



PSYCHOLOGICAL FACTORS OF SPEECH DISORDERS IN YOUNG CHILDREN

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Abstract: This article analyzes the importance of speech in the development of children's thinking, the direct relationship between them, the stages of speech development, the psychological factors of speech disorders in children, their causes, their connection with mental development, and the role of teachers, psychologists, and parents in speech correction. Opinions on the causes of speech disorders and ways to address them are presented.

Key words: speech disorder, psychological factors, social environment, emotional development, speech therapy approach, thinking, preschool age, psychological development, speech disorder, psychocorrection.

Preschool age is one of the crucial stages in the formation of a child's personality[1]. During this period, the child is rapidly developing not only physically, but also psychologically, intellectually, socially and emotionally, along with his thinking, perception, memory, attention and speech.

Indeed, speech is a means for a child to express his thoughts, share his thoughts with others and activate thought processes. Therefore, the level of development of speech is considered a criterion for the development of a child's thinking. Indeed, speech is not only a means of communication, but also the main criterion for the formation and development of thinking.



Thinking is a higher stage of cognition of reality, which is realized in the human mind through generalization, analysis, comparison, contrast, and identification of cause-and-effect relationships. Speech is an expression and tool of thinking. In order to think, a child must have speech tools, namely vocabulary, grammatical structure and logical consistency[2]. Therefore, thinking and speech develop inseparably.

As the famous Russian psychologist L.S. Vygotsky noted: “A child’s thinking is formed through speech, there can be no thinking without speech, no speech without thought.”[6]

Therefore, a child develops thinking in the process of acquiring speech, and speech in the process of forming thought.

Speech development in the preschool period occurs in the following stages:

1. □2–3 years: vocabulary is formed, simple word combinations are used;
2. □3–5 years: grammatical construction and logical consistency appear;
3. □5–7 years: coherent speech develops, the child can compose a story, answer questions in full[4].

The full course of these stages serves the consistent development of thinking[7] and the child grows in the following aspects:

4. Concepts are formed. **The child begins to express surrounding objects and phenomena with words. Through words, he forms an understanding of objects and phenomena. For example, words such as “bird”, “tree”, “hot”, “big” teach the child to generalize in thinking.**

5. Logical thinking develops. **Through speech, the child learns to understand cause-and-effect relationships: “If it rains, the ground will be wet.” This process activates the analytical and synthetic activity of thinking.**

6. Develops memory and attention. **Through words, stories and conversations, the child learns to remember, concentrate, and recall events in sequence.**

7. Creative thinking develops. **Through fairy tales, poems, storytelling, and role-playing games, the child expands his imagination and creates new images. This is an important form of creative thinking.**

8. Teaches thinking in problem situations. **Speech tasks (questions and answers, story-telling) direct the child to analyze, compare, and draw conclusions.**

The above-mentioned ideas about the development of speech in preschool children are one of the most important indicators of their thinking, socialization and personality formation. Along with these ideas, the increasing number of speech disorders in children today attracts the attention of psychologists, speech therapists and educators. Considering that speech disorders can occur not only under the influence of physiological, but also psychological factors, an integrated approach is necessary to identify the psychological roots of speech disorders in children and correct them.

Many children have disorders in phonetic, lexical, grammatical or general speech development[8]. The most common speech disorders include:

- Dysarthria – incorrect pronunciation of sounds as a result of insufficient functioning of the muscles of the speech apparatus;
- Dyslalia – distorted pronunciation of certain sounds;
- Alalia – complete or partial underdevelopment of speech;
- Stammer – a violation of the rhythmic sequence of speech.[6]

Such conditions limit the child's ability to express his thoughts, lead to lack of confidence in communication, decreased social activity, and slowed cognitive development.

Speech disorders are often formed under the influence of factors such as the child's emotional state, stress, fear, conflicts in the family environment, and social instability. The child's mental experiences, anxiety, and states of anxiety directly affect his communication process (Table 1).

For example, frequent quarrels in the family, disregard for the child's opinion, and tension in upbringing can lead to a child's speech inhibition, incorrect pronunciation of sounds, or even complete non-speech [8].

Table 1

Psychological factors	Influence on child's speech
Emotional stress	Reduced vocabulary, shyness, avoidance of communication
Instability in family environment	Pronunciation disorders, slowed speech
Over protected upbringing	Poor ability to think and speak independently
Social isolation	Delayed speech development
Unhealthy family environment, fear, anxiety	Stuttering, stuttering, mispronouncing sounds

1. Psychological factors of speech disorders in children

The psychological approach of the educator is a decisive factor in the process of forming and restoring the child's speech. Because many types of speech disorders in children - logoneurosis, stuttering, incorrect pronunciation of sounds or slow development of speech - are directly related to psychological factors. Therefore, the educator should deeply study the individual psychological state of the child and use appropriate methods for him (Table 2).

The educator creates an atmosphere of love, trust and support for the child, increasing his desire to communicate. Interactive approaches such as game methods, role-playing, fairy tale therapy and staging are very effective in this [7]. Through game activities, the child feels free and begins to naturally demonstrate his speech activity. In this way, the educator helps the child overcome psychological barriers without making them feel uncomfortable [8].

It is also important for the educator to create positive motivation to increase the child's speech activity. For example, recognizing the child's small achievements,

encouraging him with praise, and creating a favorable psychological environment for participation in communication will give effective results in restoring speech [9].

Parents, as an integral subject of this process, are the main support in the development of speech. The child needs to strengthen the speech skills acquired in kindergarten in everyday life. Therefore, parents should actively participate in the development of speech by talking with children, reading fairy tales, singing songs, and organizing dialogues in the form of questions and answers.

The speech culture of parents is also a model for the child. Every word and behavior of parents should be an example to enrich the child's speech environment, correctly pronounce sounds, and expand their vocabulary. Thus, the process of eliminating speech disorders will lead to comprehensive and sustainable results only when the educator and parents work together.

Table 2

Name of method	Objective	Implementation
Art therapy	Expressing a child's inner feelings	Expressing feelings through colors and drawing
Psychodrama	Developing communication skills	Entering social interaction through role-playing games
Breath therapy	Strengthening the speech apparatus	Learn to breathe properly through fun exercises
Sound games	Improve sound pronunciation	Through music and sound exercises
Speech therapy classes	Correct speech formation	Through individual or group training

2. Psychological approaches and methods in speech restoration

The process of developing and restoring a child's speech is a complex process that requires a multifaceted, systematic and psychological-pedagogical approach. The child's psyche, emotional state, family environment and pedagogical influences

play an important role in this process. Sometimes the slow development of speech is associated with external factors - the indifference of parents, the lack of qualifications of educators or the shortage of specialists. The table below presents the main problems encountered in the process of restoring a child's speech and ways to overcome them (Table 3).

Table 3

Parents' inattention to speech development	Conducting psychological, pedagogical and educational seminars for parents
Insufficient qualifications of educators in the psychological approach	Organizing advanced training courses for educators
The child's internal emotional problems	Conducting individual psychocorrection sessions
Shortage of speech therapists	Strengthening the system of training and retraining of specialists
Lack of an individual approach to the development of a child's speech.	Development of an individual development program for each child.
Excessive scolding and pressure in communication with children.	Training educators in positive communication and an empathetic approach.
Lack of use of modern methods and game technologies in speech development.	Introduction of innovative pedagogical technologies
Lack of attention and affection for the child in the family.	Conduct trainings for parents to teach the culture of family communication
Lack of a system for early detection of speech defects in children.	Establishing speech therapy screening examinations in preschool educational institutions

Lack of necessary equipment and materials for speech therapy.	Providing educational institutions with speech therapy equipment
Weakness of mechanisms for assessing the child's mental state.	Strengthening the psychological diagnostic system and conducting continuous monitoring
Weak cooperation between educators and speech therapists.	Establish regular interactive seminars and experience-sharing sessions between specialists

3. The main problems encountered in the process of restoring a child's speech and ways to overcome them

In conclusion, speech is of crucial importance in the development of thinking in preschool children. As a child's speech develops, his thinking, communication culture, creativity and social activity increase.

Speech disorders in preschool children are largely closely related to their mental state and social experience. Early identification of psychological factors and corrective measures based on an integrated approach will ensure a balanced speech, emotional and social development of the child. In this regard, the cooperation of educators, parents, speech therapists and psychologists is the most effective way to eliminate speech disorders.

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