



TECHNOLOGIES FOR ELIMINATING PRONUNCIATION DEFECTS IN CHILDREN OF PRIMARY SCHOOL AGE USING FOLKLORE METHODS

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Abstract

This article studies innovative technologies for using folk art samples - fairy tales, proverbs, riddles, and narratives - to eliminate speech defects in primary school students. The article analyzes the mechanisms for effectively eliminating speech defects through the integration of folk art with digital educational tools (multimedia, audio-visual analysis, gamification, AR-augmented reality, interactive speech therapy programs).

Keywords: Primary education, speech defect, sound pronunciation, phonemic hearing, folk art, fairy tale, proverb, riddle, rapid speech, speech therapy methods, innovative technologies, multimedia, gamification, augmented reality (AR), digital storytelling, interactive exercises, speech development, pedagogical approach, national values, digital education.

Introduction

In the process of large-scale reforms being implemented in our country, improving the quality and efficiency of the education system, educating the younger generation as intellectually capable, spiritually mature and competitive individuals has been identified as one of the priority areas of state policy. In particular, a number of resolutions and decrees of the President of the Republic of Uzbekistan aimed at modernizing education, the principle of "New Uzbekistan begins with school", and conceptual documents adopted on the



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widespread introduction of a digital educational environment are taking the primary education process to a new level. These political programs, along with the modernization of educational content, define the development of students' intellectual and communicative potential, in particular, strengthening their speech skills, as one of the urgent tasks.

From this point of view, the issue of improving sound pronunciation in primary school students with speech disorders is manifested not only as a pedagogical, but also as a process of socio-political importance. Because the correct, fluent and expressive speech of the younger generation is one of the important factors of the future communicative culture, social activity and intellectual development of society. Speech defects can be a serious obstacle to the child's successful integration into education, social participation and self-expression.

Today, our state consistently continues the policy of combining national values with modern technologies. Our invaluable spiritual heritage, such as folk oral works - fairy tales, proverbs, riddles, sayings, is an important didactic resource that effectively affects the speech development of students. By using this heritage in combination with innovative educational technologies - digital programs, multimedia tools, interactive speech therapy platforms, AR (augmented reality) technology, new and effective mechanisms for eliminating speech defects are being created.

This approach not only improves the educational process, but also serves to ensure the inextricable link between the awareness of national identity, spiritual growth and intellectual development. Combining the deep educational power of folk oral art with modern innovative technologies fully corresponds to the content of the educational policy of New Uzbekistan and is one of the promising directions for eliminating speech defects in primary education. One of the important tasks in the process of primary education is the formation of correct, fluent and expressive speech in students. Incorrect pronunciation of sounds (sigmatism, rotatism, lambdatism, etc.) negatively affects the student's reading and writing skills, communication skills and self-confidence. Therefore, the use of innovative methods based on folk oral art (fairy tales, proverbs, quick sayings, riddles) along with traditional speech therapy exercises is very effective.



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Folk oral art is one of the most natural, national and effective means of correcting children's speech. Combining it with innovative technologies (multimedia, AR, audio analytics, STEAM) makes the lessons that have just begun interesting, effective and modern. Such an approach not only corrects pronunciation, but also develops independent thinking, creativity and speech culture in students.

The formation of fluent, expressive and correct speech in students in the process of primary education is one of the most important pedagogical tasks. Speech is the foundation of the child's basic developmental processes, such as thinking, communication, reading and writing, and social adaptation. However, under the influence of various physiological, psychological or environmental factors, some students have sound pronunciation defects. Such defects (sigmatism, rotatism, lambdacism, dyslalia, etc.) negatively affect the child's ability to clearly express his thoughts, the formation of reading and writing skills, reduce self-confidence, and limit communicative activity.

In recent years, the use of innovative technologies in education, the digitalization of the educational process, and a new approach to the national spiritual heritage have been gaining momentum. From this point of view, the use of rich materials such as folk oral literature - fairy tales, proverbs, riddles, sayings, and narratives - in correcting sound pronunciation in primary school students with speech impairments is of particular importance. Folk oral literature, with its rhythmic, melodic, repetitive structure, figurative content, and national spirit, naturally fits into the process of speech correction. These materials not only help to pronounce sounds correctly, but also develop the child's auditory attention, phonemic perception, speech breathing, vocabulary, and emotional motivation.

The integration of modern innovative technologies (interactive programs, audio-visual analysis, AR-augmented reality, digital storytelling, logorhythmic multimedia exercises) with folk oral art makes the process of eliminating speech defects effective and interesting. The student, entering the image of a fairy tale hero, repeats sounds, performs rapid sayings in an interactive rhythm, pronounces proverbs based on intonation patterns, and learns riddles through AR animation. This turns speech therapy classes from a duty into a creative game process.



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Innovative technologies for eliminating speech defects in primary school students through folk oral art are a set of pedagogical and speech therapy methods integrated with modern information and communication tools (multimedia, audio-visual analysis, AR-augmented reality, interactive speech therapy programs, gamification technologies, digital storytelling) aimed at correcting speech defects in students based on folk oral art samples such as fairy tales, proverbs, sayings, riddles. We will dwell on them below.

1. Multimedia speech therapy technologies (audio-video analysis)

Using samples of folk oral art - rapid recitations, fairy tales, proverbs, riddles, and presenting them in the form of audio recordings, animations, video samples, forms the ability of students to hear, understand and repeat sounds correctly, as a result, the student sees, hears and repeats how the sound should be pronounced.

2. Interactive "Rapid Recitation Robots" or "Rhythmic Pronunciation" technology

Rapid recitations are the most effective tool for children's speech. As an innovative approach: rapid recitations are combined with rhythm, music, timbre, a tablet or computer program shows the correct pronunciation of sounds in graphic form, the student visually compares his pronunciation in real time. Example: "Shosha-pisha sholgom shopirdi" - sh, s, shp sound transitions are practiced.

3. Revitalizing riddles based on AR (augmented reality)

The object being solved is brought to life through the AR application.

For example, when you point the camera, objects such as "crow", "pencil", "randa" appear.

– The student sees the object and pronounces the sound correctly.

– Difficult sounds (r, q, g', sh) are associated with images.

This makes the image easier to remember and quickly strengthens pronunciation.



4. “Fairy tale-logicmics” — movement + speech integration

The heroes of the fairy tale are combined with a separate phonetic movement for each sound:

“R” sound — “Rustam is running” movement, tongue vibration exercise

“S” sound — “Looking for a mouse” movements

“L” sound — “Stork is flying” movements

Through games and exercises, the child stages the fairy tale and strengthens the sound in a natural way.

5. Digital storytelling (digital storytelling)

Students tell stories in their own voice, record the voices of the characters, incorrectly pronounced sounds are identified by the program, and a sample is listened to again for correct pronunciation. This technology develops creativity in the child along with speech.

6. “Bank of proverbs” - a mobile speech therapy platform

Proverbs are grouped by sounds:

“R” sound: Truth is pleasure.

“S” sound: Asking increases knowledge.

“Q” sound: Hard work is great pleasure.

The student reads the proverb, and the program records the pronunciation, identifies errors, and shows the correct option via audio.

7. Gamification technology

Special games are created based on folk oral art: “Quick Saying Race”,

“World of Riddles”, “Fill in the Proverbs”, “Find the Sound in the Fairy Tale”

The game process increases the child’s motivation, and repeating the pronunciation becomes natural.

8. STEAM approach: modeling fairy tale objects

Fairy tale objects are created using Lego, plasticine, graphic programs, and the pronunciation of the name of the object, sound composition, articulation, and rhythm are practiced.



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For example: The fairy tale “The Stork Has Arrived” is an innovative exercise for the sound “L”.

These technologies ensure the improvement of the student’s phonemic hearing, correct pronunciation skills, speech breathing and rhythm, support speech development based on national values, and serve to organize the speech therapy process in an interesting, effective and interactive way.

Thus, innovative technologies combined with folk oral art are considered one of the most effective, national values-based, and modern methods for eliminating speech defects in primary school students. This approach not only allows for the prevention and correction of speech defects, but also serves to develop children's creative thinking, awareness of national identity, communicative potential, and speech culture.