

## LOGOPETIC METHODS OF CORRECTING SPEECH DISORDERS

*Akhmedova Khilolaxon Rasuljan kizi*

*Namangan State University, Linguistics specialty*

*2<sup>nd</sup> year Master student*

**Abstract:** The field of logopedics, also known as speech and language pathology, has witnessed significant advancements in recent years, transforming the way speech disorders are diagnosed, assessed, and treated. Logopedic methods of correcting speech disorders have emerged as a vital component of communication rehabilitation, offering individuals with speech and language impairments the opportunity to overcome their challenges and achieve effective communication. This article aims to provide an in-depth examination of the logopedic methods employed in correcting speech disorders, highlighting their underlying principles, techniques, and benefits.

**Keywords:** logopedics, communication, examinations, techniques, diagnoses, side effects, treating with children

**Introduction:** Speaking is a real miracle that happened to people in the process of their long evolution. Innovative trends in the development of science and technology led to the creation of highly effective modern remedies, but "traditional medicine", to which the development of mankind is indebted, increasingly loses its value, and people cease to respect it. However, in the field of theory and methodology of treating certain diseases, including the modern stage of development of the problem of treating speech disorders, the experience of past generations should be used, following the example of the fact that the treatment of many diseases of humans and animals in different peoples of the world since ancient times was based on a complex of therapeutic factors. These encompassed the following forms of treatment: radiation, medicinal, reflex, biomagnetic, zaum methods.

### Background and Significance

The activity of vowel therapy emerged in response to the existing demand, as the neonatal and infant service disposes of consultation with an audiologist or speech therapist only after the expiry of three months of the infant's life; whereas neonatal and infant medical examination of the newborn is carried out at the age of one week or less. The task of the speech therapist is not to be the intermediary between facts and theoretical information that fills each methodological manual, but to change the theoretical information into something that can bring pleasure both to the therapist and to the patient – the child. The speech therapist has to prove to the child that these game means can help the baby heal and form new, specific structures. The method we are considering aims to help develop the baby's sound production during the stage of initial differentiation of regulation movements, favoring imitation as a means of communication independent from the child's age.

Establishing a correlation between the child's phonetic production system (vowels) and that of adults involved in the child's language security during the first three years, i.e., the baby takes the

first step to express himself or herself, and whoever is around the baby attacks the child, seeing in the baby a dangerous object or an object of scientific research, taking decisions that can become a danger to the child, as the defender is involved in the child's sound game. The stakeholders in the child's behavior in the early years need a "new ear" in order to hear the baby's vocal behavior and understand what the child is preparing to express with the help of his or her babbling system.

### **Scope and Limitations**

We thus conceive of the scope of the study to involve largely the medical and educational efforts directed to the correction of the subject disabilities, which are seen as forming the phenotypical and cognitive hereditary defaults. The portions of the investigation concerning the origin, manifestation, as well as the basic principles of orthopsychics, speech therapy, pedagogy, and pedopsychiatry are to be presented within the context of the history of the development of the logopaedic corrigenda and their adaptations. The basic causative agents of logopaedic are thought to be the phenomena of its irradiations appearing in response to the specific nature of the articulation and voice mechanisms, which allow the subjects of speech disorders to withstand the pathological heritability.

### **Results and Discussions.**

The term "logopedics" originates from the Greek words "logos," meaning word or speech, and "paedia," meaning child. Initially, logopedics focused primarily on children with speech and language disorders. However, as the field evolved, its scope expanded to include individuals of all ages, with various types of speech and language impairments. Logopedic methods are now widely recognized as a crucial aspect of rehabilitation, not only for individuals with developmental disorders but also for those with acquired speech and language disorders resulting from stroke, traumatic brain injury, or neurodegenerative diseases. One of the fundamental principles underlying logopedic methods is the understanding that speech and language development are closely interconnected with cognitive, social, and emotional processes. Logopedic interventions, therefore, aim to address not only the symptoms of speech disorders but also the underlying cognitive, social, and emotional factors that contribute to these impairments. This comprehensive approach is reflected in the various logopedic methods employed in correcting speech disorders. One of the most widely used logopedic methods is the oro-motor approach, which focuses on improving the coordination and strength of the muscles involved in speech production. This approach typically involves a range of exercises designed to enhance articulation, phonation, and resonance. For example, individuals with apraxia of speech, a neurological disorder characterized by difficulties with speech-motor planning, may benefit from oro-motor exercises that target the development of specific speech sounds and sound combinations. Similarly, individuals with dysarthria, a motor speech disorder resulting from neurological damage, may benefit from exercises that improve the strength and coordination of the articulatory muscles. Another logopedic method employed in correcting speech disorders is the phonological approach, which targets the sound system of language. This approach is particularly effective for individuals with phonological disorders, such as those with developmental phonological disorders or acquired phonological disorders resulting from stroke

or traumatic brain injury. Phonological interventions typically involve the use of linguistic games, speech drills, and other activities designed to enhance phonological awareness and the ability to manipulate sounds in words. In addition to the oro-motor and phonological approaches, logopedic methods also incorporate cognitive-communication strategies aimed at improving the individual's ability to process and communicate information effectively. These strategies may include memory enhancement techniques, attention training, and problem-solving exercises. For example, individuals with traumatic brain injury may benefit from cognitive-communication strategies that target the development of attention and memory skills, while individuals with dementia may benefit from strategies that compensate for cognitive decline. Logopedic methods also emphasize the importance of family and caregiver involvement in the rehabilitation process. Family-centered interventions, such as parent-child interaction therapy, can be particularly effective in promoting language development in young children with speech and language disorders. Similarly, caregiver support and education can play a crucial role in facilitating the communication needs of individuals with acquired speech and language disorders. The benefits of logopedic methods in correcting speech disorders are numerous and well-documented. Research has consistently shown that logopedic interventions can lead to significant improvements in speech and language skills, as well as cognitive-communication abilities. Moreover, logopedic methods can also have a positive impact on the individual's social and emotional well-being, enhancing their confidence and self-esteem.

### **Conclusion.**

All in all, logopedic methods of correcting speech disorders offer a comprehensive and effective approach to communication rehabilitation. By addressing the underlying cognitive, social, and emotional factors that contribute to speech and language impairments, logopedic interventions can promote significant improvements in speech and language skills, as well as cognitive-communication abilities. The benefits of logopedic methods are undeniable, and their importance in facilitating effective communication and enhancing the quality of life for individuals with speech and language disorders cannot be overstated.

### **References:**

1. American Speech-Language-Hearing Association. (2020). Scope of Practice in Speech-Language Pathology.
2. Bernhardt, B., & Stoel-Gammon, C. (2004). Phonological development: A lifespan perspective. *Journal of Phonetics*, 32(2), 155-174.
3. Brookshire, R. H. (2003). *Introduction to Neurogenic Communication Disorders*. Mosby.
4. Grunwell, P. (1985). *Phonological Assessment of Child Speech*. NFER-Nelson.
5. Hinch, L. (1998). *Oro-motor Therapy: A Guide for the Practitioner*. Whurr Publishers.