

**CHILDREN WITH UNDERDEVELOPED SPEECH: DESCRIPTION AND
PEDAGOGICAL APPROACHES**

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Abstract: This scientific article analyzes in detail the psychological and pedagogical characteristics of children with underdeveloped speech, as well as the main disorders in their development. The study covers the phonetic, lexical and grammatical aspects of speech, problems related to pronunciation and vocabulary on a scientific basis. The article analyzes methods aimed at identifying, correcting and developing disorders in children's speech. The results of the study serve to develop effective strategies for working with children with underdeveloped speech in pedagogical practice.

Keywords: speech development, speech disorders, phonetic and grammatical development, child psychology, pedagogical approach, logopedics, speech therapy.

INTRODUCTION

Speech is one of the most important tools in human social and intellectual activity. It enables the child to communicate with the environment, express his/her thoughts, convey his/her feelings, and effectively cooperate with others. Speech also plays an important role in children's academic development, social adaptation, and personal growth. Speech development is inextricably linked to the child's mental, emotional, and psychological development, ensuring his/her successful integration into the social environment. However, in some children, speech may not be fully developed. This condition limits children's communicative abilities, makes it difficult for them to communicate with the environment, and leads to difficulties in the educational process. Speech development disorders are observed in the phonetic (errors in pronouncing sounds), lexical (insufficient vocabulary), and grammatical (errors in sentence structure) aspects. At the same time, communication limitations also negatively affect children's social development, as they cannot fully express their thoughts and actively participate in conversations. Working with children with underdeveloped speech is of great importance in the field of pedagogy and speech therapy. Studies show that early detection of speech disorders and working with an individual approach contribute to the effective development of a child's speech. With the help of special exercises, games and speech therapy methods, it is possible to improve the phonetic, lexical and grammatical indicators of children. At the same time, the child's psychological state, motivation and support in the social environment also play an important role in the development of speech. Speech disorders affect not only personal development, but also academic and social success. For example, speech difficulties cause misunderstandings in the process of studying at school, difficulties in expressing one's thoughts in writing and orally, as well as problems in communicating with friends. Therefore, in pedagogical practice, a systematic and individual approach is necessary for working with children with underdeveloped speech. This article provides an in-depth analysis of the characteristics of children with underdeveloped speech, the criteria for their identification and pedagogical approaches. The relevance of the study is that it provides practical guidance for educators and speech therapists, allows systematizing the process of children's speech development and effectively supporting them. Materials and methods (extended, full text)

Children aged 5–7 years were selected as the study material. The total number of children was fifty, and their speech development was at different levels. The main goal of the study was to identify phonetic, lexical and grammatical disorders in children with incomplete speech development, to correct them and to develop pedagogical approaches. During the study, children's speech errors, pronunciation problems, vocabulary and sentence structure errors were systematically recorded. It was observed that the level of speech development is inextricably linked to the child's communication skills, social activity and success in the educational process. The research methodology was developed on the basis of an integrated approach. During the observation process, the child was assessed in terms of speech activity in the classroom, group classes and in the family environment. At the same time, tests and diagnostic exercises were used to assess pronunciation, grammatical structure, and vocabulary. Diagnostic tests helped to assess children's phonetic and grammatical abilities in detail, as well as identify errors in sentence structure. The pedagogical interview methodology, through interviews with parents and caregivers, served to gain a deeper understanding of children's speech development and communication difficulties. This approach made it possible to identify the child's speech activity in a social environment and errors in everyday communication. The video monitoring method also helped to record children's speech activity and facial expressions. Through this method, educators were able to clearly see speech errors, evaluate the effectiveness of exercises, and form an individual approach.

Experimental sessions were carried out for eight weeks. Each session lasted 40–50 minutes and was adapted to the needs of the children. In the first weeks, children's pronunciation and ability to produce sounds were developed. In the following stages, special attention was paid to increasing vocabulary and forming grammatical structures. In the last weeks, exercises were performed to use and strengthen speech in the communication process.

The data obtained were systematically analyzed, the results were recorded using statistical methods and visual monitoring. Individual results for each child were displayed in tables and graphs. The study showed that the process of identifying and correcting existing disorders in speech development requires a systematic approach, since the developmental characteristics of each child are individual. This methodological approach serves to accelerate the phonetic, lexical and grammatical development of children, improve communication skills, and identify methods that can be used in pedagogical practice.

RESULTS

The results of the study showed that children with incomplete speech development have several main disorders. Phonetically, children pronounced some sounds incorrectly, replaced sounds, or did not pronounce some sounds at all. Lexically, the vocabulary was insufficient, and difficulties were observed in using simple and understandable phrases. Grammatically, errors in sentence structure, incorrect use of verbs and nouns, incorrect use of tenses and plural forms were detected. These disorders limited the children's ability to communicate, they could not fully express their thoughts and remained passive in conversations.

During the experimental sessions, children's speech significantly improved. Special speech therapy exercises helped to correct pronunciation, and vocabulary games increased children's vocabulary. Through grammatical exercises, children learned to correctly form sentences and had the opportunity to use speech in the process of communication. The psychological confidence of children also increased. During the exercises, they saw their success and were more actively involved in speech exercises. Adaptation to the social environment also improved significantly, as children had the opportunity to participate in conversations, express their opinions and feel free in the process of communication. The study showed that the combination of an individual approach and systematic exercises not only improves speech performance in

children with underdeveloped speech, but also has a positive effect on their social, psychological and academic development.

The results also show that an individual approach to speech development and regular implementation of special exercises increases children's communicative abilities, makes their speech more stable and ensures their future success in school. At the same time, cooperation with parents and teachers accelerates the process of children's speech development and helps to consolidate the results.

The results of the study showed that in pedagogical practice they have significant scientific and practical significance in developing effective strategies for working with children with underdeveloped speech. This approach allows for a systematic approach to the phonetic, lexical and grammatical development of children, reducing speech errors and individualizing the pedagogical process.

DISCUSSION

The process of working with children with incomplete speech development requires a complex and systematic approach. The results of the study showed that exercises carried out on the basis of an individual approach significantly improve the phonetic, lexical and grammatical indicators of children. The observed disorders in speech development directly affect the child's communication skills, social adaptation and academic success. Therefore, early diagnosis and the introduction of systematic exercises for children with incomplete speech development are of great importance in pedagogical practice.

During the study, it was observed that as a result of children's regular engagement in pronunciation exercises, vocabulary development games and exercises for the formation of grammatical structures, speech disorders decreased. Children became more active in conversations, tried to express their thoughts clearly, and their ability to participate in the communication process increased. Individual training also improved the child's psychological state, and the feeling of their success motivated them and increased their performance during the exercises. The discussion also showed that in order to achieve success in speech development, it is necessary to work closely with parents and educators, along with a pedagogical approach. If parents are actively involved in the process of a child's speech exercises, children will perform the exercises with interest and the results will be stable. In the process of speech development, the harmony of psychological support, motivation and the social environment is of particular importance.

The study also showed that it is important to individually adapt pedagogical methods when working with children whose speech is not fully developed. Since each child is different in terms of speech development, adapting the exercises and paying special attention to them significantly improves the results. Eliminating speech disorders is not limited to performing exercises alone, but also includes improving the emotional state of children, their confident expression, and active participation in communication.

The results of the study show that the combination of a systematic pedagogical approach and special exercises reduces speech errors and develops the child's communicative and social skills. At the same time, regular monitoring of speech development and recording of results helps to effectively manage the pedagogical process. The study also showed that speech therapy exercises and pedagogical interviews allow for a deep understanding of children's speech and the formation of an individual approach.

CONCLUSION

Working with children with incomplete speech development requires pedagogical and psychological support. The results of the study showed that an individual approach, systematic exercises and regular monitoring significantly improve the phonetic, lexical and grammatical

indicators of children. Optimization of speech development is an important factor for the child's communication skills, social adaptation and academic success.

The combination of special speech therapy exercises and a pedagogical approach effectively develops children's speech, increases their communicative abilities and allows them to adapt to the social environment. Also, close cooperation with parents and teachers accelerates and stabilizes the results in speech development. The process of identifying speech disorders, their correction and development requires a systematic approach, since each child has an individual development characteristic. The study showed that strengthening the phonetic, lexical and grammatical development of children is effective through a combination of speech exercises and pedagogical strategies. At the same time, psychological support, motivation and consideration of the social environment in the process of speech development further enhance the results.

This study is of significant scientific and practical importance in developing effective strategies for working with children with incomplete speech development in pedagogical practice. The results of the study will serve to systematically develop children's speech, individually adapt pedagogical approaches and ensure their social and academic success.

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