

INNOVATIVE APPROACHES TO THE DEVELOPMENT OF PHONEMATIC SPEECH PROCESSES IN CHILDREN WITH PSEUDOBULBAR DYSARTHRIA**Ayupova M.Yu.**Professor of the Department of Speech Therapy,
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Abstract. This article examines the use of innovative approaches in developing phonemic speech processes in children with pseudobulbar dysarthria. From a scientific and theoretical perspective, it is substantiated that insufficient formation of phonemic perception, analysis, and synthesis processes in this group of children leads to reduced speech intelligibility and decreased communicative activity. The effectiveness of using a multisensory approach, interactive methods, and digital technologies is revealed. Innovative speech therapy technologies are evaluated as an important factor in the development of phonemic processes.

Keywords: speech disorders, pseudobulbar dysarthria, phonemic development, innovative technologies, multisensory approach, interactive methods, digital tools, speech therapy correction.

In modern speech therapy, early identification of speech disorders and effective correction are considered one of the most important tasks. In particular, speech therapy work with children with pseudobulbar dysarthria is characterized by its complexity, since this speech disorder is associated with damage to the central nervous system and negatively affects all components of speech. For this reason, insufficient development of phonemic speech processes is frequently observed in such children [1].

Phonemic processes include the abilities to perceive, differentiate, analyze, and synthesize speech sounds. Insufficient development of these processes leads to incorrect pronunciation of words, reduced speech intelligibility, and decreased communicative activity in children. From this perspective, the development of phonemic processes in children with pseudobulbar dysarthria is considered one of the priority areas of speech therapy intervention. Insufficient formation of phonemic processes limits speech intelligibility and communicative activity in children with pseudobulbar dysarthria [2]. Therefore, the application of modern pedagogical technologies in the development of phonemic processes is a relevant issue.

Speech therapy work aimed at developing phonemic speech processes in children with pseudobulbar dysarthria should be organized systematically, step by step, and based on an individual approach. At the initial stage, the level of phonemic hearing, sound differentiation, and skills of analysis and synthesis are identified through special tests and observation methods. Subsequently, speech therapy sessions based on innovative technologies are organized.

During the sessions, interactive presentations, audiovisual materials, sensory games, and digital exercises are used in a comprehensive manner. Each session is planned taking into account the

child's age characteristics, level of speech development, and individual needs. This contributes to increasing the effectiveness of speech therapy intervention.

In pseudobulbar dysarthria, limitations in articulatory apparatus movements, disturbances in muscle tone, and coordination deficits are observed. This condition affects not only sound pronunciation but also the formation of phonemic hearing [3]. As a result, children experience difficulties in accurately distinguishing sounds by hearing, differentiating similar phonemes, and analyzing them within the structure of words.

Traditional speech therapy methods may not always yield the expected results. Therefore, the need arises to use innovative approaches in the development of phonemic processes. Innovative technologies enhance the effectiveness of speech therapy intervention, increase children's interest, and enable more efficient organization of sessions.

Innovative technologies are understood as the use of new methods, tools, and forms in the educational and corrective process. In speech therapy practice, these approaches play an important role in the formation of phonemic processes. In particular, the multisensory approach is considered one of the key components of innovative technologies. In a multisensory approach, auditory, visual, and kinesthetic analyzers function simultaneously. This facilitates and strengthens the process of perceiving speech sounds. For example, mastering sounds not only through hearing but also through colored images, movements, and visual symbols helps form stable phonemic representations in children [4].

Another important aspect of innovative approaches is the use of interactive methods and digital technologies. Multimedia programs, interactive games, and audio and video exercises increase speech activity in children with pseudobulbar dysarthria. Through such tools, exercises are performed that involve associating sounds with visual images, arranging them in sequence, and resynthesizing them.

Digital technologies make it possible to individualize speech therapy sessions. Exercises can be selected based on each child's level of speech development and capabilities. This ensures the effective development of phonemic analysis and synthesis processes [5]. In addition, interactive games and digital technologies increase children's interest and stimulate speech activity, which contributes to the effective development of phonemic analysis and synthesis processes.

In conclusion, the development of phonemic speech processes in children with pseudobulbar dysarthria is a complex and multifaceted process that requires innovative approaches. Multisensory approaches, interactive methods, and digital technologies ensure the effective formation of phonemic perception, analysis, and synthesis processes. As a result of these approaches, children's speech development, communicative competence, and social adaptation improve significantly. Therefore, the widespread use of innovative technologies in modern speech therapy practice is scientifically and practically substantiated and represents one of the most relevant directions.

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