

# PREREQUISITES FOR DEVELOPING SPEECH IN CHILDREN WITH DISABILITIES THROUGH ART THERAPY

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## Abstract

This article analyzes the factors influencing speech development in children with disabilities and the necessary conditions for their effective speech formation. It highlights the importance of the psychological, pedagogical, and social environment in the development process. The article emphasizes the role of special educational institutions, art therapy methods, individualized approaches, and family support in enhancing speech development.

**Keywords:** Children with disabilities, speech development, special education, conditions, art therapy, psychological environment, pedagogical approach, family support.

## Introduction

Nowadays, the number of children with disabilities is increasing. These children often experience reduced memory capacity, delays in verbal and logical thinking, weakened visual and imaginative thinking, and significantly delayed speech development. They typically have a limited vocabulary, and their impressive and intellectual functions develop with delays.

O.A. Novikovskaya, in her works on the early implementation of art therapy for speech development in children, states the following: “Taking into account the specific characteristics of the children’s group, it is necessary to identify the means and methods for correcting disorders in behavior, speech, emotional, volitional, and intellectual areas:

- Psychotherapeutic influence associated with muscle relaxation, elimination of psycho-emotional tension, creation of an environment of trust and acceptance, and suggestion of a desired emotional state;
- Psychotherapeutic influence through the organization of intergroup cooperation among children: conversations, games related to folk oral creativity.” [13]

The objectives of using art therapy in correctional and developmental work with children in speech therapy groups include: improving fine motor skills and movement coordination; developing ways to express emotions, feelings, states, and actions through puppetry; teaching children appropriate bodily expressions of various emotions, feelings, and states. Correctional work includes the following:

- The speech therapist's interaction with the child through the puppet;
- Direct interaction of the child with the puppet;
- Therapeutic performances.

Correctional and developmental tasks should include:

- Reducing anxiety, fear, and emotional tension;
- Developing new constructive behaviors in difficult situations for the child: mastering verbal and non-verbal means of communication and support, forming new interpersonal experiences, and learning self-regulation;
- Increasing the child's self-confidence, self-acceptance, and acceptance of others;
- Developing speech, which enables the compensation of communication deficits. [20]

There are several aspects of art therapy used when working with children who have speech development disorders.

### Diagnostic Aspect

The diagnostic aspect of art therapy lies in the fact that, when combined with psychological diagnostic methods, it provides objective material for assessing individual abilities in speech development.

According to C.G. Jung: "Due to their inner sensitivity, children experience unconscious influences and reactions to complexes while participating as spectators in performances, the content of which is often reflected in a dramatically or tragically age-typical form. The metaphorical nature of stage practice, which is characteristic of puppet performances, facilitates the symbolic transfer of inner experiences into objects shaped by previously acquired norms." [35]

### Behavioral Aspect

A child's hypersensitivity to public performance can be addressed through a systematic process of desensitization. For example, during puppet and theatrical performances, neurotic reactions such as shouting or uncertainty in delivering a monologue can be corrected by gradually lowering the screen level. Eventually, the child working with the puppet is separated from the audience only by a frame.

Through repeated performance, puppet theater games full of positive emotions allow previously learned grammatical skills to be reinforced and automated.

### Educational and Developmental Factor

The aim is not to directly address specific symptoms or disorganized behaviors but to focus on manifestations of dysontogenesis in the form of general or partial immaturity of behavior or mental characteristics. Emotions are trained through specially written plays that familiarize children with structured speech forms, addresses, monologues, and dialogues, allowing them to become accustomed to symbolic representations of characters during dramatization.

An important educational moment is to form and fulfill the child's creative needs based on individual abilities and the socially positive traits identified during the diagnostic process. The reactions associated with puppet theater participation can compensate for dissatisfaction in other areas of life.

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### Correctional and Pedagogical Aspect

Puppet therapy has a positive impact on the development of imaginative thinking, creative imagination, internal and external speech, cognitive activity, attention, memory, conductance, fine motor skills, rhythm perception, coordination of movements, and more. [23]

### Suggestive Aspect

In fairy tale therapy, using puppets as objects for indirect suggestion is considered especially relevant and effective for early and preschool-aged children. A crucial condition for using puppets as vehicles of corrective suggestion is maintaining their magical significance. This excludes using the puppet solely as a toy and requires that parents believe in the character's realism.

Pedagogues and psychologists (Vygotsky L., Rubinstein S.L., Elkonin D.B.) [41] noted that play is not a significant outcome but rather a process of experiences related to play actions. Although the situations a child plays and the emotions they experience are very real, and thus there are great educational opportunities in play, the roles and rules can contribute to the development of the personal qualities of its participants. Art therapy is a unique experience for a child's social development, giving them the opportunity to engage in meaningful personal communication with adults and other children. In such play, children socialize, develop positive interpersonal relationships, and adapt more adequately [14].

A child with speech disorders faces difficulties in working independently. Due to the formation of all components of the speech system related to sound and semantic aspects, they require the assistance of a speech therapist, who should guide the child. These children typically have functional or organic abnormalities in the central nervous system. Most of them have various motor impairments: balance disorders, coordination of movements, uncoordinated finger movements, and articulatory movements.

These children tire quickly and become saturated with any activity, meaning they get tired easily throughout the day. They are characterized by nervousness, hyper-excitability, and disturbances in the use of tools, cannot sit quietly, often fidget with something in their hands, or cannot keep their legs still, and so on. They are emotionally unstable, with their moods changing rapidly. Nervousness, agitation, and anxiety often cause mood disturbances. These children become very fatigued, and fatigue affects their overall behavior and well-being. During lessons, it is difficult for them to maintain perseverance, effectiveness, and voluntary attention. Typically, such children exhibit problems with attention and memory, particularly poor perception of speech and verbal instructions, a lack of normal speech function, low self-control over their activities, weak cognitive activity, and low mental performance. The emotional state of these children is unstable, which significantly affects their participation. During psychosomatic balance, such children can achieve very high results in assimilating knowledge.

In fairy tale therapy lessons, there are various methods to activate the different components of creativity, which allows the development of imagination and thinking in children. Expanding children's motor experiences is a crucial condition for compensating for deficiencies in the intellectual and motor spheres of development.



When working with children with speech development disorders, the role method, combined with puppet and puppet theater, is successfully applied. When selecting roles, the individual behavioral characteristics of the children are taken into account. Children are given the opportunity to understand the conditional situations set by the folk tale plot, address their personal issues, gain new experiences in relationships, and implement polar moral concepts. Children are allowed to experiment with the fairy tale plot, adding something to the story, changing the character of a hero, or altering the ending of a familiar fairy tale. This leads to the improvement and development of emotions in play, the development of dialogic speech, and the emergence of self-regulation in behavior [17].

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Psychologists and speech therapists suggest using fairy tale therapy in corrective work with children who have underdeveloped speech, in the form of dramatized exercises, speech games, psychodrama, play therapy, and as an element of fairy tale therapy. In theatrical activities, psychodrama, play therapy, and fairy tale therapy are urgently and deliberately organized, having a positive outcome.

The games in which fairy tale therapy is used are aimed at speech development. They expand the child's speech, improve pronunciation, strengthen complex motor skills, automate movements, develop rhythm, intonation, and the sense of poetic ear, and help coordinate movement with words. In this way, puppets perform many functions.

Moreover, when working with children, it is recommended to take into account the potential contraindications and limitations of using fairy tale therapy, the characteristics of selecting age and individual features, as well as considering the stages of development of psychological processes.

Research on the use of fairy tale therapy in speech therapy can have a significant impact on developing methods for correcting speech disorders in children and providing valuable recommendations for speech therapists to optimize the educational process.

Research on the use of fairy tale therapy in speech therapy practice can be very interesting and beneficial. Fairy tale therapy is a psychotherapeutic method that uses fairy tales and various images to help express emotions, experience feelings, and solve problems by creating scenes and stories.

Fairy tale therapy encourages the following processes:

- Improving practical communication skills using verbal and nonverbal tools.
- Enriching vocabulary.
- Developing connected speech.



- Encouraging children to focus their attention and actions.
- Developing imagination and figurative thinking.
- Developing phonemic hearing and perception.
- Contributing to the development of sequential speech, lexical, and grammatical concepts.
- Assisting in learning letters, reading, and writing skills.
- Increasing motivation when working on phonetic pronunciation and speech development in general.

At the same time, creative games in fairy tale therapy help effectively correct speech disorders and promote emotional and volitional development.

While developing and generating speech, modern speech therapists of the current age, who are studying computer technologies, face the task of improving didactic techniques and methods of educational and informational work.

Through fairy tales, children develop their first understanding of justice and injustice. A fairy tale helps a child retain methods of solving complex life problems in their mind and forces them to reflect. In this process, the experience of conflicting forces in life and how to resolve them grows, and creative imagination develops. The imagination associated with memory prevents a child from encountering similar problems in real life.

Below are some methodological recommendations for parents:

1. It is more effective for parents to tell their child a fairy tale rather than reading it. This allows the parent to observe how their child reacts to the fairy tale. Additionally, the parent embarks on a journey through the world of fairy tales with their child, which is more beneficial than the child making the journey alone.
2. Children are better able to accept images that are described by others. Therefore, when telling a fairy tale, try to describe all the scenes written in the story.
3. Allow your child to choose the fairy tale they want to hear. If they want to hear “Little Red Riding Hood” ten times, it’s not for no reason. This fairy tale is shaping their consciousness, and a process is taking place within them.
4. Another important rule is not to explain the deep meaning of the fairy tale to the child. Otherwise, the fairy tale will “die” – it will lose its significance and no longer be useful.
5. It is important not to make corrections or changes to folk tales, especially those related to real life. These changes may cause difficulties for the child in accepting the world of fairy tales. Therefore, it is appropriate to tell the tales as they are, without any alterations.

Fairy tales help reduce anxiety and increase self-confidence. N.L. Kryajeva suggests the following fairy tales for specific types of children: for greedy, egoistic children, the fairy tale “The Fisherman and the Fish”; for fearful children, “The Scared Rabbit”; for trusting children, “The Adventures of Pinocchio”; for stubborn children, “The Princess on the Pea”; and for restless children, “The Cat in Boots.” Similar fairy tales can be found among Uzbek folk tales as well. For example, the fairy tale “Zumrad and Qimmat” addresses laziness and inactivity, “Ur Tokmoq” combats lying, and “Susambil” fights against carelessness.





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