

Corrective-Logopedic Work Methods for Speech Disorders in Primary-Grade Students

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This article discusses the methods of correctional and speech therapy work carried out within the framework of the development of oral speech of primary school students, that is, words - vocabulary, word combinations and sentences, syntactic levels and connected speech - text levels. In speech therapy classes, examples of the development of oral speech of primary school students are given: words from children's speech, word combinations, repetition of sentences, questions and answers, puppets, repeated repetition of speech material, methods of communication through toys and game technologies.

Keywords: Primary School Students, Oral Speech, Vocabulary, Speech, Syntactic, Correctional And Speech Therapy Work, Question, Answer, Puppet, Speech Material, Game, Technology, Exercise, Inner Speech, Outer Speech, Dialogue, Monologue, Language, Competence, Skill, Intonation, Pause, Stress, Tempo, Gesture, Mimicry.

1. Introduction

Language is a symbolic system that serves to implement human communication and thinking, encoding (decoding) the world around us. Speech is a form of communication that has arisen historically in the process of material transformation of people, carried out by people through language. Speech is manifested in oral and written form. Oral speech defects are common in primary school students, and the timely elimination of these defects is the main task of speech therapy classes. The development of oral speech in primary school students is carried out in three directions: words (lexical level), word combinations and sentences (syntactic level), and connected speech (text level). The three directions listed above are directly related to each other, but they are developed in parallel. After all, if the acquisition of the meaning of a word is the building material for a sentence, then the connection of these two units is used in

composing stories, writing statements and essays. In turn, the work carried out on writing stories and essays helps schoolchildren to increase their vocabulary, improve their skills in constructing sentences, and use various syntactic constructions. Various types of exercises are used to develop the speech of primary school students. The most important of them are connected speech exercises at the highest stage of a complex system of speech exercises. In this case, the accumulation of material at the level of vocabulary, at the sentence level, is combined and combined with all the knowledge of constructing a text and composition according to clear logic.

The system for developing colloquial speech of primary school students depends on the implementation of the following four conditions in practice:

- Sequence of exercises;
- The effectiveness of the exercises;
- The variety of exercises and the clear purpose of each of them;
- The orientation of various exercises to a common (main) goal.

The development of speech for primary school students is considered the main task of language learning. That is why speech training is included in the lessons not only in the subject of the native language, but also in all subjects. Speech is divided into internal and external forms.

Inner speech is a person's mental speech addressed to himself. It is not pronounced and is not written. Inner speech is carried out with the participation of certain words and word combinations. At the level of inner speech, children acquire new knowledge and prepare to express their thoughts in writing based on new information, compose a sentence from their thoughts and express it orally, write it down. Such inner speech training increases the students' speaking and speech skills (quality of speech).

External speech is the speech of people addressing others. This speech is carried out in written form using sounds and letters. External speech is a two-way activity, requiring a sender and a receiver of speech signals. The sender of speech signals (the speaker) speaks or writes, and the receiver hears or reads. External speech can be in a dialogical or monological form. In the dialogical form of speech, an exchange of ideas, a conversation takes place between two or more interlocutors. At the initial stage of the general development of hearing children, their oral speech is manifested using dialogical speech..

The child's speech communication begins with the use of various sentences that are mainly imitative. Later, interrogative and indicative sentences appear in his speech. The development of colloquial speech of students in the primary grades also begins with the development of dialogical speech. Because this form of speech is distinguished by the fact that it is convenient and natural for the teacher to communicate with classmates. The specific aspects of dialogical speech are widely covered in psychological and linguistic literature. The main feature of dialogue is determined by asking questions, the interlocutors' conversation in the form of questions and answers. In this case, the next replica appears as a result of the previous one. The replacement of replicas with sentences is carried out without prior thought, depending on the situation during the conversation. There is no need for extensive sentences in dialogue,

since its content is supplemented by intonation, facial expressions, and hand movements, depending on the situation. Dialogic speech arises due to the joint activities of adults and children. The complexity of speech arises due to the development of the children's team. Linguists have noted such specific features of colloquial speech as lexical poverty, potential freedom of word use, active use of pronouns, pauses in the conversation, and its addition with gestures and facial expressions. A conversation, which is a form of colloquial speech, is a dialogue aimed at a wide range of topics and goals. The basis of the conversation is a question and answer. Dialogue is a simpler form of communication than a conversation.

In the modern communicative education system, it is necessary to take into account the process of speech and its reception, the interrelation of conversational activity, in order to develop dialogic speech in primary school students.

Monologue speech is formed later on the basis of speech. Monologues presented at school are conversations based on pictures, series of pictures, watched movies, and conversations based on read texts. A monologue conversation is much more comprehensive than a dialogic conversation. The difference between a monologue speech and a dialogic speech is that it involves the speech of one person, not several people. Therefore, it should be understandable to each listener.

External speech is in written and oral form. The form of speech that involves two people talking to each other through speech is in written and oral form. Oral speech is heard, while written speech is seen with the eyes. Both have their own characteristics. Oral speech is communication between people through dialogue, conversation, and conversation. It is formed on the basis of listeners and speakers. It consists of intonation, pause, logical emphasis, tempo, gestures, and facial expressions. These things help the listener and the speaker to understand each other. Also, in oral speech, the interlocutor can always repeat what he said and add additional understanding to it. Therefore, oral speech consists of simple, straightforward, short sentences compared to syntactically complex constructions. Since the interlocutor presents his oral speech without thinking it through in advance, it is short and unprepared. Written speech does not choose time, since it does not have an interlocutor. It does not have intonation and facial expressions, therefore its structure is more complex. Written speech requires preparation and verification. Written speech involves a broad description of the topic and speech, the interrelation of words. In written speech, all the material presented should be clear and fluent. In order for written speech to be more understandable, it is necessary to divide the texts into paragraphs, and to separate the necessary words.

L.S. Vygotsky, comparing written and oral speech forms, recognized that both speech forms have two different psychological bases. Since the specificity of written speech has not been studied in primary grades, they do not have the ability to distinguish oral and written speech. It is studied in parallel to supplement oral speech. Text helps to develop written speech. According to V.Ya. Lyaudis and I.P. Negire, written speech has two main properties: the meaning and expression of words. The choice of topic; the definition of its boundaries, the breadth of meaning, and the meaning are of great importance. The correct choice of words in expressing the meaning of the text and the syntactic structure of words in constructing sentences are important. Teaching colloquial speech to primary school students is carried out in all lessons, in all subjects and outside of class, in speech therapy classes. The program for

each subject outlines the requirements necessary for the formation of colloquial speech, specific to this subject. The complexity of the program requirements is carried out in several stages. The amount of the teacher's management process in his work is reduced, and the speech of students is more and more activated from year to year. Secondly, the requirements for the phraseological structure of speech are increased. It is recommended that typical phrases be used in the speech of the teacher and the student in their lexical order and syntactic structure.

The main indicators of the development of colloquial speech in primary school students are divided into the following types:

1. Consolidation and clarification of topics covered in primary grades;
2. Enrichment of speech with new material;
3. Further development and strengthening of monological and dialogical speech.

First of all, the program provides for the strengthening of sentence types and the enrichment of lexical vocabulary. Also, one of the main goals is to teach and strengthen students to build dialogues and conversations.

Repetition of Words, Word Combinations, Sentences from Children's Speech

The main task of this method is that, repeating syllables separately after the child, we prepare children to master and repeat complex syllable words, as well as the connection of words in word combinations and sentences, that is, we work to prevent the violation of the syllable system and agromatism. This method is used after children begin to use active speech, that is, after they are able to answer a question with just one word or word combination. However, children experience great difficulties in this and make various speech errors. When children repeat their answers, the speech therapist demonstrates correct pronunciation, drawing children's attention to the correct structure and grammatical structure of words. For example, the child uses a special intonation to distinguish the place from the word that the child pronounces incorrectly. Repeating children's answers is useful in that the speech therapist can include the necessary word in a phrase or sentence. With this, the speech therapist creates conditions for organizing relatively complex speech patterns that children will later use. At later stages of education, children can be used to practice the correct pronunciation of words, phrases, and sentences. If the child does not want to repeat the required word, do not force him, as this can cause a negative reaction and lead to the child not using active speech for a long time. In such a case, it is better to repeat the words that the child could not pronounce correctly.

Questions and answers. This method is primarily used to activate children's speech. Questions encourage children to use oral speech. They allow them to test their knowledge and skills in verbal communication. With the help of questions, children can develop the habit of listening to the content of the addressed speech. This is necessary for children to learn to answer questions correctly. The use of this method also implies that children practice the correct use of words and word combinations of various grammatical forms, and the ability to visualize sentences. If at the beginning of education children are allowed to speak involuntarily, their voluntary speech is not prohibited, but rather encouraged. Later, questions, especially personal questions, control and direct children's speech and activity. For dialogic speech, the use of short, including one-word answers to questions is characteristic.

This does not interfere with the understanding of each other by the interlocutors. Therefore, the child's one-word answer in the form of a question and a meaningful unit should be accepted as a complete answer. When using it for children of primary school age, the speech therapist should be able to distinguish between 2 types of questions and use them correctly in different situations; these are questions addressed to all children and personal questions addressed to a specific child. The fact is that children of this age do not consider a question addressed to all children to be their own for a long time. They respond only to personal appeals. Therefore, the use of an appeal in the form of a question to all children should be clarified immediately when mentioning the name of a specific child. The following group of questions is relatively simple and relevant for the development of children's speech communication: who is this? What is this? What kind of object? The first group of questions concerns the names of objects and their parts. Questions are asked during the observation of the object by children. The definition can be short and broad. For example, briefly: "What is this?" - "Sled" - "gloves"; "Who is this?" — "Brother" — "Grandmother" — "Aunt" or "What is Sardor showing us?", "What is Nadira holding in her hand?", "What is depicted in this picture?". When examining an object, questions can be asked in the following sequence: "What is this?" — "Juniper" — "What is this juniper tree like?" — "Body" — "What is this?" — "branches" — what are the branches of the juniper tree? — "needles".

In their answers, children use the names of animate and inanimate objects. Questions are asked in different combinations, depending on the demonstrative support and the specifics of the situation in which it is used. For example, a speech therapist shows the children an apple. The children repeat the name of the object, then the speech therapist offers the children to close their hands behind their backs. Passing behind them, he holds an apple in the hand of one of the children. Then he stands in front of the children and asks them to show their hands (the address is only individual?): "Sir, do you have an apple?" "No," the child says at the beginning of the lesson, because relatively extensive speech is difficult for him. Later he answers: "I don't have an apple." Even later: "I don't have an apple." The second group of questions concerns the naming of adjectives in objects. In the process of teaching children of primary school age, questions should be specific and clearly express the meaning. These questions concern the shape of the object, its color, the material from which it is made, its size, and its taste. Questions begin with the words: what, what kind. For example: "What shape is an apple?" — "Yellow (red, green)" — depending on the visual support. It is not recommended to ask "What kind of apple is it?" at the beginning of education. This general question does not allow children to find the necessary answer. Particular attention should be paid to the signs that express the spatial size of the object (large and small, long and short, high and low). Questions about the size of the object should be clearly expressed to children of primary school age. In addition, the question can be asked only when there are two objects that differ significantly in size. In this case, the logical meaning of the words is correctly mastered by children. If only one object is shown, it is not recommended to ask a question about size. As a result, not two, but three objects are compared (and then even more), and later the word more and less is replaced by the words in the middle. Before asking a question starting with the word what, it is necessary to make sure that children correctly understand the meaning of the words shape, color, size. If the child does not understand the words clearly enough, they will give incorrect answers. As mentioned above, it is not recommended to ask "What kind of ball?", "What kind of balloon?" at the beginning of education. Children also master many other words

that name objects. Therefore, by the end of the year, it will be possible to ask questions starting with the word what. 3 groups of questions concern the actions or state of the object. Questions are asked when the child or an adult (or an adult in cooperation with the child) is performing an action or has just completed it. Some difficulties in using these questions are determined by the fact that they are more logically related to the action, to the object on which the action is performed. For example, you can ask: "Lola, what are you cutting?". The questions are asked during the action and seem to be related to the actions performed by the children. The questions can be asked approximately as follows: "What do we do with scissors" - "cut". Of course, these words were used in the active speech of children at the beginning of the first year of education. It is appropriate to ask these questions in the process of self-service: "What do we do in the bathroom?" - During the game: "What do we do with the doll?" Questions about the movement or state of the object can also be asked in some pictures: "What is the girl doing?" - "She is drawing" - "What is the grandmother doing?" - "She is reading". Typically, the first group of questions (Who is this? What is this?), then the second (what object?) and the third group (what is it doing?) are asked in the lessons. Questions can be used in conjunction with other methods: speech therapist's story, tasks, description of children's movements, examination of the object.

The method of communication through a doll, a toy. The use of this method of communication through a doll (toy) is aimed at the development of perception and the activation of children's speech. Communication through a toy creates a calm atmosphere that is important for the development of speech communication, and also arouses great interest in getting to know the subject, enriches speech tools, and accelerates the formation of independent, initiative speech in children. The use of this method consists of the following. Unlike the methods described above, the toy is used by the speech therapist not to introduce children to it, but to organize communication with children with its help. All of the listed methods can be used with a toy: the speech therapist asks a question on behalf of the doll, examines the subject or performs an action, and the children respond not to the speech therapist, but to the toys. The speech therapist should practice with a toy to learn to demonstrate certain movements, and this work is relatively successful if the doll is made like a theater character. The content of the mediated communication can be an acquaintance with children. The content of the mediated conversation can also be aimed at familiarizing children with the rules of behavior in classes. During the mediated communication, children still look at the toy, still at the speech therapist, but they perceive the communicative method as communication with the toy. mediated communication can be used to familiarize the toy character with the materials necessary for visual activities: how to name this or that object, why it is needed, as well as to master the rules necessary for self-service.

By introducing or teaching a toy with certain rules, children demonstrate the skills acquired in preschool education and, most importantly, at the same time consolidate them in speech. During the application of this method, children learn to perceive speech, then answer questions with a single word, a phrase, and finally a sentence. Like other methods, the method of communicating with children through a toy can be used in various classes and outside of them.

Repeated repetition of speech material. This method is used so that children carefully listen to the changes in the use of single words in different combinations and in different forms. When repeating speech material repeatedly, the speech therapist solves the following tasks:

developing speech perception by children, enriching children's vocabulary, developing understanding of words and phrases in different grammatical forms. It is necessary to prepare a speech sample for the lesson in advance. This method allows you to voluntarily remember the statements of the speech therapist or at least individual word combinations, sentences. In order to repeat individual words many times, the speech therapist's speech can be imagined in the form of a fairy tale, the content of which is characterized by repetitions. The story also guides the actions of each child. One of the methods that ensures repeated perception of words by children can be the speech of adults during some activity. We conditionally call such speech explanatory speech.

Application of game technologies. The use of games in the process of correctional and speech therapy work on speech defects in primary school students gives a positive effect. The game is not only a source of entertainment and joy for the child, but also a means of developing the child's attention, memory, creative thinking and imagination. These aspects play an important role in the child's further life. In the process of play, children acquire new knowledge, skills, develop their abilities.

Thinking is a generalization and reflection of reality. Thinking is closely related to speech and language and is a high manifestation of human mental activity. Thinking is a tool for knowing the world around us and a condition for the emergence of rational practical human activity. The formation of speech, memory, mental capabilities, elementary economic concepts, comparison, differentiation, interaction, drawing conclusions, and a sense of national ideals in a child imposes a number of tasks on parents and educators. Games related to thinking operations are of great importance for the development of children's learning motivation, namely the speech, logical development of knowledge and skills, the child's ability to think independently without the help of adults, the development of speech, storytelling, creativity, reasoning, the ability to explain his imagination and the scope of thinking. The development of thinking is to master the types of figurative-movement, demonstrative-figurative, logical thinking. For almost every game, simpler or more complex forms of its implementation are given. Therefore, when organizing games with children, it is necessary to take into account their individual characteristics. If the child does not have difficulty completing the tasks, he is given a slightly more complex task, if he has difficulty, he should be given a simpler task. You should not scold him for not completing the task. It is necessary not only to teach children this or that, but also to cultivate in them such qualities as self-confidence, courage, the ability to defend their opinions, and firmness in their decisions. This is especially true when performing creative tasks. The child must correctly understand criticism and be able to boldly put forward his new ideas. In this case, it is also important to take into account the individual characteristics of the child. If he is bold and self-confident, you can start teaching him to critically evaluate his answers. If he is shy and timid, you need to support him, approve any of his initiatives. If the child wants to quickly change tasks, if he does not complete them in a timely manner, he should be interested in the task and encouraged to find new aspects and aspects of the task. On the contrary, if the child insists on the sameness in completing the task, you need to encourage him to move from one idea to another. In the process of developing demonstrative-motor thinking, each game is a school of communication and cooperation between a child and adults and peers. The development of a child is achieved through play by creating a mood of friendliness, mutual support, and cheerfulness. Each of the games recommended for the

development of speech activity in primary school students can be organized with one child or with several children.

What's Rolling? game. This game serves to develop the child's cognitive and speech activity. To play it, you will need a dollhouse, furniture: a round table, a chair, an armchair, a sofa, a bed, a shelf (if there are any missing items, you can replace them with others). Only their number should not exceed 6. If there is no ready-made furniture, it can be made from matchboxes. A box is used instead of a room. This game develops figurative thinking in children. You will need a set of pictures for the game. In the pictures: scissors, a comb, bread, a needle and thread, a car, a letter, a medicine bottle, a milk jug, and so on. Tell the child the following story. "You went to an unfamiliar city, you don't know the language of the people there. In addition, you are tired, you are hungry. There are many different shops, a workshop, a pharmacy, libraries in the city. But how can you know where they are located?" Show the child the first picture and analyze what is depicted in it. The first picture shows a milk jug, ask what it can represent. If he can't find it, tell him. After playing with the child for a while, change the content of the game: how can you show where the pharmacy is? What pointer will help you find out where the school is nearby or where the hospital and the canteen are? Activate the child with questions like this. After getting acquainted with all the pointers in the city, prepare new pointers. The game continues in this way.

A game of gifts for a doll. First, cut out small circles from colored paper and put them in a bag or box. Tell the child that today is the doll's birthday and that you have brought him various gifts. The children must guess what these gifts are. The child takes one circle from the box and says what it is. This requires a little imagination. For example, a red circle can be a flag, a flower, a strawberry, a string. You can take turns answering with the child. When he understands the rules of the game, we complicate it. The child tells not only what kind of gift it is, but also who gave it to him. You can also use other geometric shapes.

Shape workshop game. This workshop is not difficult to organize. For this, you will need matchsticks with the ends cut off (or "counting sticks"), copper wire (or thick ropes), and geometric shape samples. Straight shapes—such as squares, rectangles, and triangles—can be constructed from sticks, and round shapes—such as circles and ovals—can be constructed from ropes or wire. Only when the child has thoroughly mastered the construction of each shape, move on to constructing new shapes.

A wonderful bag game. In the process of this game, the child learns to identify objects by touch, repeats visual and tactile impressions. To organize this game, you will need 2 sets of identical objects - geometric shapes or small toys. Put one of the sets in a bag made of thicker fabric and tie it around the neck. The child's task is to find an object in the bag according to the pattern shown by the presenter. During the game, change places with the child. Another version of the game is when the second set of objects is drawn on paper, and another version is when the presenter tells you to find the objects that need to be found.

Doll clothes game. Offer this game so that the child knows the colors of objects well. For this, you will need several sets of doll clothes made of cardboard (blue, red, yellow and other colors). The child willingly chooses clothes for the doll. He follows suggestions like "Today, Lolakhan wants to wear red clothes, you need to help her." The child can simultaneously prepare clothes for the doll that she will wear today and tomorrow. To complicate the game,

it is necessary to offer to choose sets of clothes based on different lightness - saturation of the same color. For example, the items in the black set can be light black, dark black, purple. The child does not need to know these colors exactly. It is enough if he uses the words light dark purple correctly.

Remember the pictures game. For this game, 10-12 pictures are prepared in advance. Each of them should depict one thing. The game can be played between several children or in the form of a competition between a speech therapist and a child. The condition is to remember more pictures. Participants look at the pictures for 2-3 minutes and then return them. Then they say the names of the pictures they remember. The names are asked alternately. The one who finally says the name that no one else has said is the winner.

Where did the bees hide? This game introduces children to the shapes of objects. Organize a fun game with your child - a competition - who will roll their shape through a toy gate installed on the floor or table the fastest. Offer a ball or a cube to roll. At first, the child will not care what he rolls into the gate, but after a few attempts, he will understand that the one who chooses the ball wins. Then the next time he will try to get the ball too. At the same time, ask: - Why do you want to roll this particular shape, the ball? - Help him justify his actions, draw conclusions. "The ball rolls, the cube does not roll, it stops." Draw the child's attention to the sharp edges on the cube. Show that the ball is flat, that it has no edges. Draw a picture of a ball and a cube. In the picture, they are simply represented as circles and rectangles. Invite the child to draw a ball and a cube.

Pattern making game. In this game, the child must make a pattern from geometric shapes of the same color. This game helps children to perceive shapes and analyze the location of objects in space. Prepare an applique as a sample to show the child. Give it to the child. Tell him that a similar gift can be made for the child's favorite toy. Offer the child to make it independently, giving him paper and shapes similar to the ones in the sample. It is better if the shapes are simple. Circles, squares, triangles, ovals, and rectangles should be the same size. It is important that there are not many shapes in the pattern. For example, a circle can be placed in the middle of the sheet, and triangles can be placed in the corners.

Dressing up a doll game. The child uses comparisons of identical objects of different sizes to learn about the size of objects. Offer him 2 dolls (large and small) and two sets of clothes. It is up to the child to determine which clothes belong to which doll. Tell him that the dolls are eating cold food and that they need to be dressed. If the child makes a mistake in dividing the clothes, give him a hint. Show the child whether the clothes are big or small for the doll. When the task is completed correctly, encourage the child and say: "We put a big dress on the big doll, and a small dress on the small doll." If you do not have a doll and clothes of the right size, you can replace them with other items. You can make clothes cut out of paper for a doll made of cardboard. To complicate the task a little, it is enough to prepare 3 dolls and clothes for them.

From the above information, the following conclusions can be drawn. The development of oral speech of primary school students is carried out in three directions: words (lexical level), word combinations and sentences (syntactic level), and connected speech (text level). The three directions listed above, although they are directly related to each other, are developed in parallel. After all, if the mastery of the meaning of a word is the building material for a

sentence, then the connection of these two units is used when composing stories, writing statements and essays. In turn, the work carried out on writing stories and essays helps schoolchildren increase their vocabulary, improve their skills in constructing sentences, and use various syntactic constructions. Various types of exercises are used to develop the speech of primary school students. The most important of them are connected speech exercises at the highest level of a complex system of speech exercises. In this case, the accumulation of vocabulary material at the sentence level is combined with all the knowledge of constructing a text and composition according to clear logic, and is of great importance in the development of oral speech of primary school students.

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