

Speech Therapy Examination Of Phonetic And Phonemic Disorders In Primary School Children In Comprehensive Schools

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Abstract: This article discusses the methods of examination of phonetic and phonematizing disorders of secondary school students. The article describes the main approaches to the analysis of speech material, the use of speech therapy tests and techniques to identify problem areas, as well as the possibilities of audiometry and neuropsychological testing. The stages of developing an individual program of correctional speech therapy work, as well as methods of its implementation to improve pronunciation, auditory and phonemic perception of students with phonetophonematic disorders are discussed. In general, the article presents an integrated approach to the problem and offers practical recommendations for speech therapists and teachers working with children with speech disorders in a school environment.

Keywords: Phonetophonematic disorders, examination, students, secondary school, speech therapy, methods, speech development, analysis of speech material, speech therapy tests, audiometry, neuropsychological testing, correctional speech therapy work, individual program.

Introduction: Phonetic and phonemic disorders are one of the most common types of speech disorders in children. They can negatively impact academic success, social adaptation, and personal development. In this article, we will examine the specifics of phonetic and phonemic disorders in students in grades 1 and 2 in comprehensive schools, including their causes, diagnosis, and treatment methods.

A phonetic disorder is associated with the incorrect pronunciation of individual sounds or their combinations, which distorts the sound of words and makes them difficult for others to understand. A phonemic disorder manifests itself in a lack of ability to distinguish and correctly use the sounds of language, leading to errors in reading, writing, and understanding speech.

Below are some common characteristics of phonetic and phonemic disorders:

1. Sound disharmony: A student may have difficulty correctly pronouncing certain sounds or sound combinations, resulting in speech that is not clear and distinct. 2. Sound discrimination difficulties: The

student may have difficulty distinguishing and discriminating between different sounds, leading to erroneous perception and use of sounds in speech.

3. Phonemic awareness disorders: The student may have difficulty distinguishing and understanding phonemes, affecting the ability to correctly use sounds in words.

4. Articulation disorders: The student may have difficulty articulating sounds due to improper functioning of the articulatory organs or inadequate control over them.

5. Auditory discrimination disorders: This is associated with difficulty distinguishing and recognizing different sounds and sound combinations, affecting the ability to accurately and clearly pronounce sounds in speech.

The structure of phonetic and phonemic disorders can be complex and multifaceted, requiring an individualized and differentiated approach in speech therapy for each student.

The causes of phonetic and phonemic disorders can be varied: from heredity and physiological factors to underdeveloped speech motor skills and auditory

perception. For an accurate diagnosis, a speech therapy examination is necessary, during which sound pronunciation, auditory perception, phonemic awareness, and other aspects of speech are assessed.

After identifying phonetic and phonemic disorders, a speech therapist develops an individualized speech therapy program, which includes various exercises, games, and tasks aimed at improving articulation, developing auditory perception, and correcting pronunciation errors.

It is important to remember that early identification and treatment of phonetic and phonemic disorders help children successfully overcome speech difficulties, improve their learning and socialization, and enhance their self-esteem and communication skills. Speech therapists work with students in grades 1-2 and 2-3. Their work plays a crucial role in developing correct and clear pronunciation, which opens up new opportunities for children in education and communication.

Speech therapy assessments of phonetic and phonemic disorders in students in grades 1-2 in general education schools are an important step in the work of speech therapists. This process includes not only specialized tests and methods for assessing children's speech development, but also a more in-depth analysis and study of each student's characteristics.

The speech therapist conducting the assessment carefully examines the correct pronunciation of sounds, the consistency of sounds and letters, and the development of auditory speech perception in each student. They analyze not only individual sounds but also their combinations, assessing the level of proficiency in phonetic skills. Furthermore, the speech therapist takes into account each child's individual characteristics, their developmental pace, and their learning abilities.

It's important to note that a speech therapy assessment not only identifies speech disorders in students but also helps determine ways and methods for correcting them. After conducting the assessment, the speech therapist develops individualized programs for each child, taking into account their needs and the specific nature of the problem. Thus, a speech therapy assessment becomes not only a diagnostic tool but also a starting point for developing students' speech skills.

A speech therapy assessment is an important step in a speech therapist's work, aimed at identifying various aspects of speech development in children. The main goals of the assessment include identifying the presence and nature of phonetic and phonemic disorders, analyzing speech characteristics, and identifying possible causes of pronunciation errors.

A speech therapy assessment allows the specialist to gain a complete understanding of the current state of the child's speech apparatus, identify any deviations from the norm, and determine the necessary corrective measures. Based on the assessment results, the speech therapist develops an individualized speech therapy program that takes into account the specifics of each individual case and the needs of each student.

The effectiveness of speech therapy directly depends on a high-quality and comprehensive assessment, so it's crucial to devote sufficient time and attention to this stage. A speech therapist, as a professional, must be able to analyze the data obtained, identify key problems, and develop comprehensive measures to address them. Ultimately, the goal of a speech therapy assessment and subsequent work is to help children develop accurate and clear speech, ensuring they have the opportunity for meaningful communication and successful learning.

A speech therapy assessment aims to identify and correct pronunciation defects in individual sounds and sound combinations, improve sound discrimination and control of articulatory movements, and correct speech errors to ensure effective learning and social inclusion. It's important to note that a speech therapy assessment is a key stage in working with children, aimed at developing their communication skills and successful interaction with the outside world. During the assessment, specialists identify the individual characteristics of each child's speech development, determine the causes of potential impairments, and develop individualized correction programs tailored to the specific needs of each case. Thus, speech therapy assessments not only help children overcome communication difficulties but also facilitate their full inclusion in society and education.

Phonetic and phonemic disorders in students in general education schools are a serious problem that can negatively impact their academic success and socialization. Effective intervention requires a high-quality assessment to determine the nature and causes of the impairments and select optimal intervention methods. In this article, we will examine the main methods for assessing phonetic and phonemic disorders in students in general education schools.

One of the main assessment methods is speech analysis, which includes an assessment of sound pronunciation, phonemic awareness, articulatory motor skills, and auditory perception. The speech therapist observes the child's speech in various situations, conducts oral speech tests, and analyzes pronunciation errors.

For a more accurate identification of disorders,

specialized speech therapy tests and methods can be used to assess the student's speech development level and identify specific problem areas. Some of these methods include sound discrimination tasks, articulation exercises, and games to develop phonemic awareness.

1. Sound discrimination tasks: These tasks allow the speech therapist to assess the student's ability to distinguish and correctly pronounce various speech sounds. These may include tasks to identify onomatopoeias, tasks to select the correct sound from several options, and tasks to auditorily distinguish similar sounds.

2. Articulation exercises: These exercises are aimed at developing correct sound articulation and improving pronunciation. A speech therapist can use various exercises to train the student's articulatory organs, such as exercises for the tongue, lips, and jaw.

3. Games to develop phonemic awareness: These games help the student distinguish and recognize phonemes in words. These can include games that involve forming words from sounds, guessing words by sounds, and rhyming exercises.

Using these techniques allows the speech therapist to more accurately identify the student's primary speech development issues and plan an individualized speech therapy program to address them.

In addition to speech analysis, audiometry and neuropsychological testing can be used to assess phonemic disorders to evaluate auditory function and associated cognitive processes, which can also influence the student's speech development.

Audiometry is a hearing measurement procedure that can be used to assess students with phonetic and speech disorders. This method allows for the assessment of a student's auditory function and the identification of potential hearing abnormalities and impairments. These impairments are often associated with difficulties in distinguishing and perceiving sounds, which can subsequently impact speech development.

Neuropsychological testing can also be useful in assessing students with phonetic and speech disorders. This method assesses cognitive processes such as attention, memory, behavioral control, as well as the ability to process information and perform tasks. Conducting neuropsychological testing can help identify potential problems in these areas, which can also impact speech development.

Using audiometry and neuropsychological testing to assess students with phonetic and speech disorders allows the speech therapist to gain a deeper

understanding of each student's individual characteristics and plan appropriate speech therapy interventions to improve their speech development. After conducting an assessment and identifying any impairments, the speech therapist develops an individualized speech therapy program tailored to the specific needs of each student. This program may include a variety of exercises, games, methods, and techniques aimed at improving pronunciation, auditory perception, and phonemic awareness.

Methods for assessing phonemic impairments in students in general education schools include a comprehensive study of all aspects of the child's speech development, followed by the selection of individualized interventions aimed at improving speech skills and mitigating the negative impact of these impairments on the child's learning and socialization.

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