

Peculiarities Of The Development Of Connected Speech In Children With Underdeveloped Speech

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Abstract: This article highlights the specific features of the speech of children whose speech is not fully developed, shortcomings in the development of expressive speech and their manifestations.

Keywords: Speech, education, underdevelopment of speech, sound, perception, grammatical forms, phonetic-phonemic, vocabulary, grammar, agrammatism, communication, personality, speech therapist, development.

Introduction: The correct development of speech is of great importance for every child brought up in educational institutions to become a well-rounded person in accordance with the requirements of the times and to actively participate in social affairs. Therefore, every person should be taught to master speech thoroughly and fully express his thoughts. Attention to the education of children with various physical disabilities is currently being further strengthened. Along with healthy children, all conditions are being created for children with incomplete speech development to receive proper education.

In recent times, successes in the study of speech underdevelopment have been achieved due to the fact that researchers have increasingly relied on the methodology of a comprehensive syndromic approach to the analysis of defects in their work.

Speech disorders in speech underdevelopment are systemic in nature, and all its components, namely, phonetic-phonemic and lexical-grammatical, are characterized by violations.

According to the signs of speech underdevelopment, children can be divided into groups with a predominance of phonetic-phonemic underdevelopment (they are a defect) and groups with a predominance of lexical-grammatical underdevelopment. According to assumptions, the first group is based on primary lesions of the lower sections of the central motor areas of the cortex of the dominant hemisphere. In this case, a violation of fine articulatory movements leads to a decrease in the tone

of the speech-motor analyzers, as a result of which the perception of weak and subtle kinesthetic impulses becomes difficult and even completely limited. Only a small number of large kinesthetics are received and analyzed by the cortex. As a result, with speech underdevelopment, sometimes insufficient perception of speech addressed to oneself, slowing down and difficulty in understanding grammatical forms and large written text are observed [1].

Often, due to the inability to clearly perceive sounds, children pick up only individual elements of phrases and cannot connect them to a single content structure. This limitation of understanding is a secondary manifestation of the primary defect.

While having extremely poor active speech, children can have enough passive vocabulary. At first glance, the state of speech understanding may not raise doubts, but there will still be some difficulties in understanding complex speech options. Different levels of understanding have been identified, ranging from a complete lack of understanding of grammatical forms to particular difficulties in understanding single grammatical constructions [2].

Diffuse phonemic representations, vagueness of sound perception and repetition, weak targeting of words in the sound and syllable composition of words are observed in children, due to the lack of structural formation of words and phrases, and insufficient variability in the use of grammatical means [6].

With underdeveloped speech, children's vocabulary develops slowly, with incorrect use in speech practice.

Children have difficulty coordinating nouns and verbs in speech, do not use adverbs and conjunctions, their speech lacks clarity in the use of adverbs and numerals, etc. They incorrectly use prefixes that distinguish the content. When sorting, root words devoid of word ending changes predominate, and morphological incompleteness of the expression is observed. Children lack variability in the use of grammatical means; the distinction and use of almost all grammatical forms is complicated. Children cannot observe, analyze, generalize, perform reasoning operations on speech material, and cannot understand and correctly use speech signs. They have difficulty mastering the numerical forms of nouns and verbs. Such amorphous expressions, without specific grammatical connections (requiring inflection, conjunctions, and other means), are understandable only in certain situations [7].

The process of speech formation in children with speech underdevelopment exhibits a number of features at all stages of development. Various forms of agrammatism are observed (expressive agrammatism - violation of the grammatical structure of personal speech, difficulties in understanding impressive-grammatical constructions): structural agrammatism, semantic agrammatism, and agrammatism associated with incorrect linking of words in speech.

Structural agrammatism is understood as a violation of word order, a violation of the number and sequence of words in speech. This form of agrammatism is more often observed in cases of relatively severe speech inflexibility. The child responds with one or two words along with gestures. Due to the lack of lexical-grammatical, phonetic means, the child develops a mimic-gestural form of communication. To express a thought, he often expresses the nominal form of a noun in correct or broken combinations. In children, grammatical construction develops slowly and unevenly, there are shortcomings in form change and form formation, grammatical criteria are not mastered, syntactic constructions are distinguished by simplicity [8].

The lexical-grammatical variability of words and the lack of coherence in the use of grammatical constructions are characteristic. The lack of a set of semantic equivalents and convenient grammatical means leads to the suppression of content, the limitation of the selection of words and grammatical models (important for a given context).

The lack of formation of speech structure in children with underdeveloped speech is a consequence of the immaturity of internal speech operations. Internal operations are the selection of words and the formation of a plan for expressing them. The lexical-

semantic and lexical-grammatical implementation of speech is incorrect, and the incompleteness of object-oriented connections is evident (objects perceived by the child from the environment).

Considering the immaturity of all operations in the process of expression, researchers have shown a violation of the system of transmission and feedback connections in the mechanism of speech activity, as well as a violation of internal programming and a violation of the external implementation of expression [3].

Children have certain difficulties in combining sentences in connected speech, it has been found that they do not have the ability to form a context. Speech is disjointed, incomprehensible, lacks time and cause-and-effect relationships.

To master connected speech, the child's inner speech must be sufficiently developed (selection of words, their identification in a certain system, and the development of a speech communication plan).

Contextual speech requires the child to develop not only inner but also outer speech (the formation of a statement begins with motivation, then the motive is reinforced by thought as a reserve of activity, and external speech is carried out through inner speech) [1].

In children with underdeveloped speech, there is a lack of need for communication in the initial stages of speech formation. This is associated with general disorders and speech activity. Due to the absence of speech, paralinguistic means are used (gestures, facial expressions, pantomime, intonation). Children have difficulty logically understanding the meaning of a sequence of pictures: some cannot sort the pictures in the correct order, while others cannot correctly describe the pictures in the correct order [3].

The lack of formation of contextual speech is associated with the incorrect implementation of the internal plan in external speech. Fragmentation, fragmentation of the statement are observed, in addition, the smooth sequence is disrupted, one or several logical lines of the situation are dropped, and thoughts are scattered.

The cause of difficulties in constructing a story based on a sequence can also be an emotional factor. The child may put in the first place a vivid situation that he encountered in his past practice. A.R. Luria considers this condition not as a primary speech disorder, but as a violation of the programming of general active activity [6].

The child has great difficulties in mastering complex logical-grammatical constructions expressing the

spatial relationship of objects. The disorganization of the story, poor expressiveness, simplicity and monotony of communication means are observed. Children do not know how to select evidence that is important for solving the topic, cannot find the necessary words, get stuck on secondary details, and forget the main content [6].

As a result of mastering the cause-and-effect relationships of monological expression based on the development of speech abilities, independent speech is somewhat corrected, the vocabulary grows and becomes more complex, the sound-syllable structure of words and sentences improves, and somewhat more complex sentences appear with the use of various forms of communication.

Based on the above, it should be said that the underdevelopment of speech in children with underdeveloped speech is combined with the lack of formation of communicative motivation and a violation of the activity of various components of activity.

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