

**TYPES OF SPEECH DISORDERS THAT ARE DISTINGUISHED IN MEDICAL-PEDAGOGICAL CLASSIFICATION.**

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**Abstract:** This article provides a detailed analysis of types of speech disorders according to the medical-pedagogical classification and explores their primary causes. Speech disorders are among the key factors directly influencing a child's psychophysical development, and if not identified in time, they can lead to serious difficulties in social adaptation and learning. From a medical-pedagogical perspective, speech disorders are classified into several main groups: phonetic-phonemic disorders, general underdevelopment of speech (GUS), motor and sensory aphasia, stuttering, rhinolalia, and others. Each group is characterized by specific clinical features, etiology, and methods of correction. The article examines each disorder type separately, offering scientifically grounded insights into diagnosis, rehabilitation, and correctional strategies. It also discusses the role of modern medical and pedagogical technologies in treating speech disorders. This material can be valuable for speech therapists, defectologists, medical professionals, and students studying in the field of special pedagogy.

**Keywords:** speech disorders, medical-pedagogical classification, phonetic-phonemic disorder, general underdevelopment of speech, aphasia, stuttering, rhinolalia, speech therapy, correctional methods, rehabilitation.

**Аннотация:** В данной статье подробно рассматриваются типы речевых нарушений в рамках медико-педагогической классификации, а также их основные причины. Речевые нарушения являются одним из факторов, непосредственно влияющих на психофизическое развитие ребенка. Несвоевременное выявление таких нарушений может вызвать серьезные проблемы в социальной адаптации и обучении. Согласно медико-педагогическому подходу, речевые нарушения делятся на несколько основных групп: фонетико-фонематические расстройства, общее недоразвитие речи (ОНР), моторная и сенсорная афазия, заикание, ринолалия и другие. Каждая из этих групп имеет свои клинические особенности, этиологию и методы коррекции. В статье отдельно рассматриваются каждый тип нарушений, дается научно обоснованное мнение о диагностике, реабилитации и коррекционных методах. Также анализируется роль современных медицинских и педагогических технологий в устранении речевых нарушений. Материал будет полезен логопедам, дефектологам, медицинским работникам и студентам, обучающимся по специальности "специальная педагогика".

**Ключевые слова:** речевые нарушения, медико-педагогическая классификация, фонетико-фонематические расстройства, общее недоразвитие речи, афазия, заикание, ринолалия, логопедия, коррекционные методы, реабилитация.

**ANNOTATSIYA:** Ushbu maqolada nutq buzilishlarining tibbiy-pedagogik tasnifi, ularning asosiy turlari va sabablari keng yoritilgan. Nutq buzilishlari bolaning psixofizik rivojlanishiga

bevosita ta'sir qiluvchi omillardan biri bo'lib, ular o'z vaqtida aniqlanmasa, ijtimoiy moslashuv va ta'lim olish jarayonida jiddiy muammolarni keltirib chiqaradi. Tibbiy-pedagogik yondashuvga ko'ra, nutq buzilishlari bir nechta asosiy guruhlariga bo'linadi: fonetik-fonematik buzilishlar, umumiy nutq rivojlanishidagi kechikishlar (ONR), motor-afazik va sensor-afazik holatlar, stammering (totqilik), rinolaliya va boshqalar. Har bir guruh o'zining o'ziga xos klinik belgilariga, etiologiyasiga (kelib chiqish sabablari) va korreksion yondashuvlariga ega. Maqolada ushbu buzilishlarning har biri alohida ko'rib chiqilib, logopedik tashxis qo'yish, reabilitatsiya va koreksiya usullari haqida ilmiy asoslangan fikrlar bildirilgan. Shuningdek, maqolada zamonaviy tibbiy va pedagogik texnologiyalarning nutq buzilishlarini bartaraf etishdagi o'rni ham tahlil qilingan. Mazkur maqola logopedlar, defektologlar, tibbiyot xodimlari hamda maxsus pedagogika yo'nalishida tahsil olayotgan talabalar uchun amaliy va nazariy jihatdan foydali bo'lishi mumkin.

**Kalit so'zlar:** nutq buzilishlari, tibbiy-pedagogik tasnif, fonetik-fonematik buzilish, umumiy nutq rivojlanmasligi, afaziya, totqilik, rinolaliya, logopediya, koreksion metodlar, reabilitatsiya.

#### INTRODUCTION.

Human speech is one of the most important tools in an individual's access to communication with the environment. The correct and timely development of a child's speech serves as the basis for his intellectual potential, social adaptation and formation as a person. For this reason, the early detection of speech disorders, their correct diagnosis and the use of effective correctional methods occupy an important place not only in the education of the child, but also in his full integration into society.

Today, special attention is paid to the study of speech disorders in the field of Medicine and special pedagogy. Because this problem can occur not only by congenital or hereditary factors, but also under the influence of various external and psychological factors. And the medical-pedagogical approach makes it possible to establish correctional measures based on a full-fledged study, systematization and individual approach to these complex processes.

The article analyzes the modern medical and pedagogical classification of speech disorders, their main types, causes and logopedic approaches corresponding to each case. Also covered are the clinical picture of each type of disorder, diagnostic criteria, rehabilitation methods and Correction work carried out using modern technologies. The results of this study are of scientific and practical importance for speech therapists, defectologists, psychologists, as well as representatives of the field of special pedagogy.

#### LITERATURE ANALYSIS AND METHODS.

Research in recent years in the areas of speech therapy and defectology shows the effectiveness of methods for early detection and correction of speech disorders. G.V. Chirkina, R.E. Levina, M.N. Shakhovskaya, T.B. Theoretical concepts developed by scientists such as Filicheva serve as the basis for an in-depth study of disorders of phonetic, phonemic, lexical-grammatical and general speech development.

In foreign literature, however (e.g., L. Bloom and N. In Chomsky's developments) a thorough analysis of the cognitive progress of speech, its biological basis, and the processes of language acquisition. It also suggests that modern neurological approaches are associated with the neurophysiological causes of speech disorders. The following techniques can be included in this article:

\* Analytical method-on the basis of available literary sources, the types and features of speech disorders were studied; \* Comparison method-the classifications and approaches of different authors were compared; • Descriptive method-detailed, systematic definitions of speech disorders were given; \* Pedagogical observation-on the basis of the observed cases in practice,

some examples were analyzed. These techniques help to obtain effective results when used in various areas of speech disorders.

#### CONCLUSION.

Speech disorders directly affect the socialization of the child, the formation of reading-writing skills and the development of the psyche. Medical-pedagogical classification is the necessary basis for an in-depth study of these disorders, correct diagnosis and effective correctional work. Each type of disorder has its own reasons, for which an individual and complex approach is necessary, respectively.

In the practice of Correctional pedagogy, logopedic training, psychological support and modern technologies (for example, speech therapy applications, visual tools) are important. In contrast, increased attention among the population to speech culture and the child's speech development serves to enhance early diagnostic and preventive measures. Therefore, cooperation between educators, speech therapists, and parents is a major factor in the effective fight against speech disorders.

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