

Ways To Effectively Use Special Therapies In Organizing Psychocorrectional Work With Preschool-Aged Children Who Stutter

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Abstract: This article discusses the content, goals, and effective methods of psychocorrection work with stuttering preschool children. The possibilities of restoring speech activity in children, building self-confidence, and ensuring social adaptation through the interaction of speech therapy, psychological, and art therapy approaches are analyzed.

Keywords: Stuttering, psychocorrection, logotherapy, art therapy, psychotherapy, music therapy, social adaptation.

Introduction: Today, the increase in the number of speech disorders, including stuttering, in preschool children poses new challenges for speech therapy and psychological services. Stuttering is a rhythmic and sonorous disorder that occurs in the speech process and is mainly associated with impaired activity of the central nervous system, psychological stress, and emotional imbalance. The full development of speech is very important for the child's personal development, communicative activity and social integration. For this reason, correctional work with stuttering children should not be limited to speech therapy exercises, but should include a wide range of psychological and therapeutic approaches.

Psychocorrection is a systematic process aimed at normalizing the child's mental state, freeing speech activity, and restoring communicative abilities. The effectiveness of psychocorrection work is ensured, first of all, through an individual approach to the child, trusting communication, and emotional support. Stuttering in preschool children is often associated with stress in the family environment, excessive demands, improper upbringing or traumatic situations. Therefore, when working with such children, the cooperation of not only a speech therapist, but also a

psychologist, a defectologist, a music director and parents is of great importance.

Special therapies - art therapy, music therapy, play therapy, relaxation exercises, logarithmic exercises, and breathing exercises - are used as effective tools to restore a child's emotional balance and increase speech activity. In particular, art therapy allows the child to express themselves without words, to express their feelings, while music therapy coordinates the speech process by teaching rhythmic breathing. Play therapy encourages children to engage in communication and feel free through play, which is their natural activity.

Today, numerous studies in the field of child psychology and speech therapy show that a comprehensive approach to eliminating stuttering gives the best results. This requires the combined use of psychological, pedagogical and therapeutic measures. Such an integrative approach, along with the restoration of the child's speech activity, also facilitates his social adaptation.

The relevance of this study is that the increase in the number of stuttering children in modern educational institutions requires expanding the scope of speech therapy assistance. From this point of view, the inclusion of special therapies in the system of

psychocorrection work provides a gentle and natural way of correction, appropriate to the individual characteristics of the child. This article analyzes the essence of such types of therapy, methods of their effective application, and practical results.

Stuttering in preschool-aged children represents a complex speech disorder that emerges at the intersection of neurophysiological, psychological, emotional, and social factors. Early childhood is a particularly sensitive period for speech development, during which disruptions in fluency may not only hinder communicative competence but also negatively affect emotional stability, self-esteem, and social interaction. If left unaddressed, stuttering at the preschool stage can become persistent, leading to secondary psychological difficulties such as anxiety, withdrawal, and reduced participation in educational activities.

Modern approaches to psychocorrectional work emphasize the necessity of early, comprehensive, and individualized intervention. In this context, special therapeutic methods play a crucial role, as they allow specialists to address not only the speech symptoms of stuttering but also the underlying emotional-volitional and behavioral components. Psychocorrectional work with preschool children who stutter requires the integration of speech therapy techniques with psychological, pedagogical, and therapeutic approaches that are developmentally appropriate and emotionally supportive.

Special therapies—such as play therapy, art therapy, music therapy, sand therapy, relaxation techniques, and elements of cognitive-behavioral and body-oriented approaches—have demonstrated considerable potential in reducing speech anxiety, enhancing emotional regulation, and creating a positive communicative environment for children who stutter. These methods are particularly effective in preschool settings, as they rely on play, creativity, and sensory experiences that correspond to the natural modes of activity of young children. Through such therapies, children can express emotions non-verbally, overcome internal tension, and gradually develop confidence in verbal communication.

Despite the growing recognition of special therapies in psychocorrectional practice, their effective organization and systematic application in work with preschool children who stutter remain insufficiently explored. There is a need for methodological clarity regarding the selection of therapeutic techniques, the conditions of their implementation, and their integration into a unified psychocorrectional program. Furthermore, the effectiveness of these therapies largely depends on interdisciplinary cooperation

among speech therapists, psychologists, educators, and parents.

In this regard, the present study aims to explore effective ways of using special therapies in organizing psychocorrectional work with preschool-aged children who stutter. The article seeks to substantiate the pedagogical and psychological foundations of these therapies, identify their corrective potential, and outline practical recommendations for their application in preschool educational and therapeutic settings.

LITERATURE ANALYSIS

Psychocorrectional work with preschool children has been taking shape in recent years as an interdisciplinary field of psychology, speech therapy, and defectology. Researchers consider stuttering not only as a physiological speech disorder, but also as a complex psychoneurological phenomenon. For this reason, modern scientific approaches suggest a complex therapy model for eliminating stuttering. For example, E.V. Chirkina in her studies emphasizes that the child's emotional balance and level of personal development play a key role in the development of stuttering. According to the author, before starting psychocorrection work, it is necessary to determine the family situation, social interaction and emotional state of the child [3]. Also, psychological observations show that stuttering often appears after mental trauma or stress. In the speech therapy literature, breathing exercises, articulation gymnastics, and rhythmic speech exercises are of great importance in the treatment of stuttering. L.S. Volkova shows in her work that coordination of speech movements and rhythm control in children helps to reduce stuttering [4]. At the same time, she emphasizes the need to combine speech therapy with psychotherapeutic methods. In recent years, art therapy and music therapy methods have been widely used in psychocorrection processes. A.A. Kopylova's research notes that activities such as drawing, painting, and sculpting help reduce emotional stress by translating a child's inner experiences into an external form of expression [5]. According to her, such therapy reduces internal resistance to speech in children who stutter and restores self-confidence.

In addition, music therapy has been recognized as an effective tool for normalizing the rhythm of speech, controlling breathing, and providing a calming effect. A.S. Shcherbakova's experiments proved that singing and rhythmic musical exercises restored the natural rhythm of speech in stuttering children [6]. According to her, the emotional impact of music stabilizes the child's mental state and harmonizes the activity of the speech system.

Among Uzbek scientists, N.A. In the works of

Mukhamedova and Sh. Kholmatova, complex approaches based on national methodologies are proposed. In their studies, play therapy and breathing exercises play a key role in working with stuttering children [7]. Since play activity is a natural environment for the child, this approach creates a positive emotional background in eliminating stuttering.

In addition, working with parents is also an integral part of the therapy process. It is important to create a healthy psychological environment in the family, to support the child's efforts to correct his speech, and not to criticize him excessively. When the psychological literacy of parents increases, the child will feel more free and will be able to overcome speech impediments.

In general, when psychocorrectional work with stuttering preschool children is organized on the basis of a systematic and comprehensive approach, their speech development stabilizes, their emotional state improves, and their social adaptation is facilitated. For this reason, integrating modern specialized therapy methods into the educational process, strengthening individual work with children, and establishing family cooperation are the most effective ways to effectively eliminate the problem of stuttering.

CONCLUSION

Psychocorrectional work with stuttering preschool children is currently recognized as one of the most important areas in eliminating problems with speech development. As research has shown, speech impediments in such children are not only related to physiological causes, but also to emotional and psychological factors. Therefore, a comprehensive approach in the therapy process - combining speech therapy, psychological and pedagogical methods - is of great importance. The analysis shows that music therapy, art therapy, relaxation exercises and game activities conducted with stuttering children increase their speech activity, reduce emotional tension and strengthen self-confidence. Also, ensuring the participation of parents in the process of psychocorrection, changing the family environment in a positive way, and supporting the child further strengthen the result.

Thus, the effectiveness of psychocorrectional activities carried out with stuttering children depends on the following factors: regularity of therapy, individual approach, motivation in the child, use of game-based methods, and creation of a positive emotional environment.

As a result, children's speech rhythm and pronunciation balance are restored, their level of social interaction increases, and their self-awareness and communication skills are strengthened. Thus, the

rational use of special therapy methods serves as an important foundation for the speech development, mental stability, and preparation for social activity of children who stutter.

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