



## PSYCHOLOGICAL SUPPORT OF CHILDREN WITH SPEECH DEVELOPMENT PROBLEMS

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**Annotation.** This article will focus on providing psychological assistance to children with speech development problems and identifying the influence of various factors affecting the child's speech development.

**Keywords:** pedagogical technologies, talent, perception.

## ПСИХОЛОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ ДЕТЕЙ С ПРОБЛЕМАМИ РЕЧЕВОГО РАЗВИТИЯ

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**Аннотация.** В данной статье речь пойдет об оказании психологической помощи детям с проблемами речевого развития и выявлении влияния различных факторов, влияющих на речевое развитие ребенка.

**Ключевые слова:** педагогические технологии, талант, восприятие.

An analysis of recent publications and the results of numerous studies show that the number of children with speech development disorders is growing every year, and speech disorders themselves are taking more and more complex forms.

A child's speech development is influenced by various factors. It is clear that there are biological reasons. We are talking about unfavorable periods of intrauterine development and childbirth, heredity, brain infections and injuries suffered by the child after birth.

Along with this, there are a number of socio-psychological factors that affect the speech development of children. When providing targeted assistance to children with speech development problems, it is important to take into account all factors. Under the influence of socio-psychological factors on the speech development of a child, not only timely speech therapy assistance is needed, but also psychological support for families with children with speech disorders.



Consider a number of socio-psychological factors. It is widely known that the composition of the family, the educational potential of parents, the speech environment, the style of family education, the nature of the relationship between parents, the psychological climate in the family can affect the speech development of children in different ways.

A number of studies have noted that the number of children in the family, the birth sequence number of the child, the intervals between the births of children affect the cognitive and personal development of the child. It is clear that the appearance of each new child in the family changes its structure and interaction between family members, the style and quality of communication between children and parents changes. Along with their parents, children interact with older brothers and sisters.

Empirical observations show that, on average, a child's speech development is lower in the family with more children, and the interval between the births of children is shorter. In large families, communication with parents is often replaced by communication with siblings. Older children in large families are at the greatest risk for the presence of problems in speech development, as they lack communication with their parents and, in addition, the quality of this communication deteriorates. With the increase in the number of children in the family, parents often become more authoritarian, there is a tendency to physical punishment. Siblings, in comparison with parents, create a less rich speech environment for younger children, which affects the speech development of the child. Lagging in speech development can lead to various disorders in the cognitive sphere. The lack of speech communication with a small interval between the births of children in the family has an additional adverse effect on the speech development of the child. With a small interval compared to a large one, violations of the lexical and grammatical structure of speech are observed. The best option is between the births of children 2-3 years. The above is not a general rule for all large families, but such a trend exists.

The experience of speech therapists as part of the psychological, medical and pedagogical commission shows that the educational potential of parents is associated with the speech development of the child. The level of development of the lexical and grammatical system, the pronunciation side of speech, the accumulation of vocabulary in children in families where parents have higher education, a high cultural level, more often correspond to the age norm. "Poorly educated" and "educated" communicate with their children in different ways. The former have poorer speech, sentences have an incomplete structure, are not always grammatically correct, the forms of verbs of the present tense prevail. Therefore, it is difficult for



parents to convey complex feelings, thoughts, explain to the child the causes of phenomena and actions. The more educated parents are, the more widely they use complex language constructions that are assimilated by children.

The revealed pattern is confirmed by the research of P.K. Kerig, in which the connection between the child's speech development and the speech environment surrounding him was found. In particular, it was found that communication with a small child encourages parents to resort to a specific style of speech, which is characterized by emphasized expressiveness, slow pace and brevity of statements. This contributes to the mastery of speech skills. Significant differences were found between the mother's and father's speech addressed to the child. Fathers are less likely to adjust their speech to the level of understanding of the child. They use vocabulary less familiar to the child, more complex grammatical constructions, which imposes higher cognitive requirements on the child. The father thus acts as a kind of "bridge" between the narrow family environment and the outside world, expanding the linguistic and practical experience of the child.

It has been established that young children brought up in an environment with a limited or defective speech environment (deaf-mute parents or parents with speech defects, prolonged hospitalization, restriction of social contacts due to various serious diseases) lag behind in speech development.

Based on the data of a number of studies, P.K. Kerig notes: parents who are satisfied with their marriage show more warmth towards their children, using more expressive and non-directive speech, which, in turn, causes warmth and affection on the part of the child and contributes to the formation of the lexical and grammatical structure of speech.

Thus, for the normal speech development of a child, a favorable psychological climate in the family is necessary. Communication should be meaningful, take place on an emotionally positive background and encourage an answer. It is not enough for children just to hear sounds – first of all, direct communication with adults is necessary on the basis of the leading form of activity characteristic of this age stage. An important stimulus for speech development is a change in the forms of communication between a child and an adult. Thus, the replacement of emotional communication, characteristic of the first year of life, with a substantive-effective one at the age of 2-3 years is a powerful stimulus for speech development. If this change in the nature of communication between an adult and a child does not occur, then there may be a lag in speech development.



In the presence of speech disorders in a child, the nature of intra-family relationships can inhibit or contribute to the formation of certain aspects of speech. In families with an unfavorable psychological climate (frequent quarrels, inconsistency of requirements, rudeness and incontinence towards the child, etc.), children are diagnosed with emotional distress (anxiety, aggression), difficult contact with peers and adults. In families where there is mutual understanding, children's correction of speech development disorders occurs faster, without any significant consequences.

When studying the problems of children's speech development, the attention of researchers is increasingly attracted to families in which spouses speak different languages. Naturally, children are born in such marriages, and the question arises in the family: which parent's speech will be "kinder" for the baby? The term "early childhood bilingualism" is used to characterize the psyche of a child who is in verbal contact with two languages from birth and acquires two speech systems simultaneously during his development.

To date, various studies are being conducted related to the study of speech formation in bilingual children, situations that contribute to the acquisition of a second language, factors that influence this process, the influence of one language on another are being studied.

When studying this problem, there are many open questions, there is a lot of debate about how the knowledge of several languages affects the speech development of a child and his subsequent life.

Analysis of the formation of children's speech in bilingual families has shown that it depends more on the attitude to the development of the child in the family than on how many languages are spoken in it. This provision is confirmed by the practice of the work of the psychological, medical and pedagogical commission. It is clear that for the most complete assimilation of two languages by a child, it is necessary to create certain conditions, including socio-psychological ones. But this issue has not been developed enough yet and requires a more complete and detailed study.

Thus, the speech development of a child is influenced not only by biological factors, but also by socio-psychological factors (structure, family composition, psychological climate, educational level of parents, speech environment).

There are two main areas of work of a psychologist in helping children with problems in speech development. The first direction is the reduction of emotional discomfort associated with speech disorders and the formation of psychological resistance to difficulties.



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