



METHODOLOGY OF TRAINING FUTURE SPEECH THERAPISTS TO DIAGNOSE VERBAL AND NONVERBAL COMMUNICATION SKILLS OF MENTALLY RETARDED PRIMARY GRADE STUDENTS

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Abstract

This article describes a methodology for training future speech therapists to diagnose verbal and nonverbal communication skills in primary school students with mental retardation.

Keywords: Future speech therapist, independent learning, practical and lecture classes, pedagogical process, verbal and nonverbal communication.

BO`LAJAK LOGOPEDLARNI BOSHLANG`ICH SINIF AQLI ZAIF O`QUVCHILARINING VERBAL VA NOVERBAL MULOQOT QILISH KO`NIKMALARINI TASHXISLASHGA O`RGATISH METODIKASI

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Annotatsiya:

Ushbu maqolada bo`lajak logopedlarning boshlang`ich sinif aqli zaif o`quvchilarining verbal va noverbal muloqot qilish ko`nikmalarini tashxislashga o`rgatish metodikasi ochib berilgan



Kalit soʻzlar: Boʻlajak logoped, mustaqil taʼlim, amaliy va maʼruza mashgʻulotlari, pedagogik jarayon, verbal va noverbal muloqot.

Introduction

Junior school age is a particularly responsible period in a child's life. During this period, living conditions are tense: the family boundary expands to the street, city, state. The child discovers for himself interpersonal relationships, the activities of people in the community, and a variety of communication circles. The child wants to join the life of adults, to take an active part in it. In addition, he strives to be independent. Here, the processes of entering into relationships with peers, independent communication of children with each other develop. Their attitude towards the world around them, adults, and peers changes.

L.S. Vygotsky, A.A. Leontyev, V.G. Petrova noted that the easier a child can communicate with people around him, the easier the next period of his life, that is, his studies, work, fate, and finding his place in life, will be.

When testing the communication skills of primary school students with mental retardation, students' interaction with their peers, classmates, and their attitude towards classmates in the classroom, as well as adults around them and family members are studied.

I.Z. Bernstein, L.S. Vygotsky, A.I. Zakharov, A.A. Katayeva, Ye.A. Strebeleva, L.V. Kuznesova, G.L. Lendret, G.Kh. Yusupova recognize that drawing a "Family" picture gives effective results in determining a child's family relationships.

"My Family" Methodology

The purpose of the methodology: to determine the psychological state of the student during the drawing, the person closest to him in the family, the relationship and communication process towards him in the family, the internal environment

Necessary equipment for conducting the methodology: paper and colored pencils.
Methodology: students are invited to draw a picture of their family, "Draw a picture of your family." In this case, the student does not need to be given an idea of the picture, he is only asked to draw it.



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Drawing analysis: if the child does not draw any of the family members in the picture, but rather depicts one far from him, then his relationship with that person is not good, if he depicts children or adults who do not live with the child, then the child has a high desire to communicate with them, if he depicts animals, then the child does not communicate enough with family members, if he does not depict himself in the picture, then the family members do not have a good relationship with the child; if he depicts only himself, then there is no unity and solidarity in the family, if he depicts all family members holding hands, then this family is harmonious; If family members are depicted far from the child, it means that the child has feelings of negativity and fear towards family members; the child first of all depicts the person most dear to him, and last of all the one who is not so dear; if family members are framed or depicted inside a building, it means that this family is withdrawing from the outside world.

Assessment: If the student independently describes and describes all family members - 4 points; if the student describes and describes family members with help - 3 points; if he draws only his own picture - 2 points; if he describes someone else's picture or refuses to draw - 1 point.

N.P. Zadumova admits that when testing students' verbal communication skills, it is important to study their collaborative activities.

Methodology for painting a picture of a "daisy" flower together

The purpose of the method: to test the ability of students to interact in a cooperative manner, to paint a picture, to complete the given task together with a partner

Necessary equipment for conducting the method: colored pencils, a picture of a chamomile flower on white paper.

Procedure for conducting the method: two students participate in painting the picture. It is explained to the students that they need to paint this chamomile flower together. Coloring takes place in turns, first one child paints one petal of the flower, then the second child paints the next petal. In this way, all the petals of the flower are painted.

If they have difficulty starting to paint, the researcher can help, for example, by asking, "Who will start painting first?" Let's paint this flower petal first, etc."



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Analysis: if students take turns painting the picture and finish it, it means that these students communicate well with their peers, have the ability to understand others and work independently in cooperation; not finishing the painting with a partner means that the student cannot work in a group, does not want to understand others, has difficulty communicating; refusing to do it together means that the student cannot work together, has poorly developed communication skills, is not interested in interacting.

Evaluation: 4 points if the student completes the task completely independently with a classmate; 3 points if the student completes the task with the help of adults with a classmate; 2 points if the student cannot complete the task with a classmate; -1 if the student cannot complete the task points.

Methodology "Pyramid Assembly and Disassembly"

The purpose of the methodology: to test the student's communication skills with his classmates, the ability of students to interact in a cooperative manner and complete the task in a mutually agreed manner.

Equipment required for the methodology: colored rings of different sizes.

Methodology: Two children participate in the method, who must arrange the rings in order of size.

Analysis: sorting the rings in order of size, in agreement with a partner, and then arranging them in the correct order, indicates that the student has developed the ability to work in a group, communicate easily, and listen to his partner; not starting and completing the task with a partner, indicates that the student's ability to work in a group is not well developed, and difficulties arise in establishing relationships; not completing the task or refusing to work together, indicates that the student has negativism towards classmates, does not want to communicate, and does not want to listen to others.

Evaluation: 4 points if the student independently arranges the rings correctly and completes the task with a classmate; 3 points if the student correctly places the rings together with a classmate and completes the task with the help of adults; 2 points if the student cannot correctly place the rings together with a classmate and complete the task with the help of adults - 1 point.



Methodology for telling the fairy tale "Turnip"

The purpose of the methodology: to test students' skills in communicating with adults, their ability to tell a fairy tale in sequence through plot pictures, to establish connected speech, and cause-and-effect relationships.

Necessary equipment for conducting the methodology: separate plot pictures depicting the fairy tale "Turnip".

Procedure for conducting the methodology: the student is asked to place this fairy tale in sequence. After the student has placed the fairy tale, he is asked to tell it.

Analysis: if the examiner can correctly arrange and tell the sequence of the fairy tale, this student can easily communicate with others, has high self-confidence, well-developed coherent speech, if he can arrange the pictures in the correct sequence but cannot tell the story, the student has low self-confidence, has difficulty communicating; if the student cannot or refuses to arrange the pictures with the plot correctly, it means that he cannot correctly establish cause-and-effect relationships, does not have self-confidence, and avoids communicating with others.

Evaluation: 4 points if he independently correctly arranges and tells the sequence of the fairy tale; 3 points if he arranges the sequence of the fairy tale with help; 2 points if he arranges the given fairy tale with help but cannot tell the story with help; if the task is not completed at all - 1 point.

"Rossolimo" methodology

This methodology was proposed by Grigory Ivanovich Rossolimo, the purpose of the methodology is to help students understand the essence of the situation, check the presence of elementary concepts, and the possibility of using previous experiences.

Necessary equipment for conducting the methodology: The child is shown 11 plot pictures depicting the situation one after another, in which one or another element is missing. Also, all the missing objects are depicted on one sheet of paper, and he must find the one he needs among these plot pictures.

Procedure for conducting the methodology: the student is shown pictures

For example: the picture shows a child, he is about to sleep, there is no pillow on the bed, the child wants to open the door, but there is a lock on the door, and a key is needed to open the lock. The child is asked to show the missing item. As a



help, an auxiliary picture is shown depicting various objects that are necessary and unnecessary for the correct answer.

Since the speech development of the students being tested is lagging behind, they can show the selected object by gesture.

Analysis: If the student is able to correctly assess the situation in the picture and selects images appropriate to the situation, then this child has well-developed logical thinking, can correctly determine the relationship between objects, and is not afraid to communicate with others; if the student has difficulty finding the missing objects in the picture, but can do it with help, such children have poorly developed logical thinking processes and low self-confidence; If the student does not notice that something is missing in the picture, has difficulty correctly assessing the essence of the situation, cannot complete it even with help, then such children's cognitive processes are not developed, and their communication skills with others are not formed.

Assessment: If the student completes the task independently - 4 points, if the student completes the task with help - 3 points, if the student makes mistakes even with help - 2 points, if the student cannot complete the task at all - 1 point

Practical tasks

Purpose of the methodology: With the help of this methodology, the child's understanding of a specific practical situation is determined. The ability to logically correctly evaluate the solution to the situation is checked (separating a number of objects from a group of objects with excess objects).

Necessary equipment for conducting the methodology: visual aids.

Procedure for conducting the methodology: the methodology is carried out on the basis of several tasks.

a) from the given objects, the student is asked to collect the necessary items for lunch: a plate, a doll, a comb, a basket, a bowl, a toothbrush; b) from the given objects, the student is asked to collect drawing equipment: paper, glue, a comb, a pencil, a brush, a spoon, paints; c) from the given objects, the student is asked to collect school supplies: a doll, a notebook, a pen, a comb, a toothbrush, an alphabet. Analysis: If the student can independently choose the necessary equipment from the given objects, then this child has well-developed logical thinking, generalization skills, can correctly determine the relationship between



objects, is not afraid to communicate with others; if the student has difficulty finding the necessary objects, he can do it with help, then such children have poorly developed logical thinking processes, low self-confidence; If a student has difficulty choosing the right subjects and cannot complete them even with help, such children have underdeveloped cognitive processes and have not formed skills to communicate with others.

Assessment: if the student completes the task independently - 4 points, if the student completes the task with help - 3 points, if the student cannot complete the task with help - 2 points, if the student cannot complete the task with help - 1 point.

Eventful pictures

The purpose of the methodology: by showing eventful pictures, the child's ability to understand the meaning of the task and establish spatial-temporal and cause-and-effect relationships is checked.

Necessary equipment for conducting the methodology: pictures with a plot depicting the turnip tale.

Procedure for conducting the methodology: the pictures are placed in front of the child in random order, then the child is asked to arrange the pictures in the correct sequence. Instructions: the pictures shown depict one event. One has the beginning, the other has the continuation, and so on. Arrange all the pictures in the correct sequence: what happened first, what happened next, and what ended with the end.

Analysis: if a student can independently put the sequence of events in the correct order, then this student has well-developed logical thinking processes, if the student has difficulty placing the sequence of events correctly, and speaks with help, then this student has low self-confidence, if the student cannot place the sequence of events even with help, then this student's cognitive processes are not well developed, he has difficulty interacting with others.

Evaluation: if the student completes the task independently, -4 points, if the student completes the task with help, 3 points, if the student has difficulty completing the task with help, 2 points, if the student cannot complete the task at all -1 point.



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Based on these methods, testing students' verbal and nonverbal communication skills helps to organize special educational conditions for them.

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