ISSN: 2181-4341, IMPACT FACTOR (RESEARCH BIB) – 9.145, SJIF – 5,431

Jizzakh State Pedagogical University

Teacher of the Department of Special Pedagogy

Ikramova Dilafruz Furqat kizi

ikromovadilafruz679@gmail.com

https://orcid.org/0009-0007-5030-8176

SCIENTIFIC AND THEORETICAL FOUNDATIONS OF PEDAGOGICAL-PSYCHOLOGICAL AND LOGOPEDIC ASSESSMENT OF CHILDREN WITH SPEECH DISORDERS

Abstract. This article examines the scientific and theoretical foundations of pedagogical, psychological, and logopedic assessment of children with speech disorders. The study analyzes the types of speech impairments, principles of comprehensive diagnostics, procedures of differential diagnosis, and methodological bases for planning corrective interventions.

Keywords: speech disorder, logopedic assessment, psychological diagnostics, pedagogical analysis, differential diagnosis, corrective intervention.

INTRODUCTIO

In the modern system of special pedagogy and speech therapy, early identification and comprehensive assessment of children with speech disorders are of crucial importance. Speech impairments directly affect cognitive processes, social adaptation, and overall personality development. Therefore, the diagnostic process should be carried out on the basis of an integrated pedagogical, psychological, and logopedic approach.

PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF SPEECH DISORDERS

Speech disorders manifest in phonetic-phonemic deficiencies, delayed lexical-grammatical development, underdeveloped coherent speech, and written language impairments. Speech difficulties are often associated with specific features in the development of perception, memory, thinking, and attention.

From a pedagogical perspective, speech impairments hinder the acquisition of academic skills and may lead to secondary problems such as dyslexia and dysgraphia. Psychologically, communication limitations often result in low self-confidence, emotional tension, and reduced social activity.

PRINCIPLES OF PEDAGOGICAL AND PSYCHOLOGICAL ASSESSMENT

The assessment of children with speech disorders is based on the following principles:

1) Complexity – simultaneous study of speech, psychological, and pedagogical factors;

ISSN: 2181-4341, IMPACT FACTOR (RESEARCH BIB) – 9.145, SJIF – 5,431

2) Dynamics – monitoring the child's development over time;

3) Individualization – consideration of age and personal characteristics;

4) Differential diagnosis – precise identification of the type of speech disorder.

Psychological assessment evaluates cognitive processes (perception, memory, thinking, attention), emotional-volitional state, and communicative activity. Pedagogical analysis examines the child's level of academic achievement, speech participation, and ability to complete educational tasks.

METHODOLOGY OF LOGOPEDIC ASSESSMENT

Logopedic assessment includes examination of the anatomical and physiological condition of the speech apparatus, sound pronunciation, phonemic perception, vocabulary, grammatical structure, and coherent speech.

The assessment stages include:

– collection of anamnesis;

– examination of the articulatory apparatus;

– evaluation of sound pronunciation;

– assessment of phonemic hearing;

– analysis of vocabulary and grammar;

– evaluation of coherent speech.

Based on the results of the logopedic assessment, the type of speech disorder (dyslalia, dysarthria, alalia, rhinolalia, etc.) is identified, and an individual corrective program is developed.

DIFFERENTIAL DIAGNOSIS AND PLANNING OF CORRECTIVE INTERVENTION

Differential diagnosis aims to determine the causes and mechanisms of speech disorders. Neurological, psychological, and pedagogical factors are taken into account during this process. Based on the diagnostic results, an individualized corrective program is designed.

Corrective interventions are carried out in the following directions:

– formation and reinforcement of correct sound pronunciation;

– development of phonemic perception;

– expansion of vocabulary;

– formation of grammatical structures;

– development of coherent speech.

Effective collaboration among teachers, psychologists, and speech therapists ensures positive outcomes. Continuous cooperation with parents guarantees the consistency and sustainability of corrective work.

CONCLUSION

Pedagogical-psychological and logopedic assessment of children with speech disorders must be implemented on the basis of a comprehensive approach. Scientifically grounded diagnostics enable early identification of speech impairments, accurate differential diagnosis, and effective planning of corrective interventions. A systematic and integrated approach plays a key role in ensuring the child's speech and personal development.

REFERENCES

1. Vygotsky L.S. Problems of Speech and Thinking Development.

2. Zhinkin N.I. Speech Mechanisms and Cognitive Processes.

3. Leontiev A.A. Fundamentals of Speech Activity.

4. Mamadazimov M.M. Theory of Special Pedagogy.

5. Law of the Republic of Uzbekistan 'On Education'.

6. Ayupova.M. Preodolenie fonetiko-fonematiceskie nedostatochnosti u detey uzbekov startshego doshkolnogo vozrasta. Avtoref. diss. kand.ped.nauk.-M.: 1992, -20

7.Ball, G. A. Teoriya uchebnyx задach : psixolo-pedagogik aspekt / G. A. To'p. - M. : Pedagogika, 1990. — 183 s.

8.Belyukov V.I., Rol sluxovogo vospriyatiya pri obuchenii tugouxix va gluxonemyh proiznoshenyyu. - M.: Izd. «Prosveshchenie», 1984. -221.s.

9. Beltyukov V.I.va L.V.Neyman. Vospriyatie zvu¬kov rechi pri normalnom i narushennom sluhe. - M.: Izd. APN RS. 1998. 157 s.

10. Bozorov O.Y. Bo‘lajak logopedlarni metodik

kompetensiyalarni rivojlantirish Ped. fanl. nom. diss... - T., 2021 y.

11. Bovuis D. G. Postroenie va xarakteristika interaktiv obucheniya kabi kommunikativ muloqot. (D. G. Bouhius. Institutebor Perception Research, Eyndxoven? Gollandiya // Defektologiya. - 2008. - № 1. - S. 41—52.

12. Bogoyavlenskiy, D. N. Psixologiya usvoeniya znaniy v shkole / D. N. Bogoyavlenskiy, N. A. Menchinskaya. - M. : APN РСФСР, 1959. — 347 s.

13. Boskis P. M. Gluxie va slaboslyshashchie deti. — M.: APN, 2013. — 335 s.

14. Galanova, I. V. Psixologicheskie osobennosti resheniya uchebno-professionalnyx задach talabalari-oligofrenopedagogami : avtoref. dis. ... kand. ped. nauk / I. V. Galanova. - Kazan, 2000. - 16 s