

## Development of Communication Skills in Children with Speech Disorders

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**Abstract.** *This article analyzes the theoretical foundations and practical aspects of developing communication competencies in children with speech impairments his article analyzes the theoretical foundations and practical aspects of developing communication competencies in children with speech impairments. In the process of working with children.*

**Keywords:** *Children with Speech Disorders, Communicative Competence, Technologies of Speech Development, Social Adaptation, Communication Skills, Interactive Methods*

The socio-economic changes taking place in our country and the necessity of introducing modern educational standards have made it essential to improve education-related legislation. A revised version of the Law “On Education” has been adopted, which guarantees the right to education for all citizens, including children with disabilities. [1] In the field of special pedagogy, there are also clear legal and regulatory documents within state policy that serve as a driving force for the development of the sector. The development of special education for children in need of additional support is regarded as one of the priority directions of state policy. In the educational reforms being implemented, particular emphasis is placed on the principle of “Leaving no one behind,” and great attention is being paid to creating favorable conditions for children with disabilities to receive quality education.

At present, the issue of socialization and successful integration of children with special educational needs into social life is considered highly relevant within the education system. One such group includes children with speech impairments, and working with them is one of the key areas of special pedagogy and speech therapy. Speech disorders affect not only a child’s learning activities but also their psychological well-being, personal development, and ability to engage in social communication.

Communicative competence contributes to the development of a child’s speech activity, the ability to express ideas freely, to articulate thoughts accurately, and to participate effectively in communication processes. Therefore, in the process of developing communicative competence in children with speech impairments, it is essential to employ modern methods and tools, game-based technologies, innovative speech therapy exercises, and to ensure effective cooperation between teachers and families. The formation of communicative competence in children with speech impairments not only determines their educational success but also creates opportunities for active participation in social life in the future, enabling them to express their thoughts freely and to occupy a достойное место in society.

Speech disorders manifest in various forms. These include phonetic and phonemic impairments, lexical and grammatical deficiencies, general speech underdevelopment, stuttering, alalia, dyslalia, dysarthria, and rhinolalia, all of which limit children’s speech activity. Such impairments reduce a child’s ability to communicate fully with others and create difficulties in the process of socialization. The process of developing communicative competence in children with speech disorders is complex and requires systematic pedagogical and speech therapy intervention. This process involves not only the correct pronunciation of sounds but also the development of the child’s interest in communication, social activity, and skills for establishing effective interaction with interlocutors.

Speech disorders result from impairments in the functioning of speech activity mechanisms and represent deviations from normative development. For example, in cases of insufficient grammatical development of speech structure, the morphological structure of the language and the syntactic organization of sentences are acquired at a very low level. Disorders of grammatical speech development are characterized by uneven formation and the presence of agrammatism. [2]

Researchers define innovative speech therapy technology as a well-designed approach based on the implementation of modern and novel methods and techniques of corrective work aimed at improving its quality. [3]

### **Speech therapy exercises and articulation gymnastics.**

Through specialized exercises, correct sound pronunciation, the development of phonemic hearing, and the strengthening of the articulatory apparatus are achieved. These exercises serve as a fundamental basis for the formation of a child's speech activity.

### **Speech-based games and interactive methods.**

Communication skills are developed through methods such as role-playing games, conversational sessions, storytelling, dramatization, and staging activities. Games create positive motivation toward speech in children and enhance their communicative activity.

### **Family environment and pedagogical cooperation.**

It is essential to establish consistent cooperation among parents, teachers, and speech therapists. Parents should continue specialized exercises at home and support the child's speech communication.

### **Use of information and communication technologies.**

Specialized mobile applications, multimedia programs, and speech therapy game software are effective tools for developing children's speech abilities. Through audio-visual materials, children can hear correct pronunciation and gain opportunities for self-monitoring.

The methods for developing communicative competence should be implemented in a systematic and step-by-step manner. This process represents a comprehensive approach that includes speech therapy correction, pedagogical strategies, cooperation between family and school, and the use of modern technologies, all of which contribute to a child's speech and social development.

The development of communicative competence in children with speech impairments is a complex process that requires a systematic and individualized approach. Effective organization of this process necessitates the application of modern pedagogical, psychological, and speech therapy approaches. An individualized approach involves organizing the educational and developmental process in accordance with children's levels of speech development, psychophysiological characteristics, and personal needs. Designing specialized exercises and tasks aimed at developing dialogic and monologic speech for each child enhances overall effectiveness.

A communication-oriented approach focuses on forming real communication processes in children. Through the use of methods such as conversations, role-playing activities, dramatization, and storytelling during instructional sessions, children not only acquire speech skills but also learn to express their thoughts freely within a social environment.

Family-pedagogical cooperation is of particular importance. Organizing home-based exercises and creating an appropriate speech environment through collaboration among speech therapists, educators, and parents contribute to the consistent development of communicative competence.

The formation of communicative competence in children with speech impairments is one of the most important directions of the educational process. Effective organization of this process ensures not only the children's speech development but also their social adaptation, personal growth, and academic success. The development of communicative competence in children with speech impairments is a systematic, step-by-step, and cooperation-based activity that contributes to their development as fully integrated individuals in future life.

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