

## **Contents of Logopedic Rhythm Exercises Conducted with Children Who Stutter**

**Oppoqxo‘jayev Xojixuja Azimjon o‘g‘li**

*Teacher of the special pedagogical Department of the Kokand State Pedagogical Institute named  
after Mukimi*

**Soliboyeva Dilbaroy Sobirjon qizi**

*Kokan State Pedagogical Institute, 3rd year student of Special Pedagogy*

**Abstract:** This article presents the complex approach to stuttering elimination, the main tasks in the complex approach, the use of speech therapy techniques, the complex method of rehabilitation of stutterers, and logarithmic exercises with stuttering children.

**Keywords:** stuttering, logarithmic, complexity method, music, word, rhythm, group training, individual training, game.

Rehabilitation of stutterers requires a complex approach, because the causes of speech fluency disorders are both biological and psychological in nature. A comprehensive approach to stuttering includes two aspects of speech.

First, the unity of correctional-pedagogical and medical-rehabilitation works aimed at the development of all aspects of speech, motor skills, and cognitive activities serves to educate the person who stutters and to improve the health of the whole organism.

Secondly, this system is strictly limited, but the means of influence of various specialists: doctor, psychologist, educator, logarithmic specialist, music teacher, physical education teacher are mutually coordinated. The range of specialists participating in the rehabilitation process can be wider than this.

In the literature, as well as separate logopedic work with stutterers, a number of complex rehabilitation systems are presented. Their use depends on the institution providing this assistance, the number of specialists participating in the rehabilitation process, their professional training, etc.

A comprehensive approach involves solving three tasks at the same time:

1. formation of fluent speech skills;
2. influencing the person who stutters;
3. prevention of recurrence and chronic course of stuttering.

Solving the first task involves the use of a number of speech therapy techniques.

1. Stop stereotypes of pathological speech and action.
2. Management of the emotional state.
3. Development of movement coordination and rhythm.

4. Formation of speech breath.
5. Formation of voting and vote distribution skills.
6. Development of the prosodic aspect of speech.
7. Development of speech planning activity.

A speech therapist mainly performs these tasks in speech therapy and logarithmic training.

The second task takes into account the psychological-pedagogical effect, and aims to educate and re-educate the attitude towards oneself and one's speech disability, as well as the formation of social activity.

The third task requires medical and rehabilitative work and repeated rehabilitation courses to strengthen stable and fluent speech.

Solving these tasks, to one degree or another, is part of the well-known comprehensive rehabilitation system for stutterers of any age group. In many cases, they are used at the same time, gradually increasing their complexity.

The complex method of rehabilitation of stutterers is carried out step by step. Therefore, all correctional work is organized on the basis of the simple-to-complex principle and must be taken into account when conducting logopedic, logarithmic, psychotherapeutic and other measures. Before any rehabilitative intervention, stutterers should be examined and receive a speech therapist's opinion.

The possibility of a conclusion involves a logopedic diagnosis. Logopedic diagnosis includes a number of special studies: pedagogical, psychological, psycholinguistic, etc. This allows you to identify signs that stutterers are deviating from speech norms.

Logopedic diagnosis is possible only if you have knowledge about the identified defects. Examination in the early stages of speech development provides an opportunity to start corrective work early and prevent pathological processes that may occur later.

Logarithmics is a system of systematic training, in which all tasks must be performed to the sound of music and under a count.

3 important bases of logarithmics are counted: speech, movement, music. Logarithmic exercises with stuttering children are carried out in groups and individually.

Conducting group training creates conditions for active work of all children. In the individual approach, it is not known that the individual is opposed to the team, but it is possible to organize group training with a good knowledge of the work of each child.

Carrying out logarithmic exercises with stuttering children in the form of a game gives an effective result, because the game is the leading activity of the child, and the activities organized in the form of a game cause children to become more interested. When organizing group classes, the speech therapist takes into account the age of the stuttering child and selects children of the same age. The presence of children of different ages in the group creates the need to use special methods in speech therapy and changes the intensity of treatment-pedagogical work to eliminate stuttering. The introduction of the principle of individual approach in logarithmic work with stutterers is important in the primary and dynamic learning of children (in the course of training). Linguistic, psychological and pedagogical work is important for a speech therapist. These create conditions for stutterers to choose the form of corrective action.

Today, logarithmics is one of the most effective methods of correcting speech defects in children who stutter. Logorhythmics is based on musical rhythms. Many studies show that musical activities have a positive effect on children's intellectual development and ability to communicate with others. In Russia, the most popular musical rhythmic for pre-school children is the method of development of Sergey and Ekaterina Zheleznova

Both Methodists conducted their activities based on musical and pedagogical education. Extensive teaching experience allowed Sergey and Ekaterina to create comprehensive programs that are distinguished by the existing game form and system.

#### **LIST OF USED LITERATURE:**

1. Azimjon o'g, Oppoqxo'jaye'v Xojixuja. "YUQORI SINF O'QUVCHILARINI OILAVIY HAYOTGA TAYYORLASH JARAYONINI TASHKIL ETISH TAMOYILLARI." *Science Promotion* 1.2 (2023): 18-25.
2. Azimjon o'g, Oppoqxo'jaye'v Xojixuja, and Muxammadjonov Shohruh'bek Shuxrat'bek o'g'li. "INKLYUZIV TA'LIMNING HUQUQIY-ME'YORIY ASOSLARI." *Science Promotion* 1.1 (2023): 50-57.
3. Oppoqxo'jaye'v, Xojixuja, and Qunduzabibi Yusupova. "MAXSUS PEDAGOGIKA FANLARINI O 'QITISHDA INNOVATSION TEXNOLOGIYALARGA ASOSLANGAN AMALIY MASHG 'ULOTLARINI LOYIHALASH." *Development and innovations in science* 2.5 (2023): 25-31.
4. Oppoqxo'jaye'v, Xojixuja, and Ozoda Samaye'va. "INKLYUZIV TA'LIMGA JALB QILINGAN O'QUVCHILARDA TAYANCH KOMPETENTSIYALARINI SHAKLLANTIRISH USULLARI." *Молодые ученые* 1.2 (2023): 99-102.
5. Oppoqxo'jaye'v, Xojixuja, and Nozima Yakubova. "METHODS USED IN FORMING NATIONAL ETIQUETTE SKILLS IN PRIMARY CLASS STUDENTS OF SPECIAL SCHOOLS." *Молодые ученые* 1.2 (2023): 103-107.
6. Azimjon o'g, Oppoqxo'jaye'v Xojixuja. "INCLUSIVE EDUCATIONAL STRUCTURE AS A SOCIAL PHENOMENON." (2023).
7. Azimjon o'g, Oppoqxo'jaye'v Xojixuja. "THE EFFECTIVENESS AND DRIVING FORCES OF THE APPLICATION OF PEDAGOGICAL METHODS IN THE PROCESS OF INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 558-562.
8. Azimjon o'g, Oppoqxo'jaye'v Xojixuja, and Yigitaliyeva Sarvinoz. "WAYS TO INVOLVE CHILDREN IN NEED OF SPECIAL HELP IN INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 519-523.
9. Oppakhho'jaye'v, Son Of Khojikhuja Azimjon. "Technologies For Developing Inclusive Readiness Of Families Based On A Competent Approach." *Asian Journal Of Multidimensional Research* Issn: 2278-4853.
10. Ogli, Oppokhojaye'v Khojikhuja Azimjon. "METHODS FOR THE FORMATION OF INCLUSIVE CULTURE IN SCHOOLS." *Confrencea* 3.03 (2023): 133-137.
11. Azimjon o'g, Oppoqxo'jaye'v Xojixuja, and Yigitaliyeva Sarvinoz. "INKLYUZIV TA'LIM SAMARADORLIGINI OSHIRISHDA OILA VA MAKTAB HAMKORLIGINI KUCHAYTIRISH IJTIMOYIY-PEDAGOGIK MUAMMO SIFATIDA." *Conference Zone*. 2022.
12. Azimjon o'g, Oppoqxo'jaye'v Xojixuja. "Inclusive Education System Progress of the Process." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 199-206.
13. Turgunovna, Yuldoshova Dilbar, and Oppoqxo'jaye'v Xojixuja Azimjon o'g. "Pedagogical Mechanism Of Preparing Future Teachers For Professional Competence Formation." *Onomázein* 62 (2023): December (2023): 2186-2191.
14. Azimjon o'g, Oppoqxo'jaye'v Xojixuja. "NUTQNING NORMAL VA NUQSONLI RIVOJLANISHIDA KUZATILADIGAN NUTQIY FUNKTSIYALARNING TAHLILI." *Confrencea* 12.12 (2023): 109-116.

15. Azimjon o'g, Oppoqxo'jayev Xojixuja. "BOLALARDAGI NUTQIY RIVOJLANISHNING BUZILISHLARI VA NUTQNING TOLIQ RIVOJLANMAGANLIGI." *Confrencea* 12.12 (2023): 102-108.
16. Azimjon o'g, Oppoqxo'jayev Xojixuja. "NUTQI TO'LIQ RIVOJLANMAGAN BOLALAR BILAN ISHLASHDA LOGOPEDIK RITMIKANING AHAMIYATI." *Confrencea* 12.12 (2023): 169-175.
17. Azimjon o'g, Oppoqxo'jayev Xojixuja. "MAKTABGACHA YOSHDAGI BOLALARDA DIQQATINING TURLARI VA XUSUSIYATLARI." *Confrencea* 12.12 (2023): 162-168.
18. Azimjon o'g, Oppoqxo'jayev Xojixuja. "PEDAGOGICAL TECHNOLOGIES OF PREPARING FUTURE TEACHERS FOR THE FORMATION OF SELF-DEVELOPMENT COMPETENCE IN STUDENTS." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 369-373.
19. Azimjon o'g, Oppoqxo'jayev Xojixuja. "FORMATION OF SELF-DEVELOPMENT COMPETENCIES IN STUDENTS OF FUTURE TEACHERS." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 323-327.
20. Azimjon o'g, Oppoqxo'jayev Xojixuja. "Inclusive Education System Progress of the Process." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 *Impact factor: 7.429* 11.11 (2022): 199-206.
21. QIZI, XONBABAYEVA MADINABONU ASQARJON. "ESSENTIAL CHARACTERISTICS OF EDUCATION AND PSYCHOLOGICAL COMPETENCE AND FORMATION OF FUTURE LOGIC THERAPISTS." *GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)* (2023).
22. QIZI, XONBABAYEVA MADINABONU ASQARJON. "STAGES OF DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCE." *NOVATEUR PUBLICATIONS JournalNX-A Multidisciplinary Peer ReviewedJournal* (2023).
23. Qizi, Xonbabayeva Madinabonu Asqarjon. "Methods of Pedagogical-Psychological Correction of Future Logic Therapists with Special School Children." *American Journal of Public Diplomacy and International Studies* (2993-2157) 1.10 (2023): 37-40.
24. Qizi, Xonbabayeva Madinabonu Asqarjon. "KOGNITIV JARAYONLARNING RIVOJLANISH XUSUSIYATLARI." *Confrencea* 12.12 (2023): 53-60.
25. Qizi, Xonbabayeva Madinabonu Asqarjon. "ESHITISHIDA NUQSONI BO 'LGAN BOLALARNING RUHIY RIVOJLANISHI QONUNIYATLARI." *Confrencea* 12.12 (2023): 61-69.