

# A System of Correctional and Pedagogical Work to Eliminate Speech Underdevelopment in Children with Speech Disorders

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**Abstract:** The article examines the system of correctional and pedagogical work to eliminate speech underdevelopment in children with speech disorders. Speech disorders, to varying degrees, negatively affect the child's overall mental development and are reflected in their activities and behavior. Severe speech disorders can affect mental development, especially the formation of higher levels of cognitive activity.

**Keywords:** Correction, communication, negativism, emotional and volitional sphere, logopedics, gnostic, defect, etiopathogenetic principle.

**Introduction:** Speech is the most important mental function that is unique to humans. Speech is the primary communicative function that is carried out through a particular language. Based on speech and its semantic unit, words, mental processes such as perception, imagination, and memory are formed and developed. L. S. Vygotsky emphasized that speech is a fundamental factor in the development of thinking and the formation of the self. In cases where a child has normal hearing and intelligence, but significant speech disorders that affect their overall mental development, we refer to them as a special category of abnormal children – children with speech disorders.

Speech disorders, to a greater or lesser extent (depending on the nature of the speech disorders), have a negative impact on a child's overall mental development and affect their activities and behavior. Severe speech disorders can also impact a child's cognitive development, particularly their ability to form higher levels of cognitive functioning, due to the close relationship between speech and thought, as well as the limited social interactions, particularly in terms of language, that children engage in to learn about the world around them.

Speech disorders, limited speech communication can negatively affect the formation of a child's personality, cause mental stratification, specific features of the emotional and volitional sphere, and contribute to the development of negative character traits (shyness, indecision, isolation, negativism, feelings of inferiority). Speech therapy is engaged in the study, prevention and correction of speech disorders.

Logopedics is the science of speech disorders, methods of their detection, elimination, and prevention through corrective education and upbringing. It is one of the branches of defectology. The term is derived from the Greek words logos (word, speech) and pideo (educate, train), which means "speech education."

Currently, there is a noticeable progress in the development of speech therapy. Based on psychological analysis, important data have been obtained on the mechanisms of the most complex forms of speech pathology (aphasia, alalia, and general speech underdevelopment, dysarthria). Speech disorders are being studied in the context of complex defects, such as oligophrenia, children with visual, auditory, and motor impairments. Modern neurophysiological and neuropsychological research methods are being

introduced into speech therapy practice. The relationship between speech therapy and clinical medicine, pediatric neurology, and psychiatry is expanding.

Early childhood speech therapy is developing intensively: the features of pre-speech development of children with organic damage to the central nervous system are studied, criteria for early diagnosis and prognosis of speech disorders are determined, and techniques and methods of preventive (preventing the development of a defect) speech therapy are developed. All of these research areas have significantly increased the effectiveness of speech therapy.

Due to the fact that proper speech is one of the most important prerequisites for a child's further full-fledged development and social adaptation, it is necessary to identify and eliminate speech disorders at an earlier stage. The effectiveness of speech disorders elimination is largely determined by the level of development of speech therapy as a science.

The subject of logopedics as a science is speech disorders and the process of teaching and upbringing individuals with speech disorders. The object of study is the speech disorder of a specific individual.

The structure of modern speech therapy includes preschool, school, and adolescent and adult speech therapy. The foundations of preschool speech therapy as a pedagogical science were developed by R. E. Levina and are based on the teachings of L. S. Vygotsky, A. R. Luria, and A. A. Leontiev.

The main goal of speech therapy is to develop a scientifically based system for teaching, educating, and re-educating individuals with speech disorders, as well as for preventing speech impairments.

Domestic logopedics creates the most favorable conditions for the development of the personality of children with speech disorders. The success of domestic logopedics is based on numerous modern studies by domestic and foreign authors, which demonstrate the great compensatory capabilities of the developing child's brain and the improvement of the ways and methods of logopedic correction. I.P. Pavlov, emphasizing the extraordinary plasticity of the central nervous system and its unlimited compensatory capabilities, wrote: "Nothing remains stationary or unyielding; it can always be achieved and improved,

provided that the appropriate conditions are met."

Based on the definition of speech therapy as a science, the following tasks can be identified:

- studying the ontogenesis of speech activity in various forms of speech disorders;
- determining the prevalence, symptoms, and severity of speech disorders.
- identifying the dynamics of spontaneous and directed development of children with speech disorders, as well as the impact of speech disorders on their personality development, mental development, and various types of behavior.
- studying the features of speech formation and speech disorders in children with various developmental disorders (intellectual, auditory, visual, and musculoskeletal disorders).
- identifying the etiology, mechanisms, structure, and symptoms of speech disorders.
- developing methods for pedagogical diagnostics of speech disorders.
- systematizing speech disorders.
- developing principles, differentiated methods, and tools for eliminating speech disorders.
- improving methods for preventing speech disorders.
- developing issues related to the organization of speech therapy services.

These tasks define both the theoretical and practical aspects of speech therapy.

The theoretical aspect involves studying speech disorders and developing scientifically based methods for their prevention, detection, and overcoming.

The practical aspect focuses on the prevention, detection, and correction of speech impairments. The theoretical and practical objectives of speech therapy are closely interconnected.

To achieve these objectives, it is necessary to:

- ensure the interconnection between theory and practice, and establish a link between scientific and practical institutions to facilitate the rapid implementation of the latest scientific achievements in practice;
- implement the principle of early detection and correction of speech impairments;

- dissemination of speech therapy knowledge among the population to prevent speech disorders.

The solution of these tasks determines the course of speech therapy. The main focus of speech therapy is the development of speech, correction, and prevention of speech disorders. The process of speech therapy includes the development of sensory functions, motor skills, especially speech motor skills, cognitive development, including thinking, memory, and attention, personality development, social relationships, and social environment.

Logopedics uses knowledge of general anatomy and physiology, neurophysiology, and the mechanisms of speech, the brain organization of the speech process, and the structure and functioning of the analyzers involved in speech activity.

Speech is a complex functional system based on the use of the language's sign system in the process of communication. The complex system of language is a product of long-term socio-historical development and is acquired by children in a relatively short period of time.

The speech functional system is based on the activity of many brain structures, each of which performs a specific operation of speech activity. A.R. Luria identifies three functional blocks in brain activity.

The first block includes subcortical formations (the formations of the upper trunk and the limbic area) and ensures the normal tone of the cortex and its wakeful state.

The second block includes the cortex of the posterior regions of the cerebral hemispheres, which receives, processes, and stores sensory information from the external world, and is the main apparatus of the brain responsible for cognitive (gnostic) processes. It consists of primary, secondary, and tertiary zones.

The third block includes the cortex of the anterior regions of the cerebral hemispheres (motor, premotor, and prefrontal areas), which provides programming, regulation, and control of human behavior, as well as regulation of the activity of subcortical structures and the regulation of the tone and wakefulness of the entire system in accordance with the assigned tasks.

Speech activity is carried out by the joint work of all blocks. At the same time, each block takes a certain,

specific part in the speech process.

In the process of written speech, various parts of the occipital and parietal-occipital area of the cerebral cortex also take part.

Thus, different areas of the brain are involved in the speech process in different ways. Damage to any part of the brain leads to specific symptoms of speech disorders. Data on the brain organization of the speech process provides insights into the etiology and mechanisms of speech disorders. This information is particularly useful for the differential diagnosis of various forms of speech disorders (aphasias) caused by local brain lesions, allowing for more effective speech therapy to restore speech in patients.

The organization of the logopedic process allows for the elimination or mitigation of both speech and psychological disorders, contributing to the achievement of the main goal of pedagogical influence, which is the upbringing of a person. Logopedic intervention should be directed at both external and internal factors that contribute to speech disorders. It is a complex pedagogical process aimed primarily at correcting and compensating for speech disorders.

Logopedics is based on the following basic principles: systemacity, complexity, the principle of development, consideration of speech disorders in relation to other aspects of a child's mental development, an activity-based approach, the ontogenetic principle, the principle of taking into account the etiology and mechanisms (the etiopathogenetic principle), the principle of taking into account the symptoms of disorders and the structure of a speech defect, the principle of a bypass route, general didactic principles, and others.

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