

ANALYSIS OF SPEECH PROBLEMS BASED ON PEDAGOGICAL-PSYCHOLOGICAL CLASSIFICATION

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Abstract

The article presents a speech defect and its pedagogical and psychological analysis. The types of speech defects - articulatory, phonetic-phonemic, lexical-grammatical, oral speech retardation and combined disorders - are described in detail. The impact of speech defects on the cognitive, social and emotional development of children, the possibilities of supporting them through corrective and compensatory approaches are also highlighted. The article provides teachers with a scientific basis for the formation of a speech therapy approach and the development of individual programs.

Keywords: Speech defect, articulatory disorders, phonetic-phonemic disorders, lexical-grammatical disorders, oral speech retardation, combined disorders, speech therapy approach, pedagogical and psychological classification, corrective methods, individual approach.

Introduction

Children with speech defects are children who have disorders in articulatory, phonetic, grammatical, lexical or other aspects of oral speech. The main problem in their development is the limited ability to fully express thoughts and communicate through speech. Therefore, children with speech impairments require a special pedagogical approach and speech therapy assistance.

In scientific research, children with speech impairments are divided into several main categories.

The first category is articulatory disorders, in which the child has difficulty pronouncing and producing sounds correctly. For example, incorrect pronunciation of the sounds “r”, “s” or “sh” is common.

The second category is phonetic and phonemic disorders, in which the child cannot clearly distinguish speech sounds or mixes sounds, sometimes omitting or replacing sounds.

The third is lexical and grammatical disorders, in which the vocabulary is limited, sentence structure and grammatical rules are incorrectly applied. For example, sentences are short, illogical, or verbs and nouns are used incorrectly. The fourth is speech delay, in which the rhythm of speech is slow, the tone and intonation are incorrect; the duration of communication is limited, there are difficulties in starting a sentence.

Also, in many cases, children have combined disorders, that is, several of the above speech disorders are present at the same time. For example, articulatory and grammatical problems may appear together.

From the point of view of pedagogical and psychological characteristics, children with speech impairments often have delays in attention and cognitive processes, which directly affect speech development. At the same time, they may experience difficulties in social and emotional adaptation, since speech impairment limits the ability of children to communicate.

An individual pedagogical approach is important when working with children with speech impairments. Classes should be developing speech therapy and cognitive processes. To this end, speech therapy classes are aimed at correcting articulation and pronunciation, combined with exercises to strengthen attention, memory and thinking. In addition, games and interactive classes stimulate speech and form the child's social skills.

Speech impairments manifest themselves in various forms in children and can be divided into the following main types:

1. Articulatory disorders (dysarthria and articulatory anomalies)

- Characterized by the child's inability to pronounce sounds correctly.
- For example, mispronouncing or omitting the sounds “r”, “s”, “sh”.
- In this type of disorder, the rhythm and intonation of speech are preserved, but the sounds are not clearly expressed.

2. Phonetic and phonemic disorders

- Difficulty identifying or distinguishing sounds.
- Children substitute, omit or mix sounds.
- For example, confusing the sounds “k” and “g” or completely omitting some sounds.

3. Lexical and grammatical disorders (close to aphasia)

- Limited sentence structure and vocabulary, incorrect application of grammatical rules.
- For example, sentences are short, illogical or incorrect use of verbs and nouns.
- This type of speech disorder is often associated with a lack of expression in oral communication.

4. Speech delay (alogia, logoneurosis)

- The rhythm of speech is slow, the tone and intonation are incorrect.
- The child has difficulty starting a sentence, the duration of communication is limited.
- In this type, the child has limited verbal expression, but the ability to understand is often preserved.

5. Combined disorders

- Several of the above speech disorders exist simultaneously.
- For example, articulatory and grammatical problems are observed together.
- This type is considered the most complex and requires a special speech therapy approach.

Thus, children with speech disorders are considered a separate category from a pedagogical and psychological point of view, and it is necessary to develop a special methodological approach and individual programs when working with them. This approach serves to develop children's speech, increase their communication skills, and ensure their general social adaptation.

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