



**PSYCHOLOGICAL INFLUENCE OF SPEECH DISORDERS AND THE CAUSES THAT
CAUSE THEM ON THE CHILD'S PSYCHE**

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Resume

The article discusses the role of speech in the personality of a child and the socio-psychological impact of certain speech defects on the psyche, with an emphasis on some factors leading to point defects.

Keywords: exogenous, endogenous, embryonic, concussion, peripheral disorders, functional disorders, alalia, aphasia, dysarthria.

Introduction

Speech defects encountered in children can be congenital or acquired. In the first three months of pregnancy, severe colds of the mother with viral diseases, the transfer of them on the foot without treatment, the adoption of various arbitrary medications, the consumption of drugs, alcohol and tobacco products by the father or mother, radiastia, when giving birth as a result of the narrowing of the pelvis, the child may experience speech defects when the brain

Within the causes of speech disorders in children, external (exogen) and internal (endogen) factors, as well as external conditions of the environment, are distinguished. In modern psychology, the child is accompanied by evolution-dynamic in the consideration of various causes of speech defect. This is an expression from the analysis of the process of occurrence of a defect, taking into account the General Laws of anomalous development and the laws of development of speech at each age.

The child is required to study separately the conditions around him / her. The unity of biological and social processes in the formation of psychic (at the same time conversational) processes makes it possible to determine the influence of the colloquial environment, treatment, emotional communication and other influences on the development of the speech process.

Also, a child can suffer from severe infectious diseases from birth to the age of three years, various brain injuries, from the moment of the first development of the child not to speak to him, not to say words in full and in his own name, not to answer questions when he begins to enter the language, not to correctly pronounce the sounds, too,

An example of the negative impact of the speech environment on the development of speech is the fact that a child with normal hearing is brought up in a deaf parent's hand, a chronic patient often develops speech in children treated in hospitals, a prolonged mental trauma in the family, and a bilingual child causes the development of stuttering.

Today in medical psychology as the main causes of speech defects in children :

1. Various pathologies in the period of embryonic development;



2. Toxicoses during pregnancy, viral and endocrine diseases, injuries, incompatibility of blood to the rhesus;
3. Injury and asphyxia during childbirth;
4. Diseases of the brain in the first year of development of the child (meningitis, enstofamitis).
5. A head injury that occurs along with a concussion of the brain.
6. They're extinct. In such cases, speech disorders form part of the disorders of the general nervous system, accompanied by visual and movement disorders.
7. Bad social environment. This condition causes social pedagogical neglect, vegetative dysfunction, violations of the emotional-willed environment and the development of speech.

The reasons mentioned above, in some cases, their joint attachment together, can lead to a violation of different sides of speech. All speech disorders are divided into two groups according to their origin:

1. Speech disorders of organic character.
2. Speech disorders of a functional character.

Organic speech disorders, in turn, are central and peripheral in nature due to the lesions of a particular place. Central disorders: are caused by a violation of one or more of these parts of the central nervous system as a result of damage. Organic speech disorders of the central character include: alalia , aphasia , dysarthria speech defects.

Peripheral Disorders

Articulation is caused by an incorrect structure or disorder of the apparatus and a violation of the articulation of the peripheral nerve from the inversion of the organs. Organic speech disorders of peripheral character include: rinolalia, prognathy, progeny.

Functional Disorders

There will be no changes in the structure of the organs involved in the speech process. Speech disorders of a functional character include speech disorders - dyslalia, speech defects such as hissing. It is of great importance to determine in advance the development of various speech disorders. If the speech defect is detected for the first time at the time when the child comes to school, then the difficulties with its correction are observed and the assimilation is bad affected. If the speech defect of the child is detected at preschool or nursery age, medical and pedagogical correction will allow full-fledged education in the school. The work on early detection of children with disabilities in their development is carried out first of all in the family "where the family environment is not good." Such families include:

1. He or she has a child with this defect family;
2. In one or two of the parents, physiologic hearing is impaired, families with mental retardation, schizophrenia;
3. Families where there is a woman who has had infectious diseases, severe toxicosis during pregnancy;
4. Families who have experienced hypoxia during embryos, asphyxia during childbirth, stroke, or neuroinfection, have a child with a head injury in the first months of life.



In our society, continuous measures are taken to maintain the health of mother and child. Among these, first of all, it is possible to tell about the dispensary of pregnant women, women suffering from chronic diseases, women with negative rhesus-positive, constantly treated in hospitals, etc. In the Prevention of speech development defects, an important role is played by the dispensary of children with injuries at birth.

Parents, grandfathers and grandmothers are fond of every effort of the granddaughter or they like to talk to him "in the language of the child". When they say bread "nana", cat "meow", puppy "vov-vov", the child will remember their name in this case. As a result, there is a delay in speech in the child.

In addition to these, another aspect that parents should pay attention to is the child's diet. After the teeth begin to erupt, it is necessary to add porridge and porridge, chewed foods in a row of easy-to-swallow foods, as well as fruits and vegetables. In most cases, parents help them in different ways, so that the child does not have to bite the hard thing.

However, it is wrong to keep it that way permanently. The child can not learn to chew. The function of the tooth should be to do this after chewing and exiting. Chewing will help the correct development of the row of teeth and jaws, improve the mobility of the tongue, the child will be able to pronounce the sounds according to his age.

Today psychologists argue that the norm in the development of speech should be about 80 thousand words at two years old, about 3000 after five years old.

Children with a norm of hearing and brain activity begin to "agu-gugu" from 1,5-2 months. When relatives talk to him, the child responds "agu-gugu". From 5-6 months old, to 8-11 months old, lab-lab sounds, whose pronunciation is easy, pronounce lab-language sounds.

A healthy child should be able to easily pronounce up to ten words at the age of one. In general, at a young age, spiritual, conversational and physical developments begin without a parallel. Talk with the child a lot should not be later than this period.

For example, it is necessary to imagine if there is little about the machine that goes together in the car, "this machine, it will take us to our address." Or when cutting apples for a child it is necessary to tell about its shape, color, taste where it was brought from and the benefits. These are settled in the memory of the child and increasingly increase the wealth of the lexical dictionary.

At the age of one and a half to two, a child can compose simple sentences. The reason is that during this period, verbs begin to appear in his speech. The amount of words that a child under two years of age can use should reach 60-80 units. After that, he begins to say x, y sounds. At this time, he may not yet say some sounds like r, sh, j, l, ch, and this is the norm.

In general, in the speech of a child at the age of two, it is important to speak even before the pronunciation of the sound. That is, there may be shortcomings in the pronunciation of sounds, but joints, words, should be able to speak simply.

It is a state of concern that he does not speak even when he is two years old. This can be caused by diseases in the neurological, auditory organs, in addition to the factors listed above. Then it is necessary to take the child to the speech therapist. And he checked where there is a problem and directed to such specialists as an audiologist, neurologist, psycho-neurologist, ENT.



If the child knows and uses from the age of three to four years — 1000 pieces, from the age of four to five — 2000 pieces, and from the age of five-about 3000 words, then his speech development will be at the level of normality. In a five-year-old child, the pronunciation of all sounds is formed, which, based on the picture, can tell a story again.

Eliminating shortcomings in speech is relatively easy to do in childhood. Therefore, a psychologist and speech therapist in kindergartens and schools with a child who has a certain defect in his speech, it is necessary to conduct classes.

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