

WAYS TO ELIMINATE WRITTEN SPEECH DISORDERS

Gulmurodova Durdona Davlat qizi

Student of LOGO-02 Group Faculty of Speech Therapy, NDPI

Tel: +998(90)1215642

Email: durdonagulmurodova77@gmail.com

Abstract

This article discusses the types of written speech disorders, their causes, and effective pedagogical and speech-therapy methods for overcoming them. It also presents methods for organizing corrective sessions and practical recommendations.

Keywords:

written speech, dysgraphia, dyslexia, corrective work, speech therapy, special education, phonemic hearing.

Introduction

In the continuous education system under the Ministry of Public Education of the Republic of Uzbekistan, the educational process in specialized institutions for children with physical or mental developmental disabilities is carried out in a corrective direction. Teachers and specialists strive to implement corrective work in each lesson using various methods.

Speech is a means of expressing thought and is manifested in oral and written forms. Written speech is a complex process that requires special learning and practice. Just as deficiencies may occur in children's oral speech, a number of deficiencies may also appear in written speech.

Research by various scholars has shown that reading and writing disorders may occur in children with normal intelligence and should not be considered only as symptoms of intellectual disability.

Dysgraphia and Dyslexia

Dysgraphia is a partial specific disorder of the writing process. Writing reflects a complex, multi-level speech activity involving auditory, motor-speech, visual, and general motor systems.

The mechanisms of reading and writing disorders are largely similar; therefore, corrective speech-therapy methods used to eliminate them are also similar.

Corrective Work

The following tasks are recommended to develop language analysis and synthesis skills:

1. Compose sentences based on pictures and determine the number of words.
2. Create sentences using a given number of words.

3. Expand sentences by increasing the number of words.
4. Identify the position of a word in a sentence.
5. Find sentences with a specified number of words in a text.
6. Indicate the number corresponding to the word count in a sentence.

Conclusion

Written speech disorders are a complex pedagogical and psychological problem requiring a comprehensive and systematic approach. Developing phonemic hearing, practicing analysis-synthesis exercises, improving fine motor skills, and applying individualized corrective approaches ensure effective results.

Cooperation between teachers, speech therapists, and parents plays a crucial role. Early diagnosis and timely comprehensive assistance ensure successful education and personal development of children with special educational needs.

References

1. Mirziyoyev, Sh. (2022). New Uzbekistan Development Strategy. Tashkent: Uzbekistan Publishing House.
2. Decree of the President of the Republic of Uzbekistan No. PF-5712 (April 29, 2019). On approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030.
3. Ayupova, M.Yu. (2025). Speech Therapy. Tashkent.
4. Vlasova, T.A., & Pevzner, M.S. (2015). Children with Developmental Disabilities. Tashkent: O'qituvchi Publishing House.
5. Press Service of the President of the Republic of Uzbekistan. Retrieved from www.press-servis.uz
6. Ziyonet Educational Portal. Retrieved from www.ziyonet.uz