

Ways to Develop Social Competence in Children with Severe Speech Impairment

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Abstract: This article examines and analyzes psychological, pedagogical, and methodological literature on the formation of social competence in children with severe speech impairments.

Keywords: Social competence, communicative activity, cognitive development, corrective speech therapy work, socialization, emotional and volitional development, communication, social experience, adaptive activity, psychological characteristics.

Introduction: The process of formation of a child with developmental disabilities depends on interrelated biological and social factors. The disability negatively affects the child's relations with society, making it difficult for him to understand the world around him. In the process of eliminating speech disorders, not only speech is developed, but also thinking, emotional-volitional sphere, motivation and relationships. Therefore, correctional and speech therapy work is not a set of simple speech exercises, but a complex pedagogical process.

The main areas of speech therapy are the development of speech, correction and prevention of speech disorders. During correctional and speech therapy work, higher mental processes such as attention, memory, thinking, cognitive activity, as well as sensory functions, general, fine and speech motor skills are developed. At the same time, the personality of a preschool child is formed and his social relationships are regulated. The concept of "speech underdevelopment" (SUD) refers to the violation or underdevelopment of all components of the speech system - phonetics, grammar and vocabulary - in children with normal hearing and preserved intelligence.

A severe speech defect in a child also affects the intellectual, sensory and volitional development. Studies show that the development of logical operations in such children lags behind their peers. The volume of attention is limited, the ability to distribute it is low. Due to the poorly developed verbal memory, they quickly forget complex instructions and sequences of tasks.

According to the results of psychological and pedagogical studies, children with severe speech impairment hesitate in recognizing objects in complex situations, make more mistakes and take more time to make decisions. Their visual perception is not sufficiently formed, and auditory memory is also weaker than that of normally developed children. They have a short attention span and need constant stimulation from adults.

Communication difficulties caused by underdevelopment of speech also negatively affect the development of cognitive processes. Disturbances in the control function of speech explain the connection between the state of speech and higher mental functions. In addition, children with severe speech disorders also lag behind in motor development: movements are not coordinated, the speed and

accuracy of execution are reduced.

The concept of social representations, put forward by S. Moskvich, allows us to study social representations in children with severe speech disorders. According to him, “social reality” is formed through social representations. Social representations arise as a result of the interaction of perceptual, cognitive and communicative systems. These components are inseparable from each other.

Speech and cognitive development are closely related. D. Slobin noted that cognitive development precedes language development. J. Bruner noted that language encodes the product of cognitive processes. At the same time, L.S. Vygotsky and other scientists have proven that speech has a significant impact on the development of thinking, perception, imagination, and memory. With the help of speech, perception becomes more precise, differentiated, and generalized.

Social competence creates the basis for children's cooperation and communication. Without it, preschool children cannot fully understand themselves and others and have difficulty finding their way in a team. Studies show that children with developmental disabilities form communication relationships later and less effectively, even with close adults. As a result, their social competence does not develop sufficiently.

The formation of social competence occurs based on the interaction of the following components:

- motivational component;
- cognitive component;
- emotional-evaluative component;
- behavioral component.

The harmonious development of these components is an important condition for successful socialization and adaptation to society in preschool children.

Speech disorders in preschool children with severe speech disorders negatively affect not only communicative activity, but also cognitive, emotional-volitional and social development processes. Studies show that such children have certain difficulties in the development of attention, memory, thinking, perception and motor activity. As a result, it becomes difficult for them to establish effective communication with peers and adults, acquire social experience and adapt to the requirements of society.

The formation of social competence depends on the harmonious development of speech, cognitive, emotional-evaluative and behavioral components. Therefore, correctional and speech therapy work should be aimed not only at eliminating speech defects, but also at the comprehensive development of the child's personal, social and cognitive activities. The purposeful formation of social competence in preschool age is an important factor in the successful socialization of children with severe speech defects, the development of a culture of communication and preparation for subsequent stages of education.

The development of social competence in children with severe speech defects requires a multifaceted and systematic approach. Social competence implies that a child can effectively communicate with people around him, follow socially accepted norms of behavior, act independently in various social situations, and manage his emotions. Serious deficiencies in speech development negatively affect the formation of these skills, limiting the child's opportunities to gain social experience. Therefore, the development of social competence should include, in addition to speech therapy, psychological, pedagogical, and social influence tools.

Insufficiently developed speech as a means of communication in such children complicates relationships with peers. As a result, they are often excluded from group games, have difficulty expressing their thoughts and desires, and their social activity decreases. Therefore, one of the main directions of correctional and developmental work should be the formation of communicative needs and strengthening motivation for communication.

Role-playing and plot games are of particular importance in the development of social competence. During such games, children reflect everyday life situations such as “shop”, “hospital”, “waiting for a guest”, “kindergarten”, “family”. In the process of the game, they acquire important social skills such as communicating, listening to the interlocutor, asking questions, answering, waiting for their turn, cooperating, and solving problem situations. Game activities allow the child to try out various social roles in a safe environment and enrich his social experience.

The development of the emotional-evaluative

component in children is also one of the important tasks. Children with severe speech impairments often have difficulty expressing their own feelings and understanding the emotional state of others. Therefore, it is recommended to use special exercises aimed at recognizing, naming and appropriately expressing emotions, elements of psychogymnastics, dramatization games and fairy tale therapy. Such activities develop empathy, emotional sensitivity and the ability to control their own behavior in children.

Communicative training is one of the effective methods for the formation of social competence. In training sessions, everyday communicative situations are modeled, such as greetings, acquaintances, continuing a conversation, asking for help, expressing gratitude, apologizing, making requests and expressing one's opinion in a civilized manner. As a result of regular exercises, children master the basic rules of social communication. In particular, the use of visual supports, pictograms, communicative cards and social stories helps children with speech difficulties to better understand social situations.

The role of the family in the development of social competence is extremely large. The family is the child's first social environment, and the relationships formed in it later influence the development of other social relationships. An important factor in the development of social competence is the active involvement of parents in the speech and personal development of the child, creating an atmosphere rich in communication at home, involving the child in various social situations and supporting his independence. Providing pedagogical and psychological advice to parents, making them active participants in the correctional process ensures positive results.

An inclusive educational environment is also one of the effective means of forming social competence in children with severe speech disabilities. Joint activities with peers, team tasks, joint games and participation in various events allow the child to gain new social experience. By communicating with healthy developing peers, the child learns patterns of social behavior, enriches his communication skills, and strengthens his self-confidence.

Also, the use of information and communication technologies in the process of developing social

competence also gives effective results. Interactive games, multimedia programs, animated materials and electronic learning resources increase children's interest and facilitate the process of understanding and mastering social situations. The superiority of visual information helps children with speech difficulties to acquire new knowledge and skills effectively.

It is necessary to develop the motivational, cognitive, emotional-evaluative and behavioral components of social competence as a whole system during the corrective and developmental work carried out by specialists. The harmonious formation of these components increases children's social activity, reduces fear and shyness in communicating, strengthens confidence in their own abilities and serves their successful integration into society. As a result, children will have a high level of adaptability not only in terms of speech, but also in terms of personal and social development.

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