

INTERNATIONAL
CONFERENCE



INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY STUDIES AND SCIENTIFIC RESEARCH

 **30**
OKTOBER
2026



CERTIFICATE
to Each Author



Google Scholar
Indexing



Online
Publication



E-Conference



HELSINKI
FINLAND



CONFERENCE THEMES

-  Social and Economic Sciences
-  Exact and Natural Sciences
-  Humanities and Philology
-  Medicine and Pharmacy
-  Information Technologies and Engineering
-  Pedagogy and Modern Education
-  Law and Public Administration
-  Agriculture and Veterinary Sciences
-  Architecture, Construction and Urban Studies
-  Innovative Research and Interdisciplinary Studies



REGISTER NOW



intconf.online





THE USE OF SPECIALIZED SPEECH THERAPY METHODS AND TECHNIQUES AIMED AT DEVELOPING CHILDREN'S SPEECH ACTIVITY IN THE CORRECTION OF SPEECH DISORDERS

N.S. Mirbabayeva

Kokand State University, PhD, Lecturer

mirboboyeva798@gmail.com

Students of the Department of Oligophrenopedagogy

Nematillayeva Sevinch Mirvohid qizi

Dadajonova Dinora Azizbek qizi

Abstract: This article emphasizes the need for a comprehensive and multifaceted approach to correcting general and speech-related disorders in children. This approach encompasses not only speech correction but also psychological support, work with parents, and the use of modern methods for children with speech impairments.

Keywords: speech disorder, correction, psychological support, speech therapy, method, bioenergoplastics, kinesiology, Su-Jok.

Speech development—covering the phonetic aspect, vocabulary, and grammatical structure—is one of the most important tasks in the upbringing of preschool-aged children. Work on speech development is an integral part of speech therapy aimed at correcting children's speech.

The system of sessions implements the fundamental principle of special education—the principle of a corrective orientation—by adhering to a unified objective: corrective upbringing, corrective development, and corrective instruction. Many authors (M.M. Koltsova, E.I. Isenina, L.V. Antakova-Fomina, et al.) emphasize the interconnection between speech and motor activity; therefore, special attention should be paid to stimulating fine motor skill development in children with speech disorders. A child's level of speech development is directly linked to the rate at which their fine motor skills develop.



Children with various speech disorders lag significantly behind the norm in terms of speech and psychomotor development. Impairments are observed in fine motor skills, articulatory motor skills, and auditory-speech rhythm. A lack of proper gross motor skill development can lead to increased muscle tone and impairments in static and dynamic movement coordination, movement variability, tempo, and rhythm. These characteristics affect the entire motor sphere, negatively impacting the development of gross motor skills, facial expressions, fine motor skills, and articulatory motor skills, as well as other aspects of speech (phonemic, lexical, and grammatical); this complicates the school learning process and reduces its effectiveness.

The development of oral speech in a child begins once finger movements achieve sufficient precision. Developing finger motor skills lays the groundwork for subsequent speech development. To achieve positive results quickly and boost interest in activities, modern methods such as bioenergoplastics, kinesiology, and Su-Jok therapy are employed.

Bioenergoplastics involves combining hand movements with movements of the articulatory apparatus. A.B. Yastrebova and O.I. Lazarenko argue that combined movements of the hand and the articulatory apparatus—provided they are fluid, relaxed, and free—help activate the body's natural distribution of bioenergy. This has a highly beneficial effect on boosting children's intellectual activity and developing fine motor skills and movement coordination.

The use of bioenergoplastics significantly accelerates the correction of mispronounced sounds in children with impaired kinesthetic sensitivity, as the active palm greatly amplifies the impulses traveling from the tongue to the cerebral cortex. Hand movements are adapted to suit any articulation exercise. What matters is not just what the child does, but *how* they do it. Each child is taught that, when performing articulation exercises, their tongue and palm must work simultaneously and rhythmically. Children perceive this method as a game.

It is well known that the play-based approach is the most effective method in speech therapy practice. This is because play-based techniques—which incorporate virtually all types of activity—create extensive opportunities for a child's creative endeavors and intellectual development.

Systematic finger movement exercises have a stimulating effect on speech development. According to M.M. Koltsova, "this is a powerful tool for boosting brain



activity." Developing motor skills creates the necessary conditions for the development of various mental processes. The work of V.M. Bekhterev, A.N. Leontiev, A.R. Luria, N.S. Leites, P.N. Anokhin, and I.M. Sechenov has demonstrated the impact of hand manipulation on higher nervous system functions and speech development. Therefore, developmental work should proceed from movement to thought, rather than the other way around.

Kinesiology is a methodology that allows for the identification of a child's hidden abilities and the expansion of their brain's potential. Kinesiology is the science of brain development through movement. Kinesiological methods focus on developing mental abilities and physical health through specialized movement exercises. Kinesiological methods not only influence the development of mental abilities and physical health but also make it possible to activate various parts of the brain's hemispheres, thereby fostering the development of human capabilities and helping to correct deficits in specific areas of the psyche. In particular, using this method helps improve a child's memory, attention, speech, spatial reasoning, fine and gross motor skills, while reducing fatigue and enhancing volitional control. Thanks to improved brain function, many children make significant progress in their academic abilities and emotional regulation.

For remedial and developmental work to be effective, certain conditions must be met:

- Sessions are held daily without interruption and take place in a friendly atmosphere;
- Children must perform movements and techniques precisely; exercises are done either standing or while seated at a table;
- The structure of every lesson must include a set of exercises designed to activate both brain hemispheres and foster interaction between them.

Su-Jok therapy is a branch of Eastern medicine. Su-Jok therapy (*Su* meaning "hand" and *Jok* meaning "foot") is an alternative technique used in speech therapy. It is an effective method for promoting a child's cognitive, emotional-volitional, and speech development. It represents a cutting-edge form of acupuncture that combines ancient Eastern medical knowledge with the latest advancements in European medicine. Su-Jok therapy is regarded by its proponents as a comprehensive treatment method.



Su-Jok therapy involves therapeutic stimulation of specific points on the hands and feet. Su-Jok massage has a beneficial effect on the body as a whole; stimulating specific points allows one to influence the corresponding internal organs. Consequently, Su-Jok therapy can be used to target specific areas of the cerebral cortex for the prevention and correction of speech disorders.

Advantages of Su-Jok therapy:

- High effectiveness—clear results are achieved with proper application.
- Safety—when applied correctly, the method is considered to carry minimal risk.
- Versatility—parents can use it even at home.
- Ease of use—to achieve results, one simply needs to stimulate biologically active points using Su-Jok balls (which are inexpensive and widely available in pharmacies).

Incorporating games and exercises based on Su-Jok therapy principles into remedial work helps to:

- Develop fine and gross motor skills.
- Develop spatiotemporal orientation.
- Strengthen counting skills.
- Expand vocabulary and improve grammar.
- Develop color perception.
- Develop higher cognitive functions (memory, attention, thinking, imagination).

The application of these modern methods improves blood circulation in the child's body, strengthens facial muscles, and enhances the flexibility of the speech apparatus, movement coordination, fine motor skills, attention, memory, and the speech and cognitive processes essential for successful educational development.

References:

1. Solievna, Mirboboeva Nodirakhan. "FORMATION OF PROFESSIONAL MOTIVATION IN FUTURE DEFECTOLOGISTS." *Confrencea* 3.03 (2023): 138-142.



2. Soliyevna, Mirboboyeva Nodiraxon. "Thoughts about The Stages Of Development Of Oligophrenopedagogy And Mental Retardation." *Confrencea* 7.7 (2022): 102-105.
3. Khamidova M.U. Special Pedagogy. Study guide. Tashkent, 2018.
4. Mamedov K.K., Shoumarov G.B. Psychology of Children with Delayed Mental Development. Tashkent, 2014.
5. Maksudova M. Psychology of Communication. Study guide. — Tashkent: "Turon-Iqbol", 2006. — 119 p.
6. Ayupova M.Yu., Nurkeldieva D.A. Rehabilitation of children with developmental disorders.