

The Importance Of Logorhythm Exercises In Correctional Work With Stuttering Children

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Abstract: This article outlines a step-by-step system of logorhythmic corrective interventions aimed at developing proper speech in children who stutter. It highlights the importance of speech therapy rhythmic in enhancing speech processes, regulating muscle tone, shaping prosodic components, and fostering communicative independence in children with stuttering.

Keywords: Stuttering, logopedic rhythmic, speech correction, prosodic development, speech respiration, pantomime techniques, melodious recitation (melodeclamation), motor skills development, dialogic speech, independent (spontaneous) speech.

Introduction: It is known that corrective work aimed at educating correct speech in children who stutter is carried out in a phased manner. In this case, work is carried out from the use of simplified forms of speech to the formation of the ability to use independent and emotional speech, which is important in the life situations of children who stutter. Naturally, the complex effect of speech therapy rhythmic on children suffering from stuttering speech disorders depends on the tasks of speech therapy correction. The speech therapy exercises organized in this process are organized in accordance with the stages of speech therapy measures aimed at eliminating stuttering [5]. The stages of speech therapy measures consist of 5 stages, which include: speech restriction, education of coherent and reflected speech, education of question-and-answer speech, independent speech, work aimed at educating independent speech based on narrative material, stages of strengthening active behavior and free communication skills.

The tasks of logorhythmic exercises conducted at the stage of speech restriction (silence and whispering mode) are to develop general voluntary motor skills, facial motor skills, auditory attention and memory, visual attention and memory; work on voluntary behavior through the development of various

personality traits (endurance, attention); form the skill of observing pauses when pronouncing whispered phrases; expand and activate vocabulary on various topics ("Autumn", "Vegetables", "Fruits").

During logorhythmic classes, organized in accordance with the tasks of speech therapy, games and exercises that do not require the use of speech are used. Material is provided to develop facial expressions, oral praxis, auditory and visual attention, the ability to target and imitate in space, general and fine voluntary motor skills. Etudes are organized based on the topic given by the speech therapist, in which two stuttering children express the topic of the etude through movements, mimicry and pantomime. Etudes can be organized with or without music. During the classes organized during this period, it is useful to listen to instrumental and vocal musical works performed by various artists.

The theme of musical works used in logorhythmic classes with stuttering children should correspond to the topic of speech therapy classes. For example, if speech therapy classes are organized on the theme of "Autumn" or other topics suitable for it ("Fruits and Vegetables", "Abundant Harvest", "Autumn Forest", "Autumn Forest and Forest Animals", "In the Forest in Search of Fruit", "We Harvest", etc.), it is recommended that logorhythmic classes be conducted

based on listening to the music of P.I. Tchaikovsky's "Seasons. Autumn" and melodramas by M. Prishvin. In this case, work is carried out aimed at regulating muscle tone based on actions such as imitating the movements of a car and a train; picking fruits from the garden into a box; putting fruits from a box on a table. The speech therapist ensures that children delve deeply into the topic of the classes, while logorhythmic classes provide detailed coverage of the topic based on expansion. Speech therapy and logorhythmic classes are educational in nature. Children learn to listen to the speech therapist and follow his instructions, but remain silent. The speech therapist (music director, educator) speaks with children in a whisper [1].

The tasks of speech therapy carried out at the stage of developing coherent and reflected speech are somewhat different from the tasks of the first stage. In this case, work is carried out on the development of prosodic and speech breathing. In the process of speech therapy, the following are carried out: increasing the duration of exhalation; eliminating motor disorders and defects in sound pronunciation; communicating with a partner during and outside of game activities; educating voluntary behavior; following the instructions of adults and peers; increasing vocabulary, and forming the skills of saying a sentence consisting of four words. The tasks listed above are as follows: the topics "Autumn", "Birds", "Professions" are carried out on the basis of coherent pronunciation, and the topics "Adults' Work", "Wintering Birds", "Wintering Animals" are carried out on the basis of reflected pronunciation [3].

The above-mentioned tasks are carried out during logorhythmic exercises using specific tools. In addition to the previously mentioned exercises, exercises aimed at singing and staging songs, movement games without objects, and games that develop the motor skills of the palms and fingers are organized. The speech therapist uses coherent and reflected speech during the exercises. Since these types of speech require a relatively long time (the speech material is repeated twice: together with the teacher or after the teacher), relatively less work is carried out during logorhythmic exercises. At the stage of developing question-and-answer speech, positive behavioral and independent traits are cultivated. In this case, children in the group take turns, take the lead during the organization of logopedic games, play a leading role during the performance of stage performances and etudes, etc. Dialogues are organized in the form of questions and answers. At the same time, work continues on developing the prosodic components of speech, forming the skills of pronouncing a five-word sentence, speaking without interruptions, and increasing the

expressiveness of dialogue. In the upbringing of personal qualities, work is carried out on activity, initiative, independence, and creativity. During the implementation of the educational program, work is carried out to correct defects in sound pronunciation based on the following topics: "Winter", "Wild Animals", "Household Appliances", "Kitchen Appliances", and "Birds".

At this stage, speech material in the form of a question-and-answer form is selected. For example, children in the first group sing vowels with a question intonation while raising their voices, while children in the second group sing vowels with a question intonation while lowering their voices. Songs, etudes, and dialogues staged to music are also performed in this way [4].

The stage of independent speech is focused on retelling previously prepared speech material and the development of independent speech on the material of the story. Work on retelling in order to develop independent speech includes work aimed at re-performing previously memorized text through dramatization. In this case, children retell the story based on various game materials. In the classes, activity, independence, the ability to demonstrate voluntary behavior in various game activities (active, didactic, dramatic, plot-role-playing games) are cultivated; work aimed at correcting defects in sound pronunciation, and developing the lexical-grammatical structure of speech is continued. Logorhythmic classes organized during this period are planned taking into account general tasks. The volume of speech tasks, games, exercises and materials aimed at musical-rhythmic education organized in the classes (music and dance components, musical movements memorized in advance and performed on the basis of improvisation) is increased.

At the stage of work aimed at educating independent speech based on narrative material, children develop the skills of explanatory storytelling, storytelling based on memory, and creative storytelling. The logorhythmic exercises conducted during this period are formed in accordance with the musical-rhythmic work organized with children in mass preschool educational organizations. At the end of the correctional educational course, children who stutter should be able to meet the requirements of mass preschool educational organizations. Therefore, speech therapy rhythmic exercises are enriched with speech material, creative tasks and movement loads.

Speech therapy and logorhythmic exercises, organized at the stage of strengthening active behavior and free communication skills, help strengthen children's organizational and creative abilities, the ability to

communicate using speech material of varying complexity.

Logorhythmic exercises conducted with adults and adolescents also depend on the tasks of speech therapy and the type of educational organization. A logorhythmic course is organized in stationary conditions for children who stutter for 1 to 3 months in order to create a foundation for speech correction. The exercises are aimed at developing the tempo and rhythm of general movements, facial muscles and oral praxis, relaxing and controlling muscle tone. Melodeclamation is widely used: stuttering people expressively sing speech material presented by a speech therapist to specially selected music [2].

Logorhythmic exercises with stuttering children should serve the following tasks:

- strengthening the process of active inhibition;
- learning to control muscle tone;
- developing mimic muscles;
- forming and improving speech movement coordination.

The process of correct speech formation in stuttering children should be carried out in a step-by-step, coherent and complex manner.

As noted above, logopedic and logorhythmic exercises are one of the main factors in eliminating stuttering, they activate many speech processes, such as the development of general and fine motor skills, speech breathing, prosody, control of mimic and articulatory movements. The use of music, pantomime, melodica, action games and staged tasks in classes serves to free children's speech, stabilize their emotional state and increase their communicative activity.

CONCLUSION

In conclusion, it is worth noting that the process of correct speech formation in children who stutter should be carried out in a step-by-step, coherent and complex manner. As noted above, speech therapy and logorhythmic exercises are one of the main factors in eliminating stuttering, they activate many speech processes, such as the development of general and fine motor skills, speech breathing, prosody, mimic and articulatory movements. The use of music, pantomime, melodica, action games and staged tasks in classes serves to free children's speech, stabilize their emotional state and increase their communicative activity.

Also, the systematic and methodical organization of speech therapy rhythmic exercises allows achieving stable positive results in the speech development of stuttering children. Therefore, we can conclude that

the logorhythmic approach is of great practical importance as an effective pedagogical tool for correcting stuttering.

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