



PEDAGOGICAL SIGNIFICANCE OF CHROMOTHERAPY METHODS IN CORRECTING STUDENTS' SPEECH IN AN INCLUSIVE EDUCATION ENVIRONMENT

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Introduction.

In an inclusive educational environment, working with students who have speech disorders or delayed speech development requires a multifaceted correctional-pedagogical approach. In such children, the processes of speech perception, articulatory planning, phonemic discrimination, attention maintenance, and speech response organization may not be equally developed. Therefore, during the correction process, it is necessary not to limit oneself to only phonetic exercises, but also to manage the child's emotional state, visual perception, and neurodynamic activity. From this perspective, chromotherapy, a method of targeted work with colors, is of significant importance as an auxiliary pedagogical tool that can be used in the inclusive classroom. It is not an independent medical treatment method, but rather is interpreted as a didactic mechanism that supports visual stimulation, sensory regulation, and speech correction.

Theoretical basis of the chromotherapy method. Color is a powerful visual signal that quickly affects a child's sensory system. It directs attention to a specific object, alters the emotional state, and regulates the pace of task engagement. From the perspective of special pedagogy, this phenomenon is directly related to neurodynamics: that is, the processes of excitation and inhibition, attention stability, emotional stress, and the level of internal readiness can be indirectly coordinated through colors. Warm colors, particularly red and yellow, generally increase psychophysiological activity, facilitating the initiation of articulatory



exercises, vocal repetition, and the beginning of verbal responses. However, their overuse can increase hyperactivity, distractibility, or impulsivity in some children.

Cool colors, especially blue and green, enhance autonomic stability, reduce nervous tension, normalize breathing rhythm, and help sustain auditory attention for longer periods. For this reason, cold colors are more pedagogically effective during the stages of phonemic discrimination, listening comprehension, coherent sentence construction, and reflection.

It is appropriate to explain the mechanism of influence on speech centers not by the direct therapeutic power of colors, but by their support for the functional systems that underlie speech activity. For example, a child will respond more quickly to an articulation task presented with red or yellow markers because the bright visual stimulation provides an external prompt to begin the task. A blue and green background, on the other hand, balances internal inhibition in tasks of listening, observation, and self-monitoring. Thus, chromotherapy emerges as a tool that facilitates cooperation between the motor, sensory, and emotional components of speech.

Methodology for application in inclusive classrooms. Adding chromotherapy to the lesson does not require special complex equipment; colored cards, a segmented visual chart, background slides, light panels, colored markers for articulatory exercises, and a sensory corner may be sufficient. Methodologically, three stages are recommended. In the first stage, a diagnostic observation is conducted to determine which colors the child shows high sensitivity or discomfort to. In the second stage, corrective tasks are functionally coded by color: For example, red cards are used for sound repetition and articulatory activation, yellow cards for introducing new words and phrases, blue cards for listening and discrimination, and green cards for reinforcement and independent sentence construction. In the third phase, the colored stimuli are gradually reduced as a scaffold leading to speech independence. This method must be carefully adapted,



especially when working with students on the autism spectrum, those with dyslalia, dysarthria, general delay in speech development, or elements of selective mutism.

Achieved or expected pedagogical effectiveness. Systematic use of colors improves the student's readiness for the lesson, makes the structure of the task visible, and reduces uncertainty in the remediation process. As a result, the child's anxiety decreases, reaction time for speech is shortened, and it becomes easier to integrate visual and auditory attention. While short, active tasks in warm colors stimulate articulatory movements and oral response, a calm background in cool colors reinforces listening comprehension, phonemic analysis, and coherent expression. For the teacher, color-coding simplifies individual differentiation: it allows for quick management of task complexity and sensory load when working with children with diverse needs within the same classroom. Most importantly, chromotherapy creates a comfortable, predictable, and supportive speech environment without placing undue pressure on the student.

Conclusion.

Thus, the use of chromotherapy methods in an inclusive education setting contributes to the multi-channel and differential organization of speech correction. As a means of visual stimulation, colors regulate the child's nervous system, support neurodynamic balance, and facilitate engagement with the speech task. Since warm colors have a stimulating effect and cool colors have a stabilizing effect, they should be chosen purposefully for different stages of the lesson.

Therefore, chromotherapy is worthy of special attention as an auxiliary yet highly pedagogically potent method in special pedagogy and speech therapy practice.

References

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