

Methodology Of Developing Connected Speech In Children With Special Needs

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Abstract: This article analyzes the factors influencing the formation and development of connected speech in children with special needs, the methodological approaches used in the process of speech therapy, and their effectiveness. Also, methodological recommendations developed on the basis of an individual approach to speech development, the principles of differential education, and modern pedagogical technologies are presented.

Keywords: Connected speech, child with special needs, speech therapy methodology, differential approach, speech therapy, communicative competence.

Introduction: Today, the implementation of the principles of an inclusive approach in the education system is of great importance in the socialization and development of the intellectual potential of children with special needs. In this group of children, the level of development of coherent speech is often low, which negatively affects their cognitive activity, thinking, communication culture and literacy skills.

Coherent speech is the ability of a child to express his thoughts in a coherent, grammatically correct, and meaningfully integrated form. It is the development of this ability that is one of the main factors in the success of children at subsequent educational stages.

Children with special needs are understood as children with varying degrees of limitations in physical, mental, psychological or sensory development, as a result of which difficulties are observed in learning, communication and social adaptation. In their speech development, in particular, significant shortcomings are observed in the area of coherent speech (i.e., coherent, logically connected, grammatically correct speech).

Connected speech is closely related to the child's thinking activity, communication needs, hearing, memory, thinking, imagination, etc. Therefore, speech defects in this type of children are explained not only by a lack of pronunciation or vocabulary, but also by a general slowdown in cognitive processes. Studies show that in children with intellectual disabilities, the

processes of speech planning, coherent expression of thought, and the formation of a grammatical system are much more complicated.

The following psycholinguistic features are noticeable in the development of connected speech in children in need of special assistance:

Limited lexical reserve. Such children use a narrow range of words in everyday speech, and their ability to know and use synonyms, antonyms, and polysemantic words is weak. As a result, their expression is characterized by the repetition of the same words and the expression of thoughts in a narrow range.

Insufficient formation of grammatical structures. There are many errors in correctly connecting words in a sentence, changing verbs by tense, person, number, and the correct use of noun conjugations. As a result, the child's speech is grammatically distorted, inconsistent, and difficult to understand.

Underdeveloped syntactic system. Most children use short, one-syllable sentences; they find it difficult to construct complex sentences, express cause-and-effect relationships, and maintain logical connections within the text.

Disproportion between thinking and speech. The child's level of knowledge cannot be expressed through speech. Sometimes, even if he understands a story, he cannot consistently describe it. This is especially evident in exercises in composing a story and telling a sequence of events.

Weakness of hearing and phonemic perception. There are difficulties in distinguishing sounds, correcting pronunciation, and determining the meaning of a word heard. As a result, there are cases of incorrect pronunciation of words, mixing up similar sounds.

Emotional and volitional weakness. Children in need of special assistance have a low desire to communicate, which also negatively affects speech activity. They quickly get tired of verbal communication, and are unsure of expressing their thoughts.

Rapid distraction of attention and memory. Due to the instability of attention in the process of forming a coherent speech, the sequence of words, phrases, or events is quickly forgotten.

The main speech therapy tasks in the development of speech in such children include the formation of logical consistency, expansion of vocabulary, and teaching them to express thoughts orally. To this end, speech therapists use methods such as speech analysis, explaining the connections between words and sentences, creating stories, and conducting conversations.

Another important aspect in the formation of connected speech is to strengthen speech motivation. If a child with special needs feels the importance of his speech, feels the interest of the person listening to his opinion, then his speech activity and desire to express his opinion increase. Therefore, educators and speech therapists should widely use encouraging words, positive assessments and game elements in classes.

The formation of connected speech in children with special needs is a complex, multifaceted process, which is directly related not only to speech, but also to psychological, pedagogical and social factors. Choosing an individual approach, taking into account the personal capabilities of each child, the stage of speech development and his psychophysiological state, is the most important condition for achieving effective results.

The process of developing connected speech is a complex, multi-stage and systematic approach to pedagogical and psychological activity. In children with special needs, organizing this process is more complicated than for ordinary children, and the cooperation of a speech therapist, defectologist, psychologist and parents is important. The main goal of methodological work is to develop the child's oral speech, the ability to coherently express thoughts, logically connect words, and build grammatically correct sentences.

The methodology for developing coherent speech is based on the following principles:

The principle of systematization and consistency - speech exercises are organized gradually from simple to complex, based on the real level of development of the child's speech.

The principle of activity - actively involving the child in speech activity, strengthening speech motivation through conversation, games, questions and answers, and dramatization.

The principle of an individual approach - taking into account the psychophysiological capabilities, level of speech development, and personal interests of each child.

The principle of demonstrativeness - facilitating the perception of speech through visual materials (pictures, objects, videos).

The principle of communicative orientation is the formation of speech as a means of communication, teaching the use of speech in real-life situations.

Methodology for expanding lexical wealth

The basis of coherent speech is vocabulary. Therefore, speech development exercises are primarily aimed at expanding vocabulary. It is recommended to use the following methods in speech therapy exercises:

Subject-picture-based work: the child is shown a picture and asked to name the objects in it, name their signs, and describe their movements.

Working with semantic fields: grouping words with the same meaning, conducting exercises with antonyms and synonyms.

Learning new words based on context: introducing new words into speech during a fairy tale, story, or conversation, and reinforcing their meaning.

Such exercises, along with increasing vocabulary, also develop the ability to express thoughts clearly and logically.

Methodology for forming a grammatical structure

The grammatical system is the main factor determining the child's ability to consistently express thoughts. In children who need special assistance, grammatical structures are often poorly formed, therefore, speech therapy work is focused on:

understanding the relationship between words in a sentence;

studying the tenses and person forms of the verb;

correct use of declension suffixes of nouns;

formation of the coordination of adjectives, numbers and pronouns.

In the lessons, exercises based on questions such as "Who did what?", "Where is what?", "Where did it go?", as well as tasks such as "complete the sentence",

“compose the sentence”, “change the word” give effective results.

Methodology for composing a coherent story and working with text

One of the most important areas of developing coherent speech is the formation of the child's ability to compose a coherent story. This process is carried out in three stages:

Preparatory stage - analysis of a picture, object or event, collection of words, determination of the sequence of events.

Planning stage - a plan for composing a story is drawn up, an introduction, main and final parts are distinguished.

Expression stage - the child tells the story orally, and the speech therapist pays attention to grammatical, phonetic and logical accuracy.

Also, creative exercises such as retelling fairy tales, continuing the text, and completing half a story are very effective in developing connected speech.

Using games and interactive methods

For children with special needs, play is the most natural form of learning. During the game, the child communicates freely, actively, and emotionally. Therefore, speech therapy games, role-playing, game forms such as “Who can say it faster?”, “Who can guess correctly?”, “Make a story based on a picture” are widely used in the formation of connected speech.

Such activities form the child's skills in connecting words, identifying logical connections between events, and actively participating in a conversation.

Using information technologies

Information and communication technologies (ICT) play an important role in modern speech therapy practice. Speech development exercises using computer programs, interactive textbooks, audio and video materials attract children's attention and allow them to be taught as active participants.

For example, interactive phonetic games can be used to pronounce sounds correctly, multimedia slides to compose stories, and visual programs for lexical exercises.

Cooperation with parents

The active participation of the family, especially parents, is important in the development of connected speech. Activities such as talking with the child at home, reading books, listening to fairy tales, and composing stories based on pictures reinforce the results achieved in speech therapy classes. Therefore, speech therapists and educators should provide

parents with methodological instructions.

In order for the process of developing connected speech in children who need special help to be effective, it is extremely important to adhere to the principles of an individual and differentiated approach in the educational process. Because, despite the fact that such children are of the same age, their level of speech development, psychophysiological capabilities, speed of perception, memory capacity, and communication needs differ significantly from each other. Therefore, using a single method or the same task for all children will not give the expected result.

An individual approach is the organization of educational and speech therapy sessions in accordance with the personal characteristics of each child, the stage of speech development, the level of cognitive activity, interests, health and emotional state. In this approach, the speech therapist not only identifies the child's speech defect, but also analyzes its cause, psychological state, level of readiness for learning and motivation.

For example, one child has difficulty composing a story due to the inability to pronounce sounds correctly, while another cannot express his thoughts coherently due to limited vocabulary or inability to master grammatical forms. Therefore, in the process of an individual approach, the speech therapist:

diagnoses the child's level of speech development;

draws up a correction program appropriate to the identified problem;

selects individual tasks, materials and exercises during the sessions;

constantly encourages the child's achievements, even if they are small.

An individual approach strengthens the child's self-confidence, increases speech activity, and instills positive motivation for reading and communication.

A differential approach is the organization of education by dividing children in need of special assistance into groups according to certain signs. In this case, children are divided into small groups depending on the type, degree, or pace of development of their speech disorder, and a specific system of exercises is developed for each group.

For example:

Phonetic exercises, articulation gymnastics, sound differentiation games are conducted with children with impaired pronunciation;

For children with a weak lexical reserve, vocabulary-expanding games and exercises for composing stories based on subject pictures are used;

With children with a weak grammatical system, exercises are performed on changing words, completing sentences, and correctly connecting word combinations.

This approach allows you to focus the training on a specific goal, take into account the child's real capabilities and more deeply eliminate speech defects. In the process of a differential approach, the speech therapist selects the form of training, the level of complexity, the volume of material and the style of training in accordance with each group.

Also, as a result of the combined use of an individual and differentiated approach:

each child actively participates within his or her capabilities;

positive changes in speech development are manifested more quickly;

communication skills, independent thinking and expression are formed;

a psychologically favorable environment is created in the learning process.

These approaches increase the effectiveness of speech therapy classes, put into practice the principles of person-centered education, and help determine the individual development trajectory of children.

Today, the use of modern speech therapy technologies is gaining relevance in the education system, especially in the direction of inclusive and corrective pedagogy. The harmonious use of information and communication, interactive and innovative technologies, along with traditional methods, in the process of developing connected speech in children in need of special assistance increases the effectiveness of speech therapy work.

Modern technologies allow to increase speech activity in children, increase the desire to communicate, activate attention and memory, as well as to organize the educational process in a visual, lively and interesting way.

Information and communication technologies (ICT)

Information and communication technologies allow to individualize, interact and visualize the educational process in speech therapy classes. Computer programs, tablet applications, interactive whiteboards and multimedia presentations attract the attention of children and turn them into active learners-subjects.

The advantages of using ICT tools are:

perception of speech simultaneously through auditory, visual and movement channels;

learning to pronounce speech sounds correctly by

hearing;

expanding vocabulary using colorful, moving, sound images;

encouraging the child to think independently through interactive games.

For example, interactive speech therapy programs such as "Logomir", "Razvivaem rechi", "Speech Therapy Games", "Say and Play" create great opportunities for developing children's phonemic hearing, forming the skills of correctly pronouncing sounds, logically connecting words and composing stories.

Multimodal and multisensory approach

In modern speech therapy, a multimodal approach is a technology based on the simultaneous activation of several sensory channels (hearing, vision, movement, touch, speech) in the process of speech development. In such classes, the child not only hears the sound, but also feels it through articulation, sees it in a picture, and expresses it with movement.

For example, by assigning a color, shape or movement corresponding to each sound, the child remembers it better through sight and hearing. This approach strengthens the coordination of the speech organs, facilitates the process of memorization, and enhances emotional involvement.

Multisensory methods (training based on sensory integration) are especially useful for children with developmental delays, attention deficit hyperactivity disorder, or sensory imbalance. These activities increase the child's overall sensitivity and improve speech perception.

Games and interactive technologies

Game activity is the most natural and effective form of speech development. Through interactive game technologies, the child becomes an active participant in the learning process, gaining speech experience through movement, communication, and emotions.

For example, speech therapy games such as "Make a story based on a picture," "Who says it right?", "Find the word!", "Where does it live?" activate speech, accelerate thinking, and form connections.

In addition, dramatization technology — that is, developing speech through the staging of a fairy tale or story — significantly increases children's vocabulary, expressiveness, and freedom of communication.

Cognitive-communicative technologies

In recent years, the cognitive-communicative approach has been widely used in speech therapy. This technology is aimed at developing the child's speech not only as a language system, but also as a system of cognitive processes related to thinking, perception,

memory and attention.

The classes include:

analysis of the meaning of words, distinguishing synonyms and antonyms;

determining the cause-and-effect relationship in the process of word combinations and sentence construction;

planning when composing a story, maintaining a logical sequence;

exercises such as proving or explaining one's opinion in a conversation are performed.

As a result, the child develops not only in terms of speech, but also in terms of logical thinking.

Using multimedia and virtual learning environments

Multimedia tools (slides, animations, audio-tales, video stories) play a major role in the effective organization of speech therapy classes. For example, in exercises for creating a story based on pictures, animated videos allow the child to perceive the story holistically and use words in the correct sequence.

Also, virtual speech therapy environments (game programs based on VR or AR technologies) are being tested in some centers. They immerse the child in an interactive, emotionally rich communication environment and allow them to practice speech in natural conditions.

Digital monitoring and analysis systems

In modern speech therapy, digital monitoring systems are being used to evaluate results and monitor development dynamics. With the help of special speech therapy applications, it is possible to assess the child's level of mastery of pronunciation, vocabulary, grammatical structures, and analyze them based on audio recordings. This allows the speech therapist and parents to accurately monitor the child's development.

CONCLUSION

The development of connected speech in children with special needs is not only a separate area of speech therapy work, but also an important factor in the socialization, cognitive activity and personal development of the child. Speech, as an external expression of thinking, ensures the child's communication with the environment, the expression of emotions, the ability to express and understand his own thoughts. Therefore, a comprehensive, systematic and individual approach to the development of connected speech is of great importance. In the development of connected speech in children with special needs, the elements of phonemic hearing, vocabulary, grammatical structure, logical sequence and expressiveness are poorly developed. Therefore,

speech therapy work should be aimed at eliminating these shortcomings, increasing children's desire to communicate and forming their communicative competence. The use of demonstrative, verbal, game, interactive, multimodal approaches and speech-activity technologies as methodological foundations for the development of connected speech is highly effective. In particular, ensuring an individual and differentiated approach in the process of speech development, taking into account the age and psychophysiological characteristics of the child, as well as the type of speech defect, is one of the most important conditions. Modern speech therapy technologies - information and communication tools, interactive games, multimedia applications, sensory training and virtual learning environments - are taking speech therapy practice to a new level. They increase speech activity in children, combine auditory, visual and motor analyzers, and develop the speech process in a natural and interesting way. In general, the urgent task of introducing advanced pedagogical and speech therapy technologies in the development of connected speech in children with special needs, developing individual programs suitable for each child, establishing cooperation with parents and improving the professional skills of speech therapists is an urgent task. As a result of systematic work organized in this way, speech, cognitive and social competencies are formed in children, creating a solid foundation for their successful integration into society.

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