



## Research Article

### FORMS AND TYPES SYMPTOMS AND DEGREES OF SPEECH DEFECTS OF CHILDREN IN NEED OF ASSISTANCE

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#### ABSTRACT

Scientifically based ideas about the forms and types of speech disorders are considered a prerequisite for developing effective methods of eliminating these disorders. Researchers have tried to classify speech disorders, which have many types, throughout the historical period of the development of the science of speech therapy. But at the present time, the problem of classification is one of the most important problems not only of speech therapy, but also of other scientific disciplines that study speech disorders. Such disciplines can include the following: neurophysiology, medicine, pathopsychology and neuropsychology, branches of special psychology and pedagogy: oligophrenopedagogy, deaf pedagogy, typhlopedagogy.

#### KEYWORDS

Child, special pedagogy, rehabilitation, inclusive education, pedagogy.

#### INTRODUCTION

The complexity of the classification of speech disorders is due to some reasons, among which the

speech mechanism has not been sufficiently studied, as well as the inconsistency of researchers' points of



view on the issue of principles, and the classification should be built on the basis of the above principles.

In its initial stages of formation, speech therapy did not have a classification and did not even consider the need to develop it. Because he was greatly influenced by the achievements of European medicine in the study of speech disorders, and relied on the classifications created in the late 19th and early 20th centuries.

A. Kussmaul's classification was one of the first classifications (1877), which undermined previously collected ideas about the types of speech disorders; systematized them, arranged their terms. He (he was later called a clinic). Foreign and Russian researchers of the first quarter of the 20th century: V. Oltushevsky,

It was based on the works of G. Guttsman, E. Freshels, S.M. Dobrogaev and others.

### THE MAIN RESULTS AND FINDINGS

These classifications had a lot in common: a clinical approach filled with etiopathogenetic criteria, a connection between certain types of disorders and one or another pathological form of the disease (in this case Speech; disorders were often interpreted as a symptom of one or another disease), as well as descriptive language, in which Latin and Greek water is used from terms composed of water-forming elements (many of which have spread on an international scale and are still preserved today). Among the classifications, there are also some inconsistencies with different principles of grouping of disorders, as well as some differences in views on the level of importance of classification of one or another criterion. None of the authors managed to carry out the classification on the basis of some principle. As a result, there was inconsistency in the nomenclature of types and forms of speech disorders, as well as in the content

of terms: the same diseases were often designated by different terms, and disorders of different appearances were called by one term. The appearance of speech disorders was combined in them, and even they were burned against each other. Cases of the same type of violation were often attempted by different groups, and different cases were attempted by the same group. The conflict between different classifications, as well as within a single classification, was highlighted with important aspects in the achievements of basic and applied sciences of the 20th century: physiology of higher nervous activity, psychology, linguistics, medicine, and pedagogy. In neurology, many ideas about the types of speech disorders have been revised. Speech therapy was not left out of this tradition; M. E. Khvattsev, F. A. Rau, later O. V. Pravdina, S.S. Lyapidevsky and others began to make corrections to medical classifications. As a result, the perception of separate types of disorders belonging to the same form has changed significantly; in which the content side of the definition of speech disorder was filled to a certain extent. This made it possible to eliminate the ringiness of the descriptions of the early 20th century. However, the amendments did not change the essence of the medical classification, its terminological apparatus did not undergo significant changes. However, the meanings of the terms used in both medicine and speech therapy are not the same. This has complicated the interdisciplinary connections that are so necessary to establish a collaborative medical-pedagogical approach to the treatment of speech disorders. Corrections made by speech therapists to the medical classification led to differences in the understanding of the same terms within the scope of this knowledge.

At the same time, the experience of logopedic examinations, the analysis of the effectiveness of specific methods developed for the elimination of

specific forms of speech disorders, raised reasonable doubts about the possibility of developing a single method of corrective speech therapy for a specific form of speech disorders.

These doubts undermined the confidence in the goals and tasks related to the medical classification of speech therapy as a pedagogical process and served as a factor for further theoretical research.

The inevitability of direct assimilation of medical constructions based on the symptomatic interpretation of speech disorders into the theory of speech therapy began to be recognized more and more. Continuous reliance on the principle of development of speech disorders in children and their in-depth analysis from the point of view of a systematic approach showed that it is impossible to equate speech disorders that appear during development with disorders in the already formed system. The classification and typology of speech disorders in children should be based on other principles of analysis and more meaningful criteria than those based on medical classification. There was no consistent difference between speech disorders in children and adults in the clinical classification.

These new principles of analysis of speech disorders in children were expressed by R. E. Levina. His works laid the foundation for a new chapter of speech therapy - children's speech therapy. Children's speech therapy has become an independent department in the science of pedagogy with a research subject.

As a result of the separation of children's speech therapy as an independent department, clear restrictions were introduced on the basis of the primary-secondary criterion of the organization of speech disorders in children. He selected as the

purpose of his investigation from the various defects in the speech development of various types of anomalous children, those speech disorders in them are conditionally connected with the formation or deficiency of speech psychological and physiological procedures in the primary preserved hearing, vision and intellect at the initial stage of ontogenesis. Such violations R. E. In Levina's terms, primary speech was included in the level of underdevelopment.

All further developed issues of classification of speech disorders in children were used in speech therapy of the country in relation to primary disorders.

Developmental speech disorders with various (other) defects in children began to be studied inextricably linked with the main, leading defect.

Researchers have divided into two directions when working out the issues of classification of speech disorders in children: supporters of the first direction have preserved the traditional nomenclature of speech disorders related to general speech therapy. But they enriched it with new content. Supporters of the other direction rejected the nomenclature of speech disorders traditional for speech therapy and created new groups of speech disorders.

2. All types of disorders considered in the above classification can be divided into two groups based on psycho-linguistic criteria, depending on which type of speech is impaired: oral or written.

Disorders of oral speech, in turn, can be divided into two types: 1) phonation (external) provision of speech, which are called disorders of the pronunciation side of speech, and 2) semantic-structural (internal) provision of speech, which in speech therapy are continuous or polyphonic. is called a violation.



1. Weakening of the phonation in speech can be classified depending on the broken vowel:

- a) sound formation,
- b) organization of narration in terms of pace and tone,
- c) intonation melodic,
- g) manifestation of sound production.

These impairments can be observed abstractly in different processes, in speech therapy, there are different types of disorders associated with them (there are terms that have become traditional to designate them):

Psycholinguistic criteria play a leading and important role in logopedic classification. Based on them, the essence of speech disorder is described through terms and concepts. These terms and concepts direct the speech therapist's attention to situations as objects of speech therapy. For this purpose, criteria are introduced that allow to distinguish the main groups of disorders. The goal is to distinguish the main forms of disorders within it, and the main types of disorders within them.

Based on the requirements of logopedic influence, the following criteria are defined, which allow to imagine what is disturbed in speech and, on this basis, to distinguish one speech disorder from another based on the signs of limitation:

- 1) violation of forms of speech (oral or written);
- 2) using any of the forms of impaired speech activity: speech or hearing impairment for oral speech, writing or reading impairment for written speech;

3) appearance of speech or violation of the impaired stage of its perception (bugini); it is particularly important to limit the disturbances applied to productive types of speech activity (oral and written) in connection with the stages of internal and external provision of opinion; it is important to limit the sensory or receptive level of disorders according to the receptive types of speech activity (listening or listening);

4) disruption of operations that implement thought at one or another stage of the appearance of speech or its perception;

5) violation of the means of preparing an opinion: in this, the delimitation of speech and language units is of great importance, because each stage of the appearance or perception of speech has its own unit. are important, the task of sorting is performed on them.

One of the most important tasks of the family is to have children. The birth of a child is the continuation of the human race, life, connected to the nation of generations. The Uzbek people love the child with all their heart. That's why they say: "A house with a child is a market, a house without a child is a grave." One of the most important tasks of the family is raising children. Mental, physical, moral, aesthetic, spiritual and educational upbringing of boys and girls is carried out mainly in the family.

### CONCLUSION

In the research work, the socio-pedagogical views and opinions of Eastern thinkers on family, parenting and child education, on the existing personality and activity in psychological teachings (A.N. Leont'ev, P.P. Blonsky, L.S. Vygotsky, B.F. Lomov), a systematic approach to the study of the personality shows that the



developmental laws of a child with a speech defect are the same as the developmental conditions of a normal child, the unique characteristics of a child with a speech defect in the development and the unity of biological and social factors in the development of a person, and the various stages of development are complex and differentiated, dynamic and changing principles. The views put forward by the leading speech defectologists of MDX abroad and in the republic regarding raising a child with a speech defect in the family were taken as a methodological basis. Also, the policy carried out by the President of the Republic and the Government on family issues. Official normative documents such as "Family", "Healthy Generation", "Mother and Child" state programs, "Family Code", "Convention on the Rights of the Child" served as a methodological source.

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