



## "ACTIVATION OF SPEECH IN YOUNG CHILDREN THROUGH LOGOPEDIC RHYTHMICS"

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**Abstract.** This article analyzes the effective articulation and correctional work carried out in young children through modern technology and methods of logopedic rhythmic. In a field where the absence of sound and speech has become a pressing issue, the processes of early diagnosis and habilitation in young children through new teaching aids, movement, and musical rhythmic are analyzed. The article covers interesting session methodologies, effective work processes between children, teachers, and educators, implemented through modern technologies. Furthermore, the children's emotional state, social integration, and teamwork skills are considered within the psychological process. This approach emphasizes methods aimed at early detection and correction of speech disorders in young children. The article provides recommendations on incorporating rhythmic activities into the educational process. In this process, complex approaches are implemented jointly. Rhythmic exercises actively stimulate the child's speech apparatus, improving correct word pronunciation and proper breathing patterns. Rhythmic exercises and movements develop sensory skills. This leads to an increase in the child's self-confidence. Sessions organized between parents and educators enhance work efficiency. This, in turn, expands the scale of results in creating a speech environment.

**Keywords.** Logopedics, communication, rhythmic, music, breathing, articulation, motor sensor, session.

**Introduction.** Despite every effort, the number of children with speech defects is increasing today. This creates the ground for the widespread adoption of the field of logopedics. A child not only acquires language but also learns the environment, begins to communicate with it, and develops psychologically, socially, and emotionally. They can express their thoughts freely and adapt to the social environment. In the field of special pedagogy, "Logopedic Rhythmic Exercises" have been widely used in recent years to activate speech. This method develops the child's articulation, speech apparatus, respiratory system movements, and motor-sensory functions. Forming and activating speech in children from an early age has a significant impact on their future educational potential and personal maturity. Logopedic movement is a session that integrates rhythm and speech. It shapes not only breathing, sound pronunciation, the flexibility of the articulatory apparatus, and the tempo of speech, but also its rhythm. The great significance of logopedic rhythmic lies in the natural production of the child's speech through music and play. It develops the child's verbal activity through interest, not coercion. Logopedic rhythmic sessions are not only interesting for young children but are also performed with pleasure by adults. Examples include: "speaking while walking," "rain exercise," and "rhythmic music." The logopedic rhythmic session is applied by the teacher and

educator, considering the children's age characteristics, forms of speech development, and psychophysiological state.

**Main Part.** The main tasks of teachers and educators include: uncovering the child's abilities through interesting play; applying exercises that start simply in the first stage and become progressively more complex in each session; integrating movement and speech; considering the child's character; and maintaining a cheerful atmosphere during the session. During the sessions, children actively use their speech apparatus by reciting poems, acting out emotions from short fairy tales, clapping, dancing, and singing rhythmic songs. This activity is not limited to sound pronunciation but also improves the child's psychological state, increases their self-confidence, and facilitates their social integration. Happiness and positive emotions arise in children during the sessions, their teamwork skills develop, their ability to express their thoughts freely increases, and instances of speech defects decrease. A special educator must not only organize sessions effectively but also monitor and improve the child's mental and emotional state, adopt an individual approach, and strive for positive results. Speech is not just talking it is a complex physiological process. The speech apparatus consists of: the respiratory apparatus; the auditory apparatus; and the articulatory apparatus. Logopedic rhythmic is particularly effective in reducing dysarthria, dyslalia, stuttering, and inadequate function of the vocal cords. Different rhythmic exercises are selected for each functional impairment. To increase the importance of modern logopedic technologies, audio recordings, cards, pictures, and adapted game programs are widely used. In the development of young children, the role of parents is as invaluable as that of the speech therapist and educator. This method achieves good results, especially through parental support. This is because the child is interested in repeating the exercises learned from the educator at home, which helps to consolidate the acquired skills. This activity is not limited to speech development but also strengthens auditory functions, rhythmic movement, and movement correctness. Therefore, parents are required to actively participate in this process and not be indifferent to their children. Parents are advised to spend 10–15 minutes daily singing, moving to the rhythm, and clapping with their children.

**Conclusion.** Producing sound in young children is a catalyst not only for personality formation but also for the psychological, physiological, and social development of the individual. Logopedic rhythmic is considered one of the important methods aimed at organizing this process actively and effectively. Based on observations, logopedic rhythmic was studied scientifically and practically to help the child correctly pronounce sounds, improve the respiratory system, and regulate the breathing process. Rhythmic exercises were conducted by integrating the speaking process with music, movement, and intonation. This method not only activates the child's speech apparatus but also positively influences cognitive development memory, thinking, perception, attention focus, hearing, and the ability to manage emotions. Rhythmic exercises in child development have an effective impact, especially on children aged 3–7 years. Scientific sources state that logopedic rhythmic involves the child performing movements that match the intonation and rhythm. This improves their engagement in conversation, articulation, and breathing processes. Furthermore, logopedic rhythmic is a method that achieves high results when conducted in collaboration with parents, and not just with the participation of the child and the educator. Another positive aspect of logopedic rhythmic in increasing speech activity is that it is carried out through fun games for the child. The child participates in this process voluntarily, not out of compulsion. As a result, the child quickly socializes with the environment, their speech processes develop, and they can express

their thoughts freely. During the process of logopedic rhythmic, the fine motor skills of the child's hands are developed through the harmony of speech, movement, and music, and habilitation processes are carried out through early diagnosis. Implementing logopedic processes in preschool educational organizations effectively influences the child's healthy lifestyle and forms social skills, including communication skills with friends.

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