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DEVELOPMENT AND IMPLEMENTATION OF SPECIALIZED CORRECTIONAL PROGRAMS IN SPEECH THERAPY LESSONS

E'zozaxon Nortojiyeva

Master's Student, Samarkand Branch of Tashkent International University of Chemistry

Scientific Supervisor: **Nargiza Sayfullayevna Musayeva**

Abstract. This article examines the theoretical and practical aspects of developing and implementing specialized correctional programs in speech therapy (logopedic) lessons. The study highlights the importance of individualized approaches, modern pedagogical technologies, and systematic intervention in correcting speech disorders. The paper also explores effective strategies, methodological principles, and expected outcomes of correctional programs in educational settings.

Keywords: speech therapy, correctional programs, logopedics, speech disorders, individualized learning, intervention strategies

The development and implementation of specialized correctional programs in speech therapy lessons represent an essential component of modern educational and rehabilitative practices. Speech disorders significantly influence a learner's cognitive development, academic performance, and social interaction, which makes early and systematic intervention critically important. In this regard, speech therapy is not limited to correcting pronunciation errors but also aims at forming comprehensive communicative competence and enhancing overall language development.

Specialized correctional programs are based on an interdisciplinary foundation that integrates linguistics, psychology, pedagogy, and neuroscience. These programs are designed with careful consideration of individual differences among learners, as each child demonstrates unique characteristics in speech development and specific types of speech disorders. Therefore, an individualized approach is considered one of the fundamental principles in organizing effective logopedic work. In addition, correctional programs must follow a systematic and consistent structure, ensuring gradual progression from simple to more complex speech tasks while maintaining continuity in learning.

The process of developing such programs begins with a thorough diagnostic assessment, which plays a decisive role in identifying the nature and severity of speech impairments. This stage involves analyzing phonetic, lexical, and grammatical aspects of speech, as well as evaluating cognitive processes such as memory, attention, and perception. Based on the results of this assessment, clear and measurable objectives are formulated, which guide the entire correctional process. These objectives may include improving articulation, expanding vocabulary, developing grammatical accuracy, and enhancing coherent speech production.

The design of correctional programs involves the selection of appropriate methods, techniques, and exercises that correspond to the identified needs of learners. Articulation exercises, phonemic awareness tasks, lexical and grammatical activities, and communicative exercises are systematically combined to ensure comprehensive speech development. Modern pedagogical approaches emphasize the importance of interactive and activity-based learning, where learners actively participate in the correctional process. The integration of digital technologies, multimedia tools, and interactive platforms further increases the effectiveness of speech therapy by making lessons more engaging and accessible.

The successful implementation of correctional programs in speech therapy lessons requires careful organization and methodological competence on the part of the teacher or speech therapist. Each lesson should be structured in a logical sequence that includes preparatory activities, the introduction of new material, guided practice, and consolidation of acquired skills. Regularity and consistency of sessions are crucial factors that determine the stability of positive outcomes. Moreover, maintaining learner motivation through engaging and supportive activities

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significantly contributes to the success of the correctional process. Immediate and constructive feedback also plays a vital role in reinforcing correct speech patterns and preventing the formation of persistent errors.

The effectiveness of specialized correctional programs is reflected in noticeable improvements in learners' speech abilities, including clearer pronunciation, expanded vocabulary, and increased fluency in communication. In addition to linguistic outcomes, such programs contribute to the development of learners' confidence, social adaptability, and active participation in educational activities. Empirical studies demonstrate that early intervention and systematically organized correctional work lead to long-term positive results and reduce the risk of persistent speech difficulties.

However, the implementation of correctional programs may encounter certain challenges, such as limited resources, insufficient methodological support, and a lack of qualified specialists. These challenges highlight the need for continuous professional development, the use of innovative technologies, and effective collaboration among educators, speech therapists, and parents. Such cooperation ensures a comprehensive approach to speech correction and creates favorable conditions for the learner's overall development.

In conclusion, the development and implementation of specialized correctional programs in speech therapy lessons are of great significance in addressing speech disorders and promoting effective communication skills. A scientifically grounded, individualized, and systematically organized approach ensures high efficiency of correctional work and contributes to the holistic development of learners. Future perspectives in this field are closely related to the integration of advanced technologies and the expansion of inclusive educational practices, which will further enhance the quality and accessibility of speech therapy services.

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