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PEDAGOGICAL PRINCIPLES OF APPLYING PHONORHYTHMIC EXERCISES IN THE CORRECTION OF RHINOLALIA

Qodirova Mahzuna Shamshidin qizi

Andijan State Pedagogical Institute

Lecturer, Department of Special Pedagogy

Abstract. This article analyzes the key scientific and methodological principles of applying phonorhythmic exercises in the process of correcting rhinolalia. Phonorhythmics is examined as an effective speech therapy method aimed at developing the speech apparatus through the harmonious integration of speech, movement, and rhythm. The study scientifically substantiates the necessity of adhering to the principles of individual approach, differentiated approach, systematicity and consistency, as well as integrativity in the organization of phonorhythmic sessions.

Keywords: rhinolalia, phonorhythmics, phonorhythmic exercises, speech correction, speech therapy rhythmic, speech therapy sessions, speech therapist teacher.

Introduction

Speech is a complex psychophysiological process that ensures a person's communicative activity, and its proper formation is of great importance for cognitive and social development. However, in some children, various speech disorders arise as a result of disruptions in the structure or functional activity of the speech apparatus. One such disorder is rhinolalia, which is characterized by disturbances in speech resonance and is often associated with insufficiency in the



functioning of the soft palate and velopharyngeal mechanisms. In cases of rhinolalia, the timbre of speech becomes nasalized, articulation is impaired, and the acoustic characteristics of speech are altered.

The correction of rhinolalia is one of the important directions in speech therapy practice. This process requires the integrated development of breathing, phonation, resonance, articulation, and auditory control as a unified system. In modern speech therapy practice, one of the effective methods providing such a comprehensive approach is phonorhythmics. Phonorhythmic exercises serve to activate the functioning of the speech apparatus and support psychomotor development through the harmonization of speech, rhythm, and movement elements.

Scientific research shows that phonorhythmic exercises are an important pedagogical tool in the correction of rhinolalia for developing the muscles of the speech apparatus, managing breathing, normalizing resonance, and forming phonemic hearing. For this reason, it is necessary to adhere to certain scientific and methodological principles in the process of applying these exercises.

The aim of this study is to analyze the main scientific and methodological principles of applying phonorhythmic exercises in the correction of rhinolalia and to scientifically substantiate their significance in the speech therapy correction process.

Literature Review

Issues of rhinolalia and its correction have been extensively studied in the field of speech therapy. R.E. Levina, interpreting speech disorders as a psycholinguistic system, emphasizes that deficiencies in speech development are inextricably linked to the functioning of the central nervous system and the functions of the articulatory apparatus. A.N. Kornev, analyzing the neuropsychological bases of speech disorders in children, has scientifically substantiated the interrelation between the functioning of the speech apparatus and sensory systems.

The scientific works of S.A. Mironova are of particular significance in the development of the methodology of speech therapy rhythmics. According to the



scholar, speech therapy rhythmic is an effective tool of speech therapy, in which it is possible to activate the functioning of the speech apparatus through the integration of speech, movement, and music elements. G.A. Volkova also emphasized the significance of speech therapy rhythmic in correcting speech disorders, showing that rhythmic movements strengthen the functional connection between speech and motor processes.

T.V.Akhutina, studying the neuropsychological foundations of speech development, emphasizes that developing the sensorimotor system plays an important role in speech correction. This approach strengthens the scientific basis for applying phonorhythmic exercises, since rhythmic movements help integrate speech and motor processes.

Furthermore, contemporary studies indicate that the cooperation of a speech therapist, surgeon, orthodontist, and other specialists is essential in the correction of rhinolalia. This once again confirms the necessity of a comprehensive and differentiated approach in the process of applying phonorhythmic exercises.

Analysis And Results

In the course of the research, the main scientific and methodological principles of applying phonorhythmic exercises in the correction of rhinolalia were analyzed. The analyses conducted showed that adherence to a number of pedagogical approaches is necessary for the effective application of these exercises.

In the effective organization of phonorhythmic sessions, adherence to a number of important pedagogical principles is necessary. First and foremost, the principle of individual approach is of particular importance. According to this principle, phonorhythmic sessions must be organized taking into account the children's level of speech development, the condition of the articulatory apparatus, the functioning of the respiratory system, and psychomotor characteristics. It is known that rhinolalia manifests in various clinical forms; therefore, it is important to individually select exercises in accordance with each



child's speech condition and physiological capabilities. Such an approach serves to increase the effectiveness of the speech therapy correction process.

The principle of differentiated approach also plays an important role in applying phonorhythmic exercises. Rhinolalia has open, closed, and mixed forms, each of which requires its own specific speech therapy methods. Therefore, when selecting exercises, it is necessary to take into account the causes of resonance disturbance, the characteristics of the speech apparatus functioning, and the condition of the articulatory mechanisms. The differentiated approach allows for selecting phonorhythmic exercises in accordance with the specific features of each speech disorder. The principle of systematicity and consistency also serves as an important methodological basis in this process.

Phonorhythmic sessions must be conducted regularly and in a step-by-step manner. Initially, exercises aimed at breath control and voice production are performed; subsequently, they are enriched with articulatory and speech exercises. Such consistently organized sessions serve the complex development of the speech apparatus functioning and the gradual formation of the speech process.

In addition, the principle of integrative approach is also of great importance in organizing phonorhythmic exercises. According to this approach, sessions are organized harmoniously integrating speech, movement, and music elements. Such integration has a positive effect on the development of rhythmic sense, phonemic hearing, motor coordination, and speech activity in children. As a result, phonorhythmic exercises manifest as an important methodological tool for activating the speech apparatus functioning of children with rhinolalia and for effectively organizing the speech correction process.

Conclusion

The scientific sources studied and the analyses conducted showed that phonorhythmic exercises are an important methodological tool in the process of correcting rhinolalia. These exercises develop the functioning of the speech apparatus through the harmonization of speech, movement, and rhythm elements, and have a positive effect on the psychomotor development of children.



The results of the study confirmed the necessity of adhering to the principles of individual, differentiated, systematic, and integrative approaches for the effective application of phonorhythmic exercises. These principles form the scientific and methodological foundation of speech therapy sessions. Furthermore, phonorhythmic exercises serve as an important pedagogical tool in the correction of rhinolalia through the harmonious development of breathing, resonance, and articulation processes. Such sessions increase children's speech activity and help improve the functioning of the speech apparatus. Organizing phonorhythmic exercises on the basis of scientific and methodological principles in the correction of rhinolalia is of great importance in increasing the effectiveness of the speech therapy correction process.

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