

Technology For Developing Initial Reading Skills In Preschool Children With Dysarthria Speech Impairment

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Abstract: This article presents the main correctional-developmental, pedagogical opportunities and technologies for developing initial reading skills in preschool children with dysarthria speech impairment.

Keywords: Correctional-developmental, sound, letter, analytical-synthetic, technology.

Introduction: In order to increase the effectiveness of the process of preparing preschool children with speech disorders for school, innovative technologies are being implemented in the world. Based on the "Education for All" program [1.18] adopted on the basis of the Dakar Declaration, systematic work is being carried out to implement large-scale practical projects to take into account the attitudes of children with special educational needs to education and combat various forms of discrimination against them, eliminate obstacles to the realization of the right to education, and determine the effectiveness of children's social adaptation.

In world educational and research organizations, scientific research is being conducted to provide children with severe speech disorders with timely speech therapy correctional assistance in preparing them for school education, to improve methods for eliminating speech defects in children, and to increase the effectiveness of speech therapy correctional and developmental work with preschool children. At the same time, special attention is paid to scientific research on improving the psychological, social and somatic levels of correctional and developmental work, strengthening visual, kinesthetic and auditory analyzers, creating new, innovative models of medical-psychological-pedagogical, correctional and developmental work, and developing their integration into society and socialization.

Early reading skills for preschool children with severe speech impairments require the development of knowledge of the sound structure of the language, phonological awareness related to understanding

printed text and initial word reading, decoding skills to understand the content of written text, visual gnosis and praxis, oral speech and mental operations, and syntactic and semantic reading skills.

Psychologically, reading is one of the most important types of speech activity. In this regard, in this chapter of the dissertation, reading was considered as a complex phenomenon with many components. According to American researchers P. Berne, D. Roy, E. Ross, the reading process represents a number of aspects, such as the perception of signs (sensory and emotional aspect), the interpretation of signs and words (cognitive aspect), the ability to follow the linear, logical and grammatical patterns of words (sequential aspect), connecting words with practical experience to consolidate them (experiential aspect), drawing conclusions and evaluating the material (thinking aspect), understanding what has been learned previously, assimilating new ideas and facts (learning aspect), understanding the relationship between signs and sounds, words and their meanings (associative aspect), and engaging in personal interests and positions that affect reading (affective aspect). [2.271-283]

E.E. Shuleshko considered written, that is, "visible" speech to be the closest to oral speech, noting that "both of these speech forms are types of oral speech." Written and oral speech are closely related, and he noted that the graphic sign in written speech is a phoneme. [3]

An analysis of the psychological and pedagogical literature has shown that dysarthria is the most common defect among severe speech disorders.

Dysarthria is a consequence of organic disorders of a central nature, and its characteristic features are a disorder associated with a deficiency in the innervation of the speech apparatus, in which the pronunciation of sounds, phonemic perception, hypersalivation, congenital encephalopathy, insufficient volume, rhythm, prosodic components, respiratory and articulation movements, the presence of tremors, impaired coordination of movements, synkinesia, the presence of pathological reflexes of the oral cavity movements, muscular dystrophy, impaired pronunciation of consonants and vowels, increased uncertainty with increasing speech communication, and difficulties in long-term consolidation of acquired skills are observed. S.J. Achilova emphasizes the need to carry out work on the elimination of dysarthria speech defects, taking into account the early stages of the child's development, general and family development, such as putting the sound into speech, strengthening the sound in speech, and differentiating the sound from other sounds in speech. [4.49]

M.B. Mamatova recommends the development of a methodology for speech therapy based on the pathogenesis of dysarthria, the manifestation of specific clinical symptoms, and the pathogenetic side of the pathology. [5]

Z.I. Sobirova, following the principle of taking into account the lesion site in the classification of dysarthria, highlights the features of dysarthria as bulbar, pseudobulbar, cortical dysarthria, subcortical and cerebellar dysarthria. [6.46]

Developing initial reading skills in children with dysarthria requires the use of special pedagogical approaches and methods that take into account their individual characteristics. In this chapter, the main correctional and pedagogical opportunities for developing initial reading skills in children with dysarthria as a result of the analysis of the above ideas and studies were presented.

Game-based methods of education. Play activities play an important role in the learning process of children with dysarthria. The use of interactive games, games involving phonemes and letters helps children understand the material more easily. For example, games for matching sounds and letters, games for creating words from letters, etc. Role-playing games help increase children's interest and motivation by creating role-playing situations associated with reading text and game actions.

Use of multimedia resources. The use of modern technologies significantly improves the learning process. Educational programs, interactive multimedia applications include elements that develop visual and

auditory skills. Animated films and educational videos help consolidate what has been read and develop reading and understanding of the content.

Development of phonemic perception. Sound differentiation exercises, games and activities that encourage children to identify, distinguish and combine sounds, help strengthen auditory memory and attention.

Reading aloud and discussing. Reading aloud provides many educational opportunities. In shared reading, the speech therapist should actively participate in the reading, asking questions, and discussing what they have read, which helps children develop understanding and interpretation of the text. In discussing the content of the text, the speech therapist sets tasks for the child to retell or discuss what they have read, which improves understanding and develops critical thinking.

Supportive learning environment. Creating a positive learning environment helps to increase motivation. The variety of learning materials, the use of different books (with pictures, poems, fairy tales) makes the learning process more interesting and educational. It is important to use a reward system for success and activity, which allows children to feel confident and interested in the learning process.

Involving parents in the learning process. The family plays a key role in the education of children with dysarthria. Family activities Speech therapists organize seminars or consultations for parents to learn how to support and develop reading skills at home. Parents can use game materials and books for joint reading, which will further increase children's interest in reading.

Correctional and pedagogical opportunities for the development of initial reading skills in children with dysarthria speech disorders are diverse and require a creative approach from speech therapists. Individual training, game methods, modern technologies, the development of phonemic perception and the involvement of the family in the correctional and developmental work process create the necessary conditions for successful learning. Such methods contribute to the development of children's reading skills, socialization and personal growth. [7.124-127]

The system of correctional and pedagogical work on the development of initial reading skills in children with dysarthria speech disorders was implemented in practice based on the stages of formation of initial reading skills (analytical), joint reading (analytical-synthetic), and strengthening skills (synthetic).

At the initial stage of formation of reading skills (analytical), correctional and developmental work was

carried out to familiarize children with dysarthria with letters and sounds, develop fine motor skills, and form syllable formation skills. At the stage of joint reading (analytical-synthetic), picture books published for children, multifunctional, game, and design technologies were used. In this process, the teacher read the text aloud, and the child followed the text using a bookmark, and various quizzes were held to develop understanding of the read text, discussion of the text, and critical thinking skills.

At the stage of strengthening skills (synthetic), communicative and kinesthetic technologies were used. In this process, along with role-playing based on the texts read, game situations were created aimed at composing stories invented by children. In order to expand the vocabulary of children, new words and speech constructions were introduced. Multifunctional technologies, game technologies, design technologies, communicative and kinesthetic technologies are used to develop initial reading skills in children with dysarthria.

Games based on speech analysis, word formation and rhyming, using game technologies, help develop phonemic perception and vocabulary. Game technologies offer innovative teaching methods that take into account the characteristics of the speech apparatus and cognitive perception of children with dysarthria. For example, in the development of phonemic perception in children with dysarthria.

Multifunctional technologies were implemented based on the use of variable tasks, various objects, pictures, interactive games and toys to implement correctional tasks. For example, logo-tales aimed at developing articulation and fine motor skills, phonemic perception, and oral speech were used.

Projective technologies are an effective tool for developing initial reading skills in children with dysarthria. These technologies are based on the principle of active participation, which allows adapting the learning process to the individual characteristics of each child. Projective methods such as drawing, modeling, and storytelling create situations in which children can express their thoughts and feelings, thereby stimulating children's language activity.

Communicative and kinesthetic technologies play a key role in developing initial reading skills in children with dysarthria. An individual approach and the use of gestures, facial expressions, and visual materials are also used in communication technologies. In order to eliminate primary speech defects in children with dysarthria speech impairment and increase the effectiveness of developing initial reading skills, speech therapy massage, sensory integration,

bioenergoplasty, music therapy, bioacoustic correction technologies, and the exercises "Magic Bag", "Mirror", "Artist", "Rhymes" were effectively used.

CONCLUSION

In conclusion, it can be said that the criteria for developing initial reading skills in children with dysarthria speech impairment of preschool age were improved based on a differential approach and technologies to eliminate speech defects, taking into account the ability to distinguish similar phonemes in words, knowledge of the sound composition of words, understanding sound-letter associations, visual perception, spatial orientation, and perception of letter gnosis.

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