



METHODOLOGY FOR USING EDUCATIONAL GAMES BASED ON SPEECH TRAINING IN THE CORRECTION OF SPEECH IN BLIND CHILDREN

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Abstract

This article provides a theoretical and practical analysis of the role and significance of speech training in the correctional education of blind children. It examines the effects of speech-training sessions on speech development and explores the possibilities of integrating them with educational games and interactive methods. The article also substantiates effective techniques for improving pronunciation, expanding vocabulary, developing coherent speech, building communicative competence, and supporting the social adaptation of blind children through speech training. The research findings demonstrate that speech training is an important pedagogical technology for improving the effectiveness of corrective speech-therapy interventions.

Keywords: blind children, speech training, speech therapy, typhlopedagogy, correctional pedagogy, speech correction, educational games, speech development, communicative competence, interactive methods, corrective speech-therapy intervention, inclusive education.

KO'ZI OJIZ BOLALAR NUTQINI KORREKSIYALASHDA LOGOTRENING ASOSIDA TA'LIMIY OYINLARDAN FOYDALANISH METODIKASI

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Annotatsiya

Mazkur maqolada ko'zi ojiz bolalarni korreksiyalash jarayonida logotrenining o'rnini va ahamiyati ilmiy-nazariy hamda amaliy jihatdan tahlil qilingan. Logotrening mashg'ulotlarining nutqiy rivojlanishga ta'siri, ularni ta'limiy o'yinlar va interfaol metodlar bilan uyg'unlashtirish imkoniyatlari yoritilgan. Shuningdek, logotrening orqali ko'zi ojiz bolalarning talaffuzini takomillashtirish, lug'at boyligini kengaytirish, bog'lanishli nutqini rivojlantirish, kommunikativ kompetensiyasini shakllantirish hamda ijtimoiy moslashuvini qo'llab-quvvatlashning samarali usullari asoslab berilgan. Tadqiqot natijalari logotrenining korreksion-logopedik ishlar samaradorligini oshirishda muhim pedagogik texnologiya ekanligini ko'rsatadi.

Kalit so'zlar: ko'zi ojiz bolalar, logotrening, logopediya, tiflopedagogika, korreksion pedagogika, nutqni korreksiyalash, ta'limiy o'yinlar, nutq rivoji, kommunikativ kompetensiya, interfaol metodlar, korreksion-logopedik ish, inklyuziv ta'lim.

Introduction

In the modern education system, comprehensive support for children with special educational needs, ensuring their speech, communicative and social development is one of the priorities. In particular, the limited activity of the visual analyzer in blind children has a specific impact on the perception of the environment, cognitive processes and the formation of speech. In such children, insufficiently developed vocabulary, deficiencies in the grammatical structure of speech, defects in sound pronunciation and poor communicative activity require the organization of correctional and speech therapy work on a scientific basis.

Today, in the field of correctional pedagogy and speech therapy, along with traditional training, the introduction of innovative pedagogical technologies is gaining importance. One of such technologies is logotraining, which is a system of special training that serves to develop speech, increase communicative activity, form independent thinking, social communication skills and overcome psychological barriers. The use of interactive methods, educational games, group



exercises, problem situations and practical tasks in the process of logotraining allows you to significantly increase the speech activity of children.

Correctional and speech therapy work with blind children should be organized taking into account their psychophysiological characteristics, sensory capabilities and individual level of development. In this regard, logotraining sessions serve not only to eliminate existing speech deficiencies, but also to develop self-confidence, communication culture, teamwork skills and social adaptation in children. This allows logotraining to be recognized as one of the effective means of correctional and speech therapy activities.

The specific features of speech development in blind children require special methodological approaches in the organization of correctional and speech therapy work. The effectiveness of the methods and tools used in working with such children largely depends on the professional skills, communicative competence, practical skills and ability to use innovative methods of the speech therapist. In this regard, logotrainings organized for speech therapists are becoming an important means of consolidating theoretical knowledge, enriching practical experience, and effectively organizing corrective training.

Logotraining is an interactive form of education aimed at developing the professional competencies of speech therapists, which widely uses practical exercises, educational games, situational tasks, role-playing exercises, and reflective analysis methods. Logotraining programs developed especially for speech therapists working with blind children serve to form an individual approach in them, effectively use educational games, increase children's speech and communicative activity, and improve the quality of corrective training.

Today, the issue of using logotraining in the system of advanced training of speech therapists has not been sufficiently studied, and the development and implementation of training programs specialized in the methodology of correcting speech defects in blind children is an urgent scientific and practical problem. The creation of scientifically based logotraining programs in this area is of great importance in developing the professional competence of speech therapists, increasing the effectiveness of correctional work, and ensuring the speech and social development of blind children. In this regard, this article analyzes the role of logotraining for speech therapists in correcting speech defects



in blind children, their importance in developing professional competencies, and their potential for increasing the effectiveness of correctional speech therapy activities from a scientific, theoretical, and practical perspective. The article covers the content of logotraining programs, the principles of their organization, and the priority areas for their implementation in practice. Below are some logo training games:

“Trust Path” game

This game is aimed at strengthening mutual trust among blind teenagers, developing cooperative skills, and forming orientation and orientation skills in a safe environment. During the game, participants learn to rely on and trust each other to achieve their goals.

To organize the game, participants are divided into pairs. In each pair, one participant plays the role of “guide” and the other plays the role of “trustee”. A blindfolded or visually impaired participant cannot directly see the path and relies only on the voice instructions of his partner.

The guide gives safe and clear verbal instructions to his partner: “step forward”, “turn left”, “stop”, etc., leading him to the designated point. Clear, calm and confident communication is important throughout the process.

During the game, trust is a key factor. The participant learns to fully rely on his partner, and the guide feels a sense of responsibility. When the roles are changed, both participants experience different experiences.

This game is distinguished by its deep psychological significance. It builds trust, reduces fear, develops a culture of communication and strengthens teamwork. At the same time, it serves to strengthen the spatial orientation and independent movement skills of blind adolescents.

The game “I Can Do It”

This game is aimed at helping blind adolescents increase their self-confidence, develop positive thinking and realize their personal capabilities. During the game, participants increase their mental activity by recognizing their strengths and sharing them with others.



To organize the game, participants sit in a circle. Each participant takes turns saying a sentence that begins with “I can...” and describes something they can do. For example: “I can help friends”, “I can memorize poetry”, “I can think quickly”.

After each participant has expressed their opinion, they can briefly explain why they can do it or what it will give them. This process helps to build self-confidence.

During the game, others also listen to each other and support each other with encouraging words. This creates a positive psychological environment within the group and helps each participant feel valued.

This game is distinguished by its simple but very effective educational value. It increases self-confidence in adolescents, develops positive thinking and strengthens each person’s belief in their own abilities.

“Together We Find a Solution” Game

This game is aimed at developing teamwork skills, strengthening communication culture, and forming the ability of blind teenagers to make joint decisions in complex situations. The game develops the skills of finding solutions based on cooperation, listening, and agreement in participants.

To organize the game, participants are divided into small groups. Each group is given a life or social problem situation orally. For example, situations such as: “There was a disagreement in the group”, “One of the friends was upset”, “Some task was not completed” are selected.

Participants listen to this situation and discuss it together to solve it. Each group member expresses his or her opinion and tries to find the most optimal solution. During the discussion, it is important to listen to each other, respect opinions, and come to a common decision.

This game is especially useful for blind participants, as it is based on the exchange of ideas through hearing and communication. This increases their social engagement and helps them feel part of the team. At the end of the game, each group presents their solution to the others and different approaches are discussed. This process develops creative thinking and helps them realize that there may be more than one solution to a problem.



This game is distinguished by its educational and psychological significance. It teaches adolescents to cooperate, strengthens social adaptation, and forms the skills of making the right and positive decisions in problem situations.

“Whose is this?”

This game serves to increase the social activity of blind adolescents, strengthen their communication, and create a warm psychological atmosphere within the group. During the game, participants get to know each other through their personal belongings and begin to feel close to each other.

To organize the game, each participant presents a small item belonging to him (for example, a pen, key, watch, or other everyday object). These items are collected and mixed up. Then the participants take turns choosing one of the items, feel it with their hands, and try to determine who it belongs to.

The participant, expressing his guess, also explains why he came to this conclusion. This process helps to develop not only logical thinking, but also speech. During the game, participants learn about each other's interests, habits and personal characteristics.

This game, despite its simplicity, has deep pedagogical significance. It strengthens trust between teenagers, develops teamwork and forms the skills of free self-expression.

“Paired Statues”

This game is aimed at developing the skills of blind teenagers to work in a team, strengthen mutual trust and increase their ability to understand each other through non-verbal communication. The game harmoniously develops intuition, imagination and cooperation in participants.

During the game, participants are divided into pairs. Each pair is given a specific image or object name (for example, “tree”, “bridge”, “flower”, “bird”, etc.). Participants in pairs, by mutual agreement, create a “statue” that expresses the given image only through body movements and hands.

Importantly, since the participants cannot see each other, they must create a single form through touch, intuition, and verbal agreement. During the process, they



work together to feel each other, coordinate their actions, and achieve a common result.

Other participants are involved in the game by describing or guessing the created “sculpture”. This increases activity within the group and increases general interest.

This game is distinguished by its creative and interactive nature. It serves to bring teenagers closer together, increase trust and respect for each other. At the same time, the game plays an important role in the process of social adaptation and helps each participant feel like an important member of the team.

“Mysterious Gift Owner”

This game is aimed at strengthening social closeness among blind teenagers, developing feelings of kindness, and forming mutual attention and empathy. During the game, participants acquire the skills of showing warmth towards each other, making others happy, and creating a positive atmosphere in the team.

When organizing the game, each participant prepares a small, meaningful gift. This gift can be a simple item or a small souvenir. It is important that the owner of the gift does not reveal himself, that is, the gift is presented “secretly”.

During the process, the gifts are collected, mixed up, and distributed to the participants. Each participant examines the gift he received by hand and guesses who gave it. When making a guess, it is recommended that the participant justify his opinion - for example, by the type, style of the gift, or the emotions it evokes. At the end of the game, the real owners of the gifts are revealed. This process is often rich in warm feelings, joy, and sincere communication. Participants feel each other's taste, attention, and affection.

This game is distinguished by its educational value. It strengthens friendly relations between adolescents, increases mutual respect and trust, and helps each participant feel their place in the team.

Conclusion

Developing speech in blind children and eliminating existing speech defects requires complex and systematic correctional and pedagogical activities. The use of logotraining technologies in this process is an effective tool for increasing



children's speech activity, forming correct pronunciation, expanding vocabulary, developing coherent speech, and improving communicative competencies.

When logotraining classes are combined with educational games, interactive methods, and sensory-developing exercises, the effectiveness of correctional work increases significantly. Such an approach also serves to develop psychological adaptation, independent thinking, social activity, and self-confidence in blind children.

Thus, the widespread introduction of logotraining into typhlogopedic practice, the development of modern methodological recommendations, and the development of professional competencies of speech therapists in this area will allow us to further improve the quality of correctional and speech therapy assistance provided to blind children.

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