ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 03,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

PARENTAL COOPERATION IN FORMING PHONEMATIC PROCESSES IN CHILDREN WITH PSEUDOBULBAR DYSARTHRIA

Nazarova Dilnoza Eraliyevna
Associate Professor of the Department of History, Doctor of Philosophy (PhD) in Historical Sciences, Nizami National Pedagogical University of Uzbekistan
Zoirova Gavxar
Nizami National Pedagogical University of Uzbekistan
1st year Master of Special Pedagogy (Speech Therapy)

Abstract

The article highlights the pedagogical and speech-therapy significance of parental cooperation in the formation of phonemic processes in children with pseudobulbar dysarthria. The study analyzes the insufficient development of phonemic perception in children with pseudobulbar dysarthria, disorders in the functioning of the articulatory apparatus, as well as difficulties in the formation of phonological analysis and synthesis skills. In addition, the effectiveness of cooperation between parents and specialists in the process of speech-therapy corrective work is discussed, and exercises and pedagogical methods aimed at developing phonemic processes in home conditions are described.

Keywords

pseudobulbar dysarthria, phonemic processes, phonemic perception, speech apparatus, speech therapy corrective work, parental cooperation, social environment, communication process, articulatory exercises, psychological support of the child.

Pseudobulbar dysarthria is one of the complex speech disorders that occur as a result of damage to the central nervous system of the muscles of the speech apparatus. In this case, there is a violation of articulatory motor skills, difficulties in the accurate pronunciation of sounds, and insufficient formation of phonemic perception. As a result, phonological analysis and synthesis processes in children develop poorly and speech communication capabilities are limited [1].

Speech therapy is one of the main means of developing speech in children with pseudobulbar dysarthria. However, scientific research shows that the effectiveness of speech therapy is not limited to the activities of a specialist. The active participation and cooperation of parents in this process is an important pedagogical factor [2]. The special importance of parental cooperation in the process of correctional work is that the following important corrective speech therapy activities are carried out in this process:

First of all, parental cooperation ensures the principle of continuity in the child's speech development. Speech therapy sessions are usually held several times a week, but regular practice is required to strengthen speech skills. If parents continue the exercises recommended by the speech therapist at home, the child's phonemic perception and articulation skills will develop faster. Therefore, many researchers emphasize the active participation of the family as an important factor in the speech therapy correction process [3].

Secondly, parental cooperation provides psychological and emotional support for the child. Children with pseudobulbar dysarthria may experience self-doubt, avoidance of communication, or emotional tension due to speech difficulties. The supportive attitude of parents, encouragement, and the creation of a positive atmosphere for classes increase the child's speech activity. This has a positive effect on the formation of phonemic processes [4].

Thirdly, parental cooperation enriches the child's speech environment. Speech development largely depends on the communicative activity of the child in his environment. If parents talk more with the child, use sound games, didactic exercises and pictorial materials, phonemic perception and phonological analysis skills will develop naturally. Since such activities are organized in the form of a game for the child, they will perform them with interest.

Fourthly, parental cooperation strengthens the individual approach to speech therapy correction. Parents monitor the child's daily speech activity and provide the speech therapist with important information. This allows the specialist to organize correctional work in accordance with the child's needs and capabilities. Also, parents increase the effectiveness of the correctional process by applying the speech therapist's recommendations at home.

Scientific studies have emphasized the importance of the social environment in speech development. In particular, L.S. Vygotsky showed that the development of speech is closely related to the child's communicative activity in the social environment [5]. Accordingly, the child's speech develops not only as a result of pedagogical influence, but also in the process of family communication. Uzbek scientists also emphasize the importance of parental cooperation in working with children with speech disorders. In particular, the studies of L.R. Muminova and M.Yu. Ayupova noted that the active participation of the family in the process of developing the speech of preschool children increases the effectiveness of speech therapy work [6]. Thus, parental cooperation in the process of forming phonemic processes in children with pseudobulbar dysarthria performs several important tasks:

-ensures the continuity of speech therapy sessions;
-enhances the psychological support of the child;
-enriches the speech environment;
-increases the effectiveness of correctional work.

Parental cooperation is of particular importance in the process of developing phonemic processes in children with pseudobulbar dysarthria. Although speech therapy sessions are conducted in an educational institution, continuing them at home significantly accelerates the child's speech development. In this process, parents can perform the following types of activities:

Performing articulation exercises at home: exercises that develop the muscles of the tongue, lips and jaw, strengthen the functioning of the articulation apparatus.

Games that develop phonemic hearing: the child develops the ability to distinguish sounds by listening to similar sounds, while exercises such as identifying sounds at the beginning, middle, or end of a word are given.

- The use of didactic games and visual materials: picture cards, sound games, and multimedia materials increase the child's interest and help develop phonemic perception.
- Regular communication with a speech therapist: parents, following the recommendations of a speech therapist and continuing the exercises regularly, increase the effectiveness of correctional work.

In conclusion, the insufficient formation of phonemic processes in children with pseudobulbar dysarthria significantly affects speech development. Therefore, the development of phonemic perception, phonological analysis, and synthesis skills is one of the important areas of speech therapy work. Systematic cooperation between a speech therapist, teacher, and parents, the organization of regular classes at home, and the use of modern pedagogical methods increase the effectiveness of speech development processes in children with pseudobulbar dysarthria.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 03,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

The implementation of scientifically based methodologies in this area contributes to the speech, social, and cognitive development of children.

References:

1. Левина Р.Е. Основы теории и практики логопедии. Москва: Просвещение, 1967.
2. Лалаева Р.И., Волкова Л.С. Логопедия. Москва: Владос, 2003.
3. Волкова Л.С. Логопедия. Москва: Владос, 2004.
4. Филичева Т.Б., Чиркина Г.В. Основы логопедии. Теория и практика. Москва: Просвещение, 1989.
5. Выготский Л.С. Мышление и речь. Москва: Педагогика, 1982.
6. Mo‘minova L.R., Ayupova M.Yu. Logopediya. Toshkent: O‘qituvchi, 2013.