels of phonemic perception, insufficient formation of visual-motor coordination, as well as poor memory and attention processes. This negatively affects the process of forming children's reading and writing skills. The main signs of dyslexia include distorting words, dropping letters, disrupting word order, misunderstanding of meaning. Dysgraphia, on the other hand, is represented in written speech by the alternation of sounds and letters, grammatical errors, orthographic indifference. An integrated approach plays an important role in the correction of dyslexia and dysgraphia. The collaboration of speech therapists, defectologists, psychologists, and teacher-specialists ensures the effectiveness of the correctional program, which is based on the individual needs of the child.

The problem of dyslexia and dysgraphia has been studied in depth by European and Russian scientists since the end of the 19th century. The scientific works of scientists such as L.S.Vigotskiy, A.R.Luriya, R.E.Levina, T.A.Fotekova, Ye.F.Sobotovich have laid the basic

theoretical foundation in this field. With students with developmental disabilities in the special literature, research issues related to the use of computer technology in correctional work are dealt with by E.P.Sineva, O.I.Kukushkina, A.Yu.Isakov, L.R.Muminova, M.Y.Ayupova, Z.M.Axmedova etc.

Studies show that the causes of dyslexia and dysgraphia are different and are related to the following factors:

- Functional disorders in central nervous system activity;
- Underdevelopment of phonemic hearing and analysis;
- Weakness of attention and memory;
- Early or incorrect training;
- Failure by the teacher and parents to take into account the individual characteristics of the child, etc.

The effectiveness of correctional work with children with dyslexia and dysgraphia directly depends on the following factors:

1. Extensive use of multisensory methods in logopedic training;
2. Organization of interactive exercises based on Game, Picture, Sound, movement;
3. Development of individual programs corresponding to the nature of development of each child;
4. The use of information technology (interactive programs, audiovisual materials)
5. Involvement of parents in the correctional process and the organization of counseling trainings for them;
6. Use psychological approaches that increase self-esteem, confidence, and motivation in children

In speech therapy sessions with children with dyslexia and dysgraphia, special attention is paid to the formation of sound-letter analysis, the development of phonemic hearing, strengthening the skills of syllable reading. Exercises related to hearing, pronouncing and writing each sound are organized systematically. In this process, a multisensory approach is extremely effective – to use vision, hearing and kinesthetic sensations together. In speech therapy sessions with children with dyslexia and dysgraphia, special attention is paid to the formation of sound-letter analysis, the development of phonemic hearing, strengthening the skills of syllable reading. Exercises related to hearing, pronouncing and writing each sound are organized systematically. In this process, a multisensory approach is extremely effective – to use vision, hearing and kinesthetic sensations together. It is important to correctly diagnose dyslexia and dysgraphia. During the diagnostic process, the following work is done with the child:

- Exercises for the development of phonemic perception-differentiation of sounds, determination of the position of sound in a word, formation of a word from a sound;
- Syllabic reading and writing exercises-correcting pronunciation, strengthening sound-letter dependence;
- Speech-activating games-sound domino, word chain, image-based word-finding exercises
- Exercises for the development of phonemic perception-differentiation of sounds, determination of the position of sound in a word, formation of a word from a sound;
- Graphomotor exercises - strengthen hand muscles, prepare for correct writing of letters.

In the process of psychopedagogical approach to children with dyslexia and dysgraphia, errors in reading-writing activity can be reduced by the development of attention, memory,

perception, thinking and speech. For example, word and letter memorization exercises, speech Games, picture cards, tasks that develop associative thinking are included in the learning process. The process of psychopedagogical approach to children with dyslexia and dysgraphia, errors in reading-writing activity can be reduced by the development of attention, memory, perception, thinking and speech. For example, word and letter memorization exercises, speech Games, picture cards, tasks that develop associative thinking are included in the learning process.

The effectiveness of corrective work is also ensured by restoring the child's self-confidence, increasing motivation, and stabilizing his emotional background. Currently, logopedists are using innovative and information technology, interactive educational applications, mobile applications, and sound analyzer electronic tools. For example, programs such as "GraphoGame", "SoundItOut" can help eliminate read-write deficits. Also, performing pictorial activities through "Smart board" technology increases children's interest. Currently, logopedists are using innovative and information technology, interactive educational applications, mobile applications, and sound analyzer electronic tools. For example, programs such as "GraphoGame", "SoundItOut" can help eliminate read-write deficits. Also, performing pictorial activities through "Smart board" technology increases children's interest. Using interactive games, electronic programs, sound reading exercises, and mobile applications in working with children with dyslexia and dysgraphia increases children's motivation. Through these methods, children will have the opportunity to independently consolidate their knowledge while overcoming the difficulties of reading and writing. In logopedic-corrective work with children with dyslexia and dysgraphia, taking into account the specific psychophysiological characteristics of each child is the main condition for corrective work. Depending on the condition of the child, the speed of admission, the type and degree of error, individual training plans are drawn up.

Thus, when logopedic and psychological assistance is systematically carried out, disturbances in reading-writing are significantly reduced. In conclusion, it is necessary that correctional work with children with dyslexia and dysgraphia is organized on the basis of a systematic, step-by-step and individual approach. The results will be more effective if logopedic training is planned, taking into account the specific level of speech development, psychological characteristics and motivation of each child. The widespread use of innovative technologies, information and communication tools and game elements in modern speech therapy significantly increases the quality of work in this direction. Also, as a result of the cooperation of parents and educators, the child is self-confident, achieves positive changes.

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