



THE EFFECTIVENESS OF MODERN DIAGNOSTIC AND CORRECTION METHODS IN THE FIELD OF SPEECH THERAPY (LOGOPEDIYA)”

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Abstract. This article analyzes the habilitation methods currently used in special pedagogy for the early identification and correction of speech disorders, and their effectiveness. The results of the research highlight that effective outcomes are achieved because the methods are implemented through the latest innovative technologies and are applied in various contexts. Furthermore, the causes of speech delay in young children, early diagnostic procedures, and comprehensive correction measures are examined. The paper also explores methods of integrating modern technology with traditional methods and approaches to early habilitation for child correction. Special emphasis is placed on the timely implementation of measures through the early detection of speech deficiencies in preschool-age children. The article also analyzes the effectiveness of modern technological tools in articulation exercises, speech therapy methods, and logorhythmic techniques, and the collaborative sessions conducted with parents. The authors suggest that speech therapy sessions utilizing modern technologies are more effective than simple methods, leading to improvements in speech activity, thinking, attention, focus, and perception functions. The research findings are aimed at individualizing children, stabilizing students' emotional states, and improving their speech condition.

Keywords. Pedagogy, child, communication, speech therapy assistance, diagnostic method, phonetic-articulatory method, rehabilitation treatment, pronunciation development.

Introduction. Speech therapy (Logopediya) is one of the sciences that identifies, prevents, and corrects speech and communication disorders, encompassing elements of pedagogy, psychology, and linguistics. Speech is the main means for socialization and communication. Therefore, any deficiency in speech development, whether in a young child or an adult, invariably has a negative impact. Speech disorders manifest in four main types: dyslalia, dysarthria, bradylalia, and tachylalia. Identifying them requires speech therapy assistance and the use of speech therapy methods. This article analyzes speech therapy methods, their types, practical application, and the work of scholars. The goal is to review and determine the effectiveness of methods used in pedagogical and speech therapy practice, and to provide recommendations for the correct selection of methods in speech development. What are the methods of speech therapy and the concepts related to them? Speech therapy methods are a collection of scientifically based techniques aimed at treating speech disorders, correcting pronunciation, and developing communication skills. The methods are divided into two main groups:

Diagnostic Methods: These methods serve to identify and analyze speech disorders. Examples include articulatory tests and visual observations

.Rehabilitation (Treatment) Methods: These are aimed at correcting speech deficiencies. They are subdivided into: Phonetic-Articulatory Method: Aimed at ensuring correct pronunciation and correcting sound distortions. Phonological Method: Teaches the formation of the sound system and working at the phoneme level.

Lexical-Semantic Method: Focused on increasing vocabulary and enriching the content of speech. Syntax-Methodological Method: Includes correcting sentence structure and grammar. Psychological Method: Aimed at developing communication skills and mental activity through speech. Scholars have also mentioned these methods in their scientific research. Ayyupova M. (2021) studied pedagogy and integration, developing methods for "integrating speech disorders with pedagogical education." Yurovskaya M.M.(2019) analyzed the effectiveness of the "phonetic-articulatory method in cases of dyslalia" in her research.

Main Body. Modern methods are currently being employed. Through vocal analysis of a child's speech, their grammatical, phonetic, and phonemic aspects are studied. The neuropsychological approach assists in linking the child's speech activity with the central nervous system. Audio and visual observation methods measure the movement of speech organs and are recorded using sound-producing devices. Digital speech therapy platforms create opportunities for remote correction. The advantages of these methods are the rapid identification of speech defects in children and the facilitation of early rehabilitation processes. The significant contributions of scholars to this approach are mentioned in scientific sources: L.S. Vygotsky established the importance of the social environment in speech development. A.R. Luriya developed the neuropsychological foundations of speech and brain activity. Uzbek specialists are also contributing to the field of speech therapy. By applying modern methods: Speech disorders are identified early. Individual methodological work is developed. Correction effectiveness increases by 30-40%. The child socializes quickly and becomes psychologically active. This approach has a positive impact on the field of modern speech therapy. Correctional sessions in modern speech therapy must be adapted to the children. Different methods are applied for different age groups. In recent years, modern technology has entered the field of speech therapy. For example, applications are being created that help eliminate and correct speech deficiencies. These technologies are intended to provide remote assistance and correction measures to children. These technologies should yield effective results not only in the city but also in remote villages, facilitating the early rehabilitation of children with speech defects. It is particularly effective to apply methods for young children through play technologies.

Conclusion. Based on our observations, the implementation of modern diagnostic and correction methods in modern speech therapy plays an effective role in the early identification of speech disorders and the implementation of correction work. The effectiveness of speech therapy sessions is, of course, closely linked to parents. If a child's speech defects are not consistently addressed by a specialist, the expected result will not be achieved. This means that parents must be responsible. What is expected of parents: regular repetition of exercises, allowing the child to express their thoughts freely, observing moderation in the use of television, smartphones, and gadgets, positively acknowledging and encouraging the child's every failure and success, motivating the child, communicating frequently with the child, and engaging in imaginative play with fairy tales, poems, and stories. It is expected that parents will not only encourage success but also positively accept failure.

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