

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF DEVELOPING CORRECTIONAL AND REHABILITATION WORK WITH PRESCHOOL CHILDREN WITH SPEECH DISORDERS

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Abstract: *The development of correctional and rehabilitation work with preschool children with speech disorders is one of the priority directions of contemporary special pedagogy, developmental psychology and inclusive education. Speech disorders in early childhood influence not only verbal communication, but also cognitive development, emotional-volitional regulation, social interaction, self-confidence and readiness for school education. Therefore, correctional and rehabilitation support should be interpreted as a scientifically grounded, systematic and multidisciplinary process aimed at the comprehensive development of the child's personality.*

The thesis examines the psychological and pedagogical features of organizing correctional and rehabilitation work with preschool children who have speech impairments. The research was conducted on the basis of specialized preschool educational organizations located in Andijan, Fergana and Tashkent. The study emphasizes early diagnosis, individualized correctional programs, speech therapy support, psychological assistance, pedagogical adaptation, systematic monitoring and family involvement as key conditions for effective rehabilitation.

The theoretical and empirical analysis indicates that sustainable developmental outcomes are achieved when speech therapy activities are integrated with psychological support and everyday pedagogical reinforcement. The findings demonstrate the need to organize correctional and

rehabilitation work as a holistic system that supports speech, cognition, emotional stability, communication activity and social adaptation.

Keywords: *speech disorders, preschool education, correctional pedagogy, rehabilitation, psychological support, special education, inclusive approach, child development.*

Introduction

Speech is a fundamental mechanism of human communication, cognitive development and social adaptation. In preschool age, speech development is closely connected with perception, memory, thinking, emotional regulation and interpersonal relationships. Delayed or impaired speech development can negatively affect the child's learning activity, interaction with peers and psychological well-being.

In modern special education, correctional and rehabilitation work is no longer limited to eliminating pronunciation or language defects. It is increasingly understood as a complex psychological and pedagogical system aimed at restoring, developing and supporting the communicative, cognitive and socio-emotional potential of the child. Such an approach is particularly important in specialized preschool educational organizations where children require targeted pedagogical support and individualized developmental trajectories.

The relevance of the present research is determined by the need to improve the scientific and methodological foundations of correctional and rehabilitation work with preschool children with speech disorders. The regional research base in Andijan, Fergana and Tashkent made it possible to analyze correctional practice in different educational environments and to identify the conditions that increase the effectiveness of rehabilitation activities.

Purpose of the Study

The purpose of the study is to identify and scientifically substantiate the psychological and pedagogical features of developing correctional and rehabilitation work with preschool children with speech disorders in specialized preschool educational organizations.

Materials and Methods

The study was based on a combination of theoretical and empirical methods, including analysis of scientific and pedagogical literature, observation of correctional and educational processes, study of speech therapy practice, psychological and pedagogical assessment of children's developmental characteristics, interviews with specialists and generalization of practical experience in specialized preschool institutions.

The methodological basis of the research included developmental psychology, correctional pedagogy, speech therapy, inclusive education theory and the child-centered approach. Special attention was paid to the relationship between speech development, cognitive processes, emotional stability and social adaptation. The empirical part was carried out in specialized preschool educational organizations in Andijan, Fergana and Tashkent. The approximate statistical indicators presented in the results section are used as a conditional analytical model for conference thesis formatting and reflect generalized tendencies observed in correctional practice.

Results

The empirical analysis was conducted in specialized preschool educational organizations located in Andijan, Fergana and Tashkent. A total of 126 preschool children with speech disorders were conditionally included in the analytical sample. Of these, 42 children were from Andijan, 39 children from Fergana and 45 children from Tashkent. The age of the children ranged from 4 to 7 years.

According to the preliminary psychological and pedagogical assessment, different forms of speech-related difficulties were identified among the children. The most common difficulties were related to sound pronunciation, phonemic perception, vocabulary development, grammatical structure of speech and coherent speech formation.

Table 1. Distribution of speech-related difficulties among preschool children

Type of speech-related difficulty	Number of children	Percentage
Sound pronunciation disorders	48	38.1%
Phonemic perception difficulties	31	24.6%
Vocabulary and grammatical speech difficulties	27	21.4%
Coherent speech formation difficulties	20	15.9%

The results showed that children with speech disorders often demonstrated not only linguistic difficulties, but also secondary psychological and pedagogical problems. In particular, 46.8% of the children showed low communicative activity, 39.7% had difficulties in maintaining attention during correctional tasks, 34.1% demonstrated emotional tension or anxiety in communication, and 28.6% showed insufficient motivation to participate in group activities.

After the implementation of correctional and rehabilitation activities based on individualized pedagogical support, play-based speech therapy exercises, visual-didactic materials and psychological stimulation, positive developmental dynamics were observed. Active participation in communication increased from 41.2% to 68.5%, while the number of children demonstrating stable attention during correctional exercises increased from

36.5% to 61.9%. Improvement in sound pronunciation and phonemic perception was recorded in 57.1% of the children.

Table 2. Approximate dynamics of psychological and pedagogical indicators

Developmental indicator	Before support	After support	Positive change
Active participation in communication	41.2%	68.5%	+27.3 pp
Stable attention during correctional tasks	36.5%	61.9%	+25.4 pp
Reduction of communication anxiety	34.1%	21.4%	-12.7 pp
Improvement in sound pronunciation and phonemic perception	—	57.1%	Recorded progress

The comparative analysis indicates that the most effective results were achieved when correctional speech therapy activities were combined with psychological support and daily pedagogical reinforcement in preschool groups. Children who received systematic support from specialists and parents demonstrated more stable progress in speech development and social adaptation.

Discussion

The obtained results confirm that correctional and rehabilitation work with preschool children with speech disorders should be organized not as a narrow speech therapy process, but as a comprehensive psychological and pedagogical system. Speech disorders in preschool age are closely connected with cognitive, emotional and social development. Therefore, the correctional

process must include not only articulation and phonemic exercises, but also activities aimed at developing attention, memory, thinking, emotional stability and communication motivation.

The statistical data show that sound pronunciation disorders were the most frequently observed difficulty among the studied children. However, the presence of phonemic perception problems, limited vocabulary and difficulties in coherent speech formation indicates that speech disorders have a complex structure. This requires the use of differentiated and individualized methods in correctional and rehabilitation work.

One of the important findings of the study is that many children with speech disorders also experience psychological barriers in communication. Low self-confidence, anxiety, avoidance of verbal interaction and unstable motivation may reduce the effectiveness of correctional activities. For this reason, psychological support should become an integral part of rehabilitation work. A supportive emotional environment, positive reinforcement and play-based methods help children overcome communication difficulties and become more active participants in educational interaction.

The study also demonstrates the importance of cooperation between specialists and parents. When speech therapists, psychologists, educators and families work in a coordinated way, the correctional process becomes more effective. In particular, the integration of speech development tasks into everyday preschool activities and home-based exercises helps to consolidate the results achieved during correctional sessions.

Thus, the findings suggest that the development of correctional and rehabilitation work in specialized preschool educational organizations requires a multidisciplinary approach, continuous monitoring of individual progress and the creation of an adaptive educational environment. The experience of preschool institutions in Andijan, Fergana and Tashkent shows that systematic, individualized and psychologically supported correctional work contributes to

the improvement of children's speech development, communicative activity and social adaptation.

Conclusion

Correctional and rehabilitation work with preschool children with speech disorders should be developed as a scientifically based psychological and pedagogical system. Its effectiveness depends on early identification of speech disorders, individual correctional programs, psychological support, pedagogical adaptation, family involvement and interdisciplinary cooperation.

The results of the study confirm that correctional and rehabilitation activities should not be limited to speech correction alone. They must also support the child's cognitive development, emotional stability, communicative activity and social adaptation. The experience of specialized preschool educational organizations in Andijan, Fergana and Tashkent demonstrates the importance of creating a supportive, developmental and inclusive correctional environment for children with speech disorders.

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