

## Current Problems Of Modern Speech Therapy

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**Abstract:** The article examines the development of speech therapy as a science, its current problems, the main goals of teaching children, and the organization of the speech therapy process. It reveals the methodological foundations of speech therapy, the importance of speech therapy for the development of the personality of children with speech disorders, the impact of speech pathology on the entire mental development of the child, his or her activity and behavior.

**Keywords:** Speech therapy, speech, verbal communication, motive, defectology, mental development, speech disorders, remedial education.

**Introduction:** Speech is a complex function, and its development depends on many factors. Social influence plays a significant role here – a child learns to speak through the example of parents, teachers, and friends. Those around them should help the child develop correct, clear speech. It is crucial that children hear correct, clearly pronounced speech from an early age, which in turn shapes their own speech. A child's acquisition of speech facilitates awareness, planning, and regulation of their behavior. Verbal communication creates the necessary conditions for various forms of activity and participation in teamwork. Speech disorders, to varying degrees (depending on the nature of the speech disorder), negatively impact a child's overall mental development, affecting their activities and behavior.

Severe speech disorders can affect mental development, especially the development of higher levels of cognitive function, due to the close relationship between speech and thinking and the limited social contacts through which the child understands the world around them. Children entering first grade have a limited vocabulary, underdeveloped motor skills, inappropriate emotions, and spelling defects. Children's readiness for school presents a dramatic picture. Speech impairments not only

manifest themselves in pronunciation deficiencies but also affect other speech components, such as phonetics, vocabulary, and grammar. These defects are systemic. Children with speech impairments undoubtedly require qualified professional assistance. Many parents are unaware of the seriousness of the problem, believing their child to be fine. Parents are unable to independently determine the scope of speech development and correction work for their child in a family setting.

A speech therapist doesn't just "set sounds"; their work begins with the development of all mental processes in children (visual and auditory perception, attention, memory, and thinking), which inevitably contributes to the child's development and cognitive functioning. Deviations in speech development vary in nature and have varying impacts on the child's overall development and cognitive functioning, but academic delays are inevitable if the child does not receive timely speech therapy assistance. After all, preschool education is the first stage of continuous education. Therefore, a complete revision of traditional forms and methods of organizing the educational process is necessary. Even the most highly qualified teachers cannot manage without the assistance of a specialist in either preschool or primary education.

A speech therapist not only opens up unlimited communication possibilities for a child, but also acts as a unique guide to the diverse world of human relationships. Overcoming a speech disorder instills self-confidence in a child. The primary goal of speech therapy is to develop a scientifically based system for the education, training, and re-training of individuals with speech impairments, as well as the prevention of speech disorders. It is well known that, at the origins of speech therapy, the study of speech disorders was not connected to the development of pedagogical aspects. Speech was primarily viewed as a set of systematized muscle movements, and the content of speech therapy was limited to the development of various techniques for correcting oral speech, primarily pronunciation and speech breathing. The development of speech therapy as a pedagogical science took a different direction.

The subject of study became the wide variety of manifestations of speech development disorders, which necessitated the investigation of the mental processes involved in the formation of speech activity. The gap between the understanding of speech processes as a complex unity, whose components depend on and determine each other (R.E. Levina), and the traditional symptomatic approach to eliminating their deviations was bridged.

The content of speech therapy as a pedagogical science began to be developed from a new perspective [1]. The successes of Russian speech therapy are based on numerous modern studies by Russian and foreign authors, demonstrating the great compensatory potential of the developing child's brain and the improvement of the methods and approaches of speech therapy correction. I. P. Pavlov, emphasizing the extraordinary plasticity of the central nervous system and its unlimited compensatory potential, wrote: "Nothing remains motionless or inflexible, but can always be achieved, changed for the better, if only the appropriate conditions are met."

Speech therapy interventions should address both external and internal factors that contribute to speech impairments. It is a complex pedagogical process, primarily aimed at correcting and compensating for speech impairments.

In the study and treatment of systemic speech disorders in modern speech therapy, psycholinguistic

data is widely used, based on the teachings of L.S. Vygotsky, A.R. Luria, and A.A. Leontiev on the complex structure of speech activity and the operations of perception and generation of speech utterances [2]. Perception and generation of speech utterances are multi-level processes with a complex, hierarchically organized structure, including various operations. Each level, each operation in the process of generating a speech utterance, has its own vocabulary and its own syntax for combining units. When studying speech disorders, it is important to determine which of the operations of generating a speech utterance is impaired. Russian speech therapy utilizes models of speech utterance generation developed by L. S. Vygotsky, A. A. Leontiev, and T. V. Ryabova. Vygotsky viewed the relationship between thought and word as a process of movement from thought to word and back, identifying the following planes of movement: motive – thought – inner speech – external speech; he distinguished between the external (physical) and semantic (psychological) planes of speech. External speech demonstrates the interaction of grammatical and semantic (psychological) structures. Inner speech is the transitional structure from the semantic plane to external speech. Vygotsky provided a profound analysis of inner speech, revealing its characteristic features. Based on the structure of the speech process described by L. S. Vygotsky, A. A. Leontiev identifies the following operations for generating a speech utterance: motive – thought (speech intention) – internal programming – lexical development and grammatical construction – motor implementation – external speech [3].

Speech therapy is closely linked to general and specialized psychology and psychodiagnostics. It is important for a speech therapist to understand the patterns of a child's mental development and to master methods for psychological and pedagogical assessment of children of different ages. Using these methods, a speech therapist can differentiate various forms of speech disorders and distinguish them from speech disorders associated with intellectual disabilities, emotional, and behavioral disorders.

A knowledge of psychology helps a speech therapist see not only the speech disorder itself, but also the child, and accurately understand the relationship between their speech disorders and overall mental development. This knowledge will help them establish

rapport with children of different ages, select appropriate methods for assessing their speech, perception, memory, attention, intellect, and emotional-volitional spheres, and conduct more effective speech therapy work.

Currently, there has been significant progress in the development of speech therapy. Psycholinguistic analysis has yielded important insights into the mechanisms underlying the most complex forms of speech pathology (aphasia, alalia, general speech underdevelopment, and dysarthria). Speech disorders in complex disorders, such as mental retardation and children with visual, hearing, and musculoskeletal impairments, are being studied. Modern neurophysiological and neuropsychological research methods are being introduced into speech therapy practice. The relationship between speech therapy and clinical medicine, pediatric neuropathology, and psychiatry is expanding. Early speech therapy is rapidly developing: the characteristics of pre-speech development in children with organic lesions of the central nervous system are being studied, criteria for early diagnosis and prognosis of speech disorders are being defined, and preventive speech therapy techniques and methods are being developed. All these areas of research have significantly expanded and increased the effectiveness of speech therapy. Since correct speech is one of the most important prerequisites for a child's future development and social adaptation, the identification and treatment of speech disorders must begin as early as possible. The effectiveness of speech disorder treatment is largely determined by the level of development of speech therapy as a science.

Early detection of speech disorders facilitates their more rapid resolution and prevents the negative impact of speech disorders on personality development and the overall mental development of the child. It is essential to have a clear understanding of the causes, mechanisms, and symptoms of speech pathology and to be able to differentiate primary speech underdevelopment from similar conditions such as mental retardation, hearing loss, mental disorders, etc. Knowledge of speech therapy is essential for all speech therapists, as speech disorders are much more common in children with developmental disabilities than in typically developing

children.

The most pressing issues in modern speech therapy are the following:

1. Unification of the categorical apparatus.
2. In-depth study (including psycholinguistic) of the mechanisms and methods for correcting speech disorders.
3. Scientifically substantiated correlation between nosological (clinical-pedagogical) and symptomological (psychological-pedagogical) approaches in speech therapy theory and practice and in the development of nomenclature documents.
4. Study of speech ontogenesis in various forms of speech disorders.
5. Study of the characteristics of speech disorders and their elimination in complicated developmental defects.
6. Early prevention, detection, and elimination of speech disorders.
7. Creative and scientifically substantiated development of content, methods of teaching and educating children with severe speech impairments in special kindergartens and schools.
8. Consistent implementation of an integrated approach to identifying and correcting speech disorders.
9. Ensuring continuity in speech therapy work in preschool, school, and medical institutions.
10. Improving the theory and practice of differential diagnosis of various forms of speech disorders.
11. Development of technical teaching aids (TTA), laboratory and experimental equipment, and the introduction of computer technology into the educational process.
12. Analysis of achievements in speech therapy, existing in domestic and international theory and practice.

Thus, speech disorders and limited verbal communication can negatively impact a child's personality development, causing psychological stress, specific emotional-volitional characteristics, and contributing to the development of negative character traits. All of this negatively impacts literacy acquisition, overall academic performance, and career choice. The

importance of speech therapy lies in helping a child overcome speech disorders, thereby ensuring their full, comprehensive development. Studying speech therapy is essential for all workers in childcare facilities, especially preschools. A significant percentage of speech disorders appear in preschool age, as this age is a sensitive period for speech development. Early detection of speech disorders facilitates their more rapid resolution and prevents the negative impact of speech disorders on personality development and the overall mental development of a child.

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