

WAYS TO DEVELOP THE SPEECH OF CHILDREN WITH DISABILITIES USING FAIRY TALE THERAPY

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Abstract

This article provides information about children with disabilities, the characteristics of their speech disorders, as well as effective methods of using art therapeutic technologies to eliminate speech disorders.

Keywords: Art therapy, fairy tale therapy, expressive speech, affective speech, psychotherapy, psychocorrection, dyspraxia, dramatization, disabled children, speech disorders.

Introduction

Various environmental problems, harmful habits of parents, marriages between relatives, unhealthy pregnancy, etc. are currently causing children with disabilities to be born. This, in turn, leads to limited mental, physical, and speech capabilities of children. Many children with disabilities have a poor vocabulary and various speech defects. The use of various non-traditional technologies to eliminate speech disorders is a modern requirement. Today, the use of non-traditional technologies is becoming popular in the field of special pedagogy, psychology, in particular in the system of correctional and speech therapy work with children with developmental disabilities. We can cite art therapy as an example of such technologies. Art therapy is a psychocorrective method based on art, which has been used since the 1950s, its possibilities, the effective impact of each type of art therapy on the development of cognitive and mental processes of children of each age, their psychological support, and the elimination of speech defects have been reflected in a number of literatures. It has been scientifically proven that the child's cognitive processes, vocabulary, and their revival through theatrical stage plays are the basis for the good formation and development of the child's psychomotor functions. T.M. Grabenko noted that "Art therapy is a direction of work based on art and creativity. In the narrow sense of the word, art therapy usually means visual art therapy aimed at influencing the psycho-emotional state of the client.

There are many types of art therapy, and the sources of the concept of fairy tale therapy are the fables, works and stories of L.S. Vygotsky, D.B. Elkonin, B. Bettelheim, Gardner, U.F.

Kadyrova, E. Bern, K.G. Jung and M.L. Franz, which reflect the important role of fairy tale therapy in the development of children's speech.

Art therapy allows you to effectively establish art therapy relationships with people of all ages, both adults and children. Art therapy sets three main tasks:

1. Diagnosing children with developmental disabilities and identifying their problems
2. Using effective methods in development.
3. Conducting psychocorrection work [1].

Modern art therapy includes the following areas: fairy tale therapy, music therapy, imago therapy, bibliotherapy, dance therapy, sand therapy, isotherapy, kinesiotherapy, puppet therapy. Fairy tale therapy is a method used to improve interaction with the environment and correct emotional disorders. Fairy tales give hope to the child. Through fairy tales, we educate the child, enrich his inner world, heal his soul, give knowledge about life, and develop his imagination. The main sign of a real fairy tale is its good ending. This gives the child a sense of psychological protection. No matter what happens in fairy tales, it ends with good, all the trials that befell the heroes of the fairy tale make them stronger and wiser. On the other hand, the child sees that the heroes who committed bad deeds will certainly be punished for their actions. He is sure that the heroes who have successfully passed all the tests and demonstrated all their positive qualities will definitely be rewarded. Then the main law of life becomes clear. He gets used to the idea that the way you treat life, it will respond to you in the same way.

A. Smirnova defines it: "The purpose of a fairy tale is to educate a child in some way, such as caring for someone else's sorrow, rejoicing for someone else's joy, experiencing the fate of a stranger as if it were his own." Note that here we are talking about mutual understanding and caring for each other between two people. From fairy tales, children get their first idea of justice and injustice. A fairy tale helps the child to gain experience in the complex life of the confrontation of opposing forces and their resolution, and to develop creative imagination [5]. O.A. Novikovskaya defines: "Fairytale therapy is an effective method used to improve interaction with the environment and correct emotional disorders."

V.S. Aydarbekova says that "the plots of stories told to children, the world presented and the use of symbols similar to the current situation in which the child lives, create a fairy tale world and provide experiences close to the child."

Supports the process of identifying and verbalizing the difficulties experienced by the child in the experience. The speech of adults in the story helps to increase the sense of security - the ability to name feelings is formed. In the content of the fairy tale, the child can see why he is living now, what his main experiences are.

A. Gnezdilov also proposed working with fairy tales in various ways:

- * discussion of an existing fairy tale,
- * independent weaving of a fairy tale by a child, which is called a children's fairy tale;
- * dramatization of a fairy tale (this can be both acting and puppet theater);
- * fairy-tale-based art therapy [2].

Children's fairy tales play a special role in the work of a fairy-tale therapist. Fairy-tale therapy notes two important facts. First, all people know how to weave fairy tales. In other words, this

skill is part of human nature. The second fact is that writing a fairy tale has a strong therapeutic effect.

T. Zinkevich-Evstigneeva advises expressing a child's fairy tale in three stages:

1. In this case, the process of weaving a fairy tale is a creative act associated with calming down. At this stage, the child may be asked to draw a picture (make a sculpture, make a program or collage), the therapist may read a specially selected fairy tale to the child, etc.
2. Writing stories. The child is asked to write a story. If he is experiencing difficulties, then the material from the first stage can be used.
3. Reading, completing the story. An important event in this stage is the moment when the child reads his story to the therapist. This is an important event for the child and the therapist, because the child experiences the excitement of presenting his creativity, and for the therapist it is an encounter with the child's inner phenomenology. It is important for the therapist to ask the child about the story after the child has finished reading it, whether he liked it or not.

G. Chirkina developed in her work the following situations in which fairy tale therapy is used:

1. Fairy tales for children who are afraid of the dark, fear of medical personnel and overcoming other fears
2. Fairy tales for hyperactive children.
3. Fairy tales for aggressive children.
4. Fairy tales for children with behavioural disorders in physical manifestations [2].

Typology of fairy tales A.V. Gnezdilov identifies six types of fairy tales: artistic, folklore, author's didactic, psychocorrectional fairy tales and psychotherapeutic stories.

Artistic fairy tales. These include fairy tales and author's stories created by the centuries-old wisdom of the people. It is these stories that are usually called fairy tales, legends and parables. Artistic fairy tales are divided into didactic, psychological and psychotherapeutic types. If fairy tales were not originally created for psychological counselling, now they are successfully used by many psychotherapists in psychological counselling [3].

Folktales M. Jo`rayev in his works: "The oldest folktales in literary criticism are called myths. The oldest basis of myths and fairy tales is the unity of man and nature."

The themes of folktales are diverse. Among them, the following types can be distinguished: tales about animals, relationships between people and animals. Children under the age of five identify themselves with animals and try to be like them. Therefore, stories about animals are a good way to convey life experience to young children [5].

Fairytales that express everyday life. They often talk about various situations in family life, show ways to resolve conflict situations. Such tales form a sense of reason and common sense in relation to misfortunes, talk about small family situations. That is why household tales are important in family counselling and working with adolescents, aimed at shaping the image of family relationships.

L. Panteleeva's fairy tale "Two Frogs" is useful for working with children and adults. This fairy tale is good when a person loses his last hope, does not want to live, or loses his last strength. It shows that a person needs to fight for his life, health and goals to the end, that each person has the only chance, internal resources that help him overcome any difficulties on his path.



The fairy tale forces the child to keep in mind and remember the ways to solve complex life problems. At the same time, he increases his experience of the collision of opposing forces in life and their resolution, and develops his creative imagination. It is the imagination, applied to memory, that allows the child to find the right and effective solution in a short time when faced with similar problems in life.

A. Gnezdlov, in his research, gave a number of recommendations for developing children's speech through fairy tales: "Fairy tales are often told in the evening before going to bed, because at this time the child is calm, and this is a favourable time to influence him. Therefore, in the evening, it is necessary to tell fairy tales with a positive content that end with good. Also, fairy tales listened to in the family circle, with the discussion of adults, create the basis for solving problems and correcting. Fairy tales develop the child. If the child is mentally calm during the fairy tale telling process, and the environment is calm, the effect will be good." While telling a fairy tale to a child, you can ask him the following questions:

1. What is this fairy tale about?
2. What qualities do the heroes of the fairy tale have? Who do they resemble?
3. Why do the heroes of the fairy tale perform such actions? Why is this necessary?
4. How does the main character get out of difficult situations? Does he do it himself or does someone help him with this?
5. What do the actions of the heroes give to those around him? Is it joy or sadness? What are the relationships between the heroes?
6. What emotions does the fairy tale, its individual parts, evoke?

Fairy tales for children develop their imagination, logical and figurative thinking, and improve their speech. Many more such examples can be given. All fairy tales have educational value and sow the seeds of goodness in the child's heart. For children aged 1-1.5 years, the content of the fairy tale may be incomprehensible, but the words "grandfather", "grandmother", "mouse" in the fairy tale are somewhat familiar, which makes this fairy tale interesting for the child, and telling it before bedtime calms him down. After 3 years, figurative thinking begins to form in the child, he can now imagine. Now they can be offered magical fairy tales with more complex content.

According to the above information, we can make recommendations based on the following conclusions:

The importance of art therapy is revealed by the fact that it has been studied by a number of scientists. It is not for nothing that art therapy is interpreted as "art-based therapy". This therapy helps to eliminate a number of shortcomings observed in the speech of children with disabilities. In addition, it has been established that the use of art therapy-based activities is one of the most effective methods for comprehensively eliminating some difficulties and problems in interpersonal relationships in children. The analysis of scientific literature has shown that organizing classes through art therapy helps to improve socialization in children and eliminate fears, and it is advisable to widely use them in the field of special pedagogy. Developing connected speech in children with speech disorders through art therapy somewhat simplifies the correctional work system. Teaching children to retell stories based on art therapy increases their artistic imagination.



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