

Methodological Recommendations for Developing Self-Care Skills in Preschool Children with Severe Speech Impairment

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Abstract: This article presents methodological recommendations for developing self-care skills in preschool children with severe speech impairments. The psychological and pedagogical characteristics of these children, which influence the acquisition of social and everyday skills, are examined. The need for targeted and systematic work to develop independence in preschool educational settings is substantiated. Particular attention is paid to effective methods and techniques for teaching self-care skills, including step-by-step development of actions, the use of visual aids, game technologies, speech accompaniment, and the creation of a developmental environment. The importance of interaction between teachers and parents in ensuring the continuity of corrective and developmental interventions is emphasized. It is concluded that the application of the proposed methodological recommendations facilitates the successful development of independence, communication skills, and social adaptation in children with severe speech impairments.

Keywords: Severe speech impairments, preschool age, self-care skills, methodological recommendations, independence, remedial and developmental work, social adaptation, speech development, education.

Introduction: Self-care as an activity is a sphere of functioning that involves an individual's self-care when addressing issues related to nutrition and hygiene, dressing skills, and other procedures that enable them to perform simple work tasks independently.

Mastering self-care skills is an important prerequisite for a child's inclusion in a peer group and the successful socialization of students with speech disabilities.

In children with speech disabilities, the development of self-care skills is slow, fragmented, and unstable, requiring targeted pedagogical support. It is important to note that play is the leading activity in preschool, so it is important to develop self-care skills through play and work activities. One effective teaching method for preschoolers with speech disabilities is didactic play, which is an accessible and effective way to develop speech and, in particular, enrich vocabulary through role-playing.

The goal of didactic play is learning and development

through playful actions. Playing a vital role in the education and upbringing of preschool-aged children, educational games help children, regardless of speech impairment, understand the content of the educational program.

Repetition, exercises, and training activities ensure the development of self-care skills. Various games (educational, role-playing) are the primary form of organizing the activities of students with severe multiple developmental disabilities. Detailing, algorithmization of game actions, adaptation of conditions, and a developmental subject environment are essential for fostering a positive attitude, creating a situation of success, and gradually reinforcing skills and abilities.

Imitation games promote the development of imitation, so essential for children with developmental disabilities, and the development of everyday and self-care skills in learning activities and during routines. To support the child, the teacher actively uses demonstrations,

demonstrations, explanations, praise, and shared activities, developing the ability to work according to a model and verbal instructions.

Remedial work to develop self-care skills is aimed at acquiring the greatest possible independence in meeting basic life needs and, depending on the child's individual capabilities, mastering the necessary self-care skills.

When developing methodological recommendations for developing self-care skills in children with developmental disabilities, we considered the following objectives:

- develop eating skills with minimal assistance;
- develop independence in dressing and undressing with minimal assistance;
- develop sanitary and hygienic skills with minimal assistance;
- develop personal hygiene skills with minimal assistance.
- develop an understanding of body parts and organs, their functions, and related natural needs;
- develop everyday competence: the ability and readiness for self-care and performing basic everyday tasks aimed at satisfying vital needs (sanitary and hygienic, such as eating, using the toilet, dressing and undressing, etc.);
- develop safe self-care behavior in children.

Methodological recommendations for teachers and parents for developing self-care skills:

1. Teaching cultural and hygienic skills and self-care skills can be carried out both within the framework of everyday life and in preschool and later at school, in specialized classes.

2. An important aspect of developing this process in preschool age is play, which serves as the main form of learning. 3. This process should be organized sequentially and step-by-step:

- demonstration of actions;
- skill development based on an algorithm;
- description of the procedure for performing actions, taking into account the requirements for verbal instructions.

4. A developmental, practical environment, toys, real household items, and hygiene products are essential for

developing self-care skills.

5. Educational games, special methods and techniques, exercises, and positive emotional reinforcement should accompany the process of teaching personal hygiene skills, eating, dressing and undressing, and toileting.

6. Playing with dolls, imitating the actions of various fairy-tale characters, joint adult-child activities, and independent student actions help develop a positive attitude, interest, and need for personal hygiene.

The developed methodological recommendations are based on the principles of consistency, accessibility, clarity, an individualized approach, and a practical focus on learning. Their implementation involves the use of a step-by-step development of actions, verbal accompaniment of activities, game technologies, the creation of a developmental subject-spatial environment, and active interaction between teachers and the student's family.

The effectiveness of developing self-care skills is largely determined by the coordinated actions of all participants in the educational process, the regular reinforcement of acquired skills in everyday activities, and the creation of conditions for the child to demonstrate independence. Targeted work in this area promotes not only the acquisition of social and everyday skills but also the development of speech, cognitive activity, communication skills, and personal maturity in preschoolers with severe speech impairments.

Therefore, the application of the proposed methodological recommendations allows for increased effectiveness of correctional and developmental work and the creation of favorable conditions for successful socialization and the preparation of students for further education and independent living.

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