

Methodological Basis of the Science of Logopedics

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Abstract: This article provides information about the methodological foundations of speech therapy. In the study and correction of speech disorders, the science of speech therapy is based on theoretical rules about the interdependence of speech and thought, about the interaction of general and special laws in the development of an anomalous child, about the cooperative development of speech and activity, about internal and external factors. relies on the theory of interaction, the driving forces of mental development.

Keywords: speech therapist, speech disorders, complexity, activity, natural, psychological, pedagogical, research.

In order to solve the important problems of speech disorders and their correction, the science of speech therapy uses materialistic, methodology-based principles and methods. Based on this, speech therapy relies on the following main principles: systematicity, complexity, the principle of development, looking at speech disorders in relation to other aspects of the child's mental development, functional approach, ontogenetic principle, the principle of taking into account etiology and mechanisms (etiopathogenetic principle), taking into account the symptoms and structure of impaired speech, general didactic and other principles.

It is necessary to analyze speech and non-speech signs, medical, psychological and speech therapy results, the level of development of cognitive activity and the ratio of speech development, speech status and important aspects of the child's sensorimotor development in order to diagnose similar types of speech disorders. In such cases, the complex of correction of speech disorders should have a medical-psychological-pedagogical character.

In the process of studying speech disorders and their correction, it is important to take into account the general and specific patterns of development of anomalous children.

The principle of development also envisages the separation of certain tasks and stages of difficulties in the speech therapist's work process.

Speech-impaired children and their examination, as well as the organization of speech therapy work with them, is carried out taking into account the leading activities of the child (subject-practical, game, organizational).

Correction - the development of the methodology of logopedic influence is carried out taking into account the consistency of the manifestation of speech forms and tasks, as well as the types of activities in the child's ontogenesis (ontogenetic principle).

The emergence of speech disorders is often associated with the complex interaction of biological and social factors. For the effective logopedic correction of speech disorders, it is important to determine the etiology, mechanisms, symptoms of the disorder in each individual case, to distinguish the leading disorders, and to determine the interaction of speech and non-speech signs in the structure of the disorder.

In the study and correction of speech disorders, didactic principles: demonstrability, comprehensibility, awareness, individual approach, etc. play an important role.

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Technical tools that ensure the objectivity of the research: computer, intonographs, spectographs, nasometers, video speech, phonographs, spirometer and other equipment, as well as x-ray cinematography, glottography, cinematography, which allow studying the entire speech activity and some of its components in dynamics, are widely used.

The identity of the speech therapist. A speech therapist must have a system of general and specialized knowledge. The totality and breadth of this knowledge form ideas about the typology and composition of defective development, methods of preventing and eliminating mental imperfection, and methods of psycho-pedagogical influence.

A speech therapist must recognize speech disorders, master the methods and methods of correcting and eliminating them, initiate preventive measures to prevent such disorders, teach children with impaired speech in their mother tongue both at preschool age and at school age. should be able to use special methods of teaching, to know the important psychological characteristics of children with abnormal speech, to have mastered the methods and methods of raising them, to be able to use the methods of correcting and developing the activity of the higher cerebral cortex in them. In-depth knowledge of the speech therapist's specialty includes knowledge of programs, school textbooks, manuals on speech therapy.

The correct relationship between a speech therapist and a doctor of a children's institution, a speech therapist and an educator, a speech therapist and a pedagogue is an important condition of pedagogical deontology.

The speech of a speech therapist should be an example for others - not only children, but also adults. A speech therapist ensures a uniform speech order, teaches speech culture to middle and junior staff in special children's institutions, manages the entire educational process in a number of cases, for example, in the conditions of special children's homes.

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