

## PSYCHO-PHYSIOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF SPEECH-IMPAIRED CHILDREN

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### ABSTRACT

Speech is one of the complex family and mental functions of a person. In this article, the causes of speech disorders in children are external and internal factors, as well as the external conditions of the environment, various causes of speech defects are considered. An evolutionary-dynamic approach and the process of speech defects are analyzed. It is thought that it is necessary to take into account the general laws of defective development and the laws of speech development at each age.

**Keywords:** Perception, intuition, dysfunction, emotional state, correction, psychology, speech therapy, speech psychology, neurology, psychiatry, physiology.

Perception is a direct reflection in the mind of what affects our sense organs. We perceive things and events as a whole, and we perceive certain properties. For example, we perceive the sun and feel its light. Perception and sensation are equally involved in the process of cognition.

Logopsychology interacts with other disciplines in order to deal with the correction and prevention of speech disorders, to know the symptoms of speech disorders, to study the communication of non-speech signs in the system of speech activity. Studying the stages of children's development from a psychological point of view combines child psychology, pedagogical psychology and speech therapy.

Child psychology studies mental processes in children. Child psychology shows how a child can become a person who is able to communicate with other people.

A speech therapist should rely on the above-mentioned knowledge in identifying and distinguishing the specific features of children's mental development. Logopsychology is a branch of special psychology, and special psychology is a branch of general psychology. While general psychology studies the laws of formation and development of the psyche, logopsychology studies the anomalous development of these laws. It is also determined by the connection of these sciences, learning methods, principles, and the description of the studied situations using common concepts and terms. The relationship of logopsychology with other branches of psychology depends on the degree of differentiation of psychology.

Since 1970, the science of children's neuropsychology began to develop with the initiative of scientist A. R. Luria. The study of brain mechanisms of higher mental functions in children with local brain injuries conducted within the framework of neuropsychology allows to determine the laws of chronogenic localization of higher mental functions described by L. S. Vygotsky. In the process of the formation of higher mental functions, Vygotsky's general-psychological situation about the "variability of inter-functional relations and relations" shows

the character of developments in the change, the direction of the process of determination and change according to the time of exposure of pathogenic factors, that is, still allows determining the direction of development "up" in undeveloped functions, "down" in formed functions. These conclusions, in a certain sense, create the basis for the development of the scientific basis for the education of children with special needs and the development of mental diagnostics.

It is known that those who have a speech deficiency in speech therapy rely on the knowledge of the group, age and individual characteristics of children studied by speech psychology in the organization of the educational system. Logopsychology is a medical science. These subjects have the same object of study. But these subjects differ according to the subject of study.

Logopsychology is related to the sciences of neurology, psychiatry, and physiology. The integration of logopsychology, neurology, and physiology makes it possible to assess the state of mental development of logopathic children from a new qualitative perspective. The creation of the theory of functional systems, the development of the theory of the localization of the functions of the cerebral cortex, creates a new way of analyzing the defects of the formation and development of higher mental functions in children with special needs. Logopsychology is related to otolaryngology, neuropathology, psychopathology, clinic of oligophrenia, pediatrics. Information from these disciplines is important in the study of voice disorders. In this case, voice disorders may have arisen on the basis of defects of the larynx. Many disorders are associated with disorders of the central nervous system, the diagnosis of which is determined based on the interaction of a speech therapist and a neurologist. In speech disorders, it is observed that various cases of mental development lag behind the development of emotional-volitional, behavioral, attention, memory, and mental work activities. This information is important in identifying a speech disorder and providing it with speech therapy. Speech disorders are related to the development of brain activity. In this case, logopedic work is carried out together with treatment with drugs that activate the activity of the central nervous system. Speech disorders such as stuttering and mutism can be caused by mental trauma, fear, and excitement. Only the interaction of a psychoneurologist and a speech therapist can change this process.

Thus, a speech therapist should be able to distinguish different forms of speech disorders, diagnose speech disorders associated with intellectual, emotional and behavioral disorders. Knowing the knowledge of psychology gives the speech therapist the opportunity to correctly understand not only the speech disorder, but also the connection between the speech disorder and mental disorders. Such knowledge allows to communicate with speech impaired children of different ages. Peculiarities of cognitive activity of children with speech defects The main features of the field of perception of children with speech defects are the following: insufficiently formed and differentiated motivational sphere, insufficiently developed attention - attention and variability, slow motor development, panic attacks. These existing difficulties in children, directed correction, will lead to a large view in the future and a loss of interest in reading, a decline in memory, memory errors, difficulties in mastering writing (activity), dyslexia, lack of formation of sorting operations, good grammar. can lead to malabsorption. In order to ensure the child's development, the educational program includes a set of tasks aimed at the development of communicative processes: memory, attention, thinking, imagination and conditions for normal development (small motor skills, wide range of vision and hearing,

perceptual activities improvement of the motivational field). These characteristics require special work on the correction of the child's development, taking into account the strengths and weaknesses of the psyche. Basic training focuses on voluntary conscious activity, the ability to control one's own behavior and the ability to achieve the required result. In the 1st grade, it is also necessary to make a transition from play activities, which dominate preschool age, to educational activities. Exercises focused on the field of perception should be included in the training structure and should be carried out in the form of independent exercises in the form of games, conversations or physical education, in parallel with the application of educational and educational goals. Because perceptual processes exist and develop in close interdependence with each other, any exercise directed at a particular perceptual process will simultaneously affect the others.

For example, exercises aimed at the development of a child's motor skills simultaneously strengthen his attention and motor memory, in addition to the development of motor skills, visualizations in the field of attention have a positive effect on thinking. Conclusion. Thus, the division of methodological recommendations into sections is somewhat conditional, because their task is common. In each section, tasks are placed on the lower, elementary levels of the development of the process of perception, organized higher than the previous ones, to complex levels directly determined by speech and other mental processes. According to the leading device, tasks should meet the development laws of any important function: transition from visual activity to figurative, then verbal-logical and abstract activity. It should also be noted that according to the development of the child's psyche, speech directly indicates the greater dependence of all spheres in its activity. In the course of training, it is necessary to use exercises aimed at the development of various cognitive functions (for example, tasks for the development of the motor area and attention are given during one session). The speech therapist emphasizes that each child performs the tasks well, determines in which areas he achieves more results and in which less results, and individual training according to this program according to the "Direction of Development" determined by a particular student. should develop a plan. It is recommended to use various individual group games, which increase the child's interest in the activity process in general, and involve the children of this age in the emotional and personal aspects of perception activities, so that the lessons give the maximum result. Voluntary attention, attention, communicative-speech activity, organization of speech behavior in the group is of great importance. Psychosocial reasons: lack of attention by parents; harshness or excessive pampering of children, low intellectual level of the family and population; incompleteness of the family (absence of father or mother), tragic (ecological, social, economic, psychological) situations. Poor social conditions. This situation causes pedagogical neglect, vegetative dysfunction, disturbances of the emotional and voluntary environment, and underdevelopment of speech.

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