

CHILDREN WITH SPEECH DISORDERS IN THE CONDITIONS OF INCLUSIVE EDUCATION

Nazokat Mokhirovna Toyirova

Lecturer, Asia International University

E-mail: toyirovanazokat5@gmail.com

Annotation

This article broadly covers the essence of the science of speech therapy, its role and importance in the system of correctional pedagogy. It analyzes the object, subject, purpose and main tasks of speech therapy on a scientific basis. The causes of speech disorders, their psychological, pedagogical and social impact are explained, the components of speech development and their interrelationships are revealed. Also, the integration of speech therapy with other disciplines, methods of identifying, diagnosing and correcting speech disorders, the importance of an integrated approach are substantiated. The article emphasizes the impact of speech disorders on the personal development, thinking and socialization of the child, and the importance of the principles of systematicity, development and individual approach in speech therapy activities.

Keywords

Speech therapy, speech disorders, correctional pedagogy, speech development, diagnostics, rehabilitation, phonetic-phonematic system, lexical-grammatical structure, speech communication, complex approach, individual approach, psychological impact, socialization, speech ontogenesis, speech therapy work.

The science of correctional pedagogy is constantly improving, and some of its areas are emerging as separate independent sciences. These include speech therapy. This term comes from the Greek words “logos” - word and “padeo” - upbringing. Speech therapy is a pedagogical science that studies speech defects, analyzes their causes and characteristics, and develops ways to identify, correct and prevent such defects. Speech therapy is not just theoretical knowledge about speech disorders, but a special field of education that deals with their study, correction and prevention based on a correctional and pedagogical approach.

Basic concepts of speech therapy:

1. Object: children and adults with various speech disorders.
2. Subject: studying the laws of their education, upbringing and rehabilitation.
3. Purpose: to educate and educate individuals with speech disorders through a scientifically based system, as well as to develop measures to prevent these disorders.

The main tasks of the science of speech therapy are:

1. To analyze the stages of speech development (ontogenesis).
2. To study the causes, symptoms, mechanisms of origin and their types of speech disorders.
3. To study the impact of speech disorders on the human personality, mental state and behavior.
4. To identify and analyze disorders in the speech activity of children in need of various assistance (with hearing, vision, mental and physical disabilities).
5. To develop methods and diagnostic tools for identifying speech disorders and to apply them in practice.
6. To classify and systematize speech disorders.
7. To develop methods for preventing and correcting speech disorders, to apply them in practice



and to improve them (see Figure 1.1)



Figure 1.1. Speech therapist training.

Speech therapy is a complex pedagogical field that is inextricably linked with various disciplines in its essence and practical direction. This discipline is formed and develops in cooperation not only with special pedagogy, but also with psychology, linguistics, medical sciences, and even music therapy.

Speech therapy is closely related to the following disciplines:

1. Special pedagogy (correctional pedagogy) and all its areas;
2. Methodology of teaching the native language, logorhythmics (development of speech through music and movements);
3. General and special psychology, including child psychology;
4. Medical sciences: anatomy, physiology, neurophysiology, otolaryngology, pediatrics, psychopathology, neurology and clinical areas;
5. Linguistic fields such as linguistics, phonetics, grammar, stylistics, orthography.

Speech therapy is a systematic science based on a multidisciplinary approach that not only identifies speech defects, but also deeply analyzes their causes, psychological and social impact. Speech therapy serves to educate, educate, socialize and improve the quality of life of individuals with speech defects. This science studies children and adults with speech disorders in its activities and develops pedagogical, psychological, medical and social rehabilitation methods for them.

In our country, scientists such as L.R. Muminova, M.Yu. Ayupova, Kh.M. Pulatova, N.R. Rakhmonkulova, Ye.A. Babayeva, I.G. Veretennikova, S.Sh. Aytmetova, R.Sh. Shomakhmudova, Z.M. Akhmedova have conducted important scientific research on the study and correction of children with speech problems.

Today, speech therapy encompasses the following areas:

1. Speech therapy for preschool children;
2. Speech therapy for school-age children;
3. Speech therapy for adolescents;
4. Speech therapy for adults. Speech therapy is a field that requires interdisciplinary integration.

To fully implement speech therapy activities, a specialist must:

- have medical knowledge about the nervous system, brain activity, hearing, vision, movement and cognitive processes;
- have a deep understanding of the structure of sound, words, sentences and speech based on linguistic knowledge;
- be able to assess the child's personal characteristics, emotional world and cognitive level based on a psychological approach;
- know pedagogical methods, training techniques and educational approaches.



Such extensive knowledge allows a speech therapist to identify speech defects, differentiate them from other disorders, make the correct diagnosis, choose an appropriate rehabilitation method and carry out effective work. Speech is a window to thinking and a means of cognition. Speech is the most important expression of human thinking and mental processes. It is through speech that a child:

- understands the world around him;
- expresses his thoughts;
- socializes;
- learns to behave in society.

Speech disorders negatively affect not only communication, but also such basic mental functions of the child as memory, attention, thinking. Severe speech defects, in most cases, lead to delays in intellectual development, psychological problems, and even social withdrawal.

Therefore, it is very important to identify primary and secondary signs of defects in speech therapy. For example:

— If the child's mental development is lagging behind due to a speech problem — he is referred to a special speech therapy kindergarten.

— On the contrary, if the child does not speak due to mental retardation without a speech defect — in this case, he is sent to a special institution for oligophrenic children.

Speech therapy is not just the study of speech, but a science that serves the development of human thinking, mental state, social activity and consciousness through the word, which is the main tool in the development of the mind. Each speech therapist is a linguist, teacher, psychologist and non-traditional specialist with medical knowledge. Speech is a complex systematic form of human activity, each of its components works in an interconnected way. R.E. Levina and his followers, based on L.S. Vygotsky's theory of speech and thinking, recommend dividing speech into the following three main components:

1. Phonetic-phonemic part - pronunciation of sounds, volume, pace, intonation, fluency and phonemic hearing (i.e. the ability to distinguish sounds).

2. Lexical and grammatical part - vocabulary (vocabulary) and grammatical construction, sentence structure.

3. Speech communication part - expressing thoughts, establishing contact, communicating.

These three parts together form a complete human speech system. In children who do not have speech defects, these parts develop correctly and balancedly. However, if there is a defect, one or more of these parts are disrupted, which leads to a violation of the entire speech system. For example:

– If the lexical part (vocabulary) is weak, deficiencies also appear in the grammatical and phonetic parts.

– If a child pronounces sounds incorrectly, this negatively affects the vocabulary, the correct selection and use of words.

In the science of speech therapy, the principles of systematicity, a comprehensive approach and development play a key role in the identification, assessment and correction of speech disorders:

1. The principle of systematicity. Speech problems are considered not only as individual symptoms, but as a violation of the balance of the entire speech system.

2. A comprehensive approach. In speech therapy, it is necessary to use pedagogical, psychological and medical methods together. This means a comprehensive approach to the child, that is, to develop, improve and educate him in a single system.

3. The principle of development. When analyzing a speech defect, the causes of its origin and the dynamics of its development are studied. This means analyzing the problem not only based on its current state, but also how it has formed over time. Speech disorders negatively affect the child's:



- cognitive activity (perception, thinking, memory);
- social adaptation;
- ability to express himself.

For example:

- Mild disorders (incorrect pronunciation of several sounds) make it difficult for a child to clearly express his thoughts;
- Severe disorders (for example, alalia, rhinolalia, stuttering) can be a serious obstacle for a child in mastering the school curriculum, choosing a profession, and socializing.

Speech disorders reduce the child's activity, reduce his self-confidence and even cause psychological problems. Speech disorders often occur when biological (heredity, disorders in brain activity) and social (unfavorable environment, improper upbringing) factors act together. Therefore, a speech therapist should work on the basis of:

- ontogenetic principle (individual development of a person),
- etiopathogenetic principle (identification of the causes and mechanisms of the defect).

An individual approach is important in speech therapy. The mental, physical and mental potential, level of development of each child are taken into account. Classes are organized on the basis of the child's individuality of education, consciousness, activity and independence. In speech therapy, a speech defect is considered a deviation from certain language norms. O.V. Pravdina in her work "Logopedia" says the following about speech disorders: "Speech disorders do not disappear on their own. On the contrary, they worsen over time. This condition can be characteristic of both adults and children, but it is difficult to correct without a speech therapy approach." Temporary speech defects observed in some young children (for example, stuttering when starting to speak) are considered natural and disappear on their own. In adults, temporary speech disorders sometimes occur due to excitement, fatigue, nervousness, but they are able to control themselves and the condition resolves itself. It should be noted separately that people who are learning foreign languages may also have speech errors. This condition gradually decreases and disappears as the language is mastered. Speech is the main expression of human thinking, through which they not only express their thoughts, but also interact with society. Therefore, the main task of speech therapy is to ensure the full development of the individual through the early identification, analysis, and correction of speech defects.

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