



PECULIARITIES OF SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN WITH VISUAL IMPAIRMENT

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Abstract

For human development and growth into a complete person, all its organs must function healthily and fully. Unfortunately, not all people are healthy in all respects. Despite this, people with various disabilities also strive for perfection. We can safely include blind people in this group.

Introduction

It is known that a violation of the activity of one analyzer causes a violation of other analyzers.

Due to the activity of the visual analyzer, the speech development of blind and visually impaired children has its own characteristics, which is reflected in their speech (echolalia, "formalism", violation of word formation, etc.). An analysis of the speech development of children with visual impairments shows that most of them have systemic defects and all components of speech are impaired. (phonetics, lexis, grammar). Currently, it has been proven in theoretical and practical research that speech defects in blind and visually impaired children are a complex defect and that speech and visual impairment are interrelated.

Speech defects in children with visual impairments are diverse. They are complex in structure and level, and, as R.E. Levina noted, encompass speech as a single system, and speech defects are not the only core of speech defects. Speech development in this category of children occurs in complex conditions.

If we look at the history of the study of speech characteristics of children with visual impairments by psychologists, the study of the speech of this category of children dates back to the late 19th and early 20th centuries. According to K.



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Burkin and A. Kroguis, the development of speech in people with visual impairments is hindered by the narrowness of their visual perception and imagination. The famous psychologist K. Burchlen wrote, “A blind child hears words, but cannot connect their meaning with the object or uses them incorrectly.” According to A. Shtumpf, they use “foreign speech”, they incorrectly assimilate words and cannot replace them with new words.

The French enlightener D. Diderot was the first to emphasize the need and necessity of a “special language” for the blind. These views were continued in the works of V. Shtumpf, A. Kroguis, A. Skrebitsky in the late 19th and early 20th centuries.

Studies have shown that damage to the aspirative, visual, and kinesthetic aspects involved in the formation of the phonetic side of speech in the blind lags their speech behind that of normal people.

The main defect in speech in the blind is the violation of the pronunciation of sounds. The existing research in speech therapy is mainly devoted to the problems of pronunciation in children with visual impairments, the works of M.E. Khvatsev, S.L. Shapiro, A.D. Shapilo, S.V. Yakhontovy.

Problems of pronunciation of sounds in children with visual impairments are mainly found in children of kindergarten and primary school age. Among these children, cases of incorrect pronunciation of signatisms (S, Z, TS, SH, J, CH), lambdatism (A), rotatism (R) and “d, t” sounds are most common. Speech defects of blind children are also reflected in their writing. According to E.M. Khvatsev, 25% of errors are due to incorrect pronunciation, and 46% of errors are due to sound disorders. In speech therapy, the speech characteristics and development of children with visual impairments were studied by R.E. Levina, V.K. Orfinskaya. Also, the research of scientists O.L. Zhiltsova, S.L. Korobko, N.S. Kostyuchek, N.A. Krylova, T.P. Svirdyuk is related to the speech defects of children with visual impairments and their elimination.

The research of G.V. Grigoreva, V.V. Deniskina, M. Zaoreka, M.I. Zemtsova and L.I. Solntseva shows that speech formation in visually impaired and healthy people is almost the same, however, the absence of vision or its profound impairment disrupts the interaction of analyzers, and as a result, speech disorders occur.



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According to G.V. Grigoryeva, V.Z. Deniskina, L.I. Glaskina, E.V. Seleznova, children with visual impairments do not use gestures in communicating with people around them. This category of children needs to approach their partner in order to get their attention.

Speech performs 2 functions - communicative and expressive. The formation of speech is inextricably linked with the development of psychological processes. These ideas are reflected in the scientific works of (B.G. Ananov, L.S. Vygotsky, R.S. Nelov, S.L. Rubinstein, D.I. Feldstein, etc.). Children with visual impairments have difficulties in comparing, generalizing, and classifying thinking operations. In children with visual impairments, the ability to compare, generalize, and classify thinking operations is formed much later than in healthy peers. (M.I. Zemtsova, V.A. Lonina, I.S. Morgulis).

L.S. Volkova, M.I. According to Zemtsova, I.V. Novichkova, L.I. Plaksina, L.I. Solntseva, the reason for the underdevelopment of speech in children with visual impairments is the absence or violation of visual perception.

Communicative activity is one of the important means of obtaining information about the world around children with visual impairments and their formation as individuals, developing their cognitive and emotional spheres. The development of communicative activity in children with visual impairments requires special corrective measures.

Visual impairment has a negative impact on the mental development of children. (L.S. Volkova, L.S. Vygotsky, G.V. Grigoryeva, D.M. Mallaev, L.I. Plaksina, L.I. Solntseva) believe that impaired mental development in children leads to speech disorders.

M.I. Lisina, E.I. Kovalevsky aimed at studying and developing the vocabulary of children with visual impairments, and the scientist found that the vocabulary of this category of children is much poorer than that of their healthy peers. The main reason for this is the lack of connection between words and objects due to the absence or poor visual perception in children.

According to the data provided by the scientist N.A. Krylova, who studied the oral and connected speech of children with visual impairments, 47.6% of children with visual impairments have defects.



L.S. Volkova, M.I. According to Zemtsova, O.L. Zhiltsova, N.S. Kostyuchek, E.M. Khvatsev, N.A. Krylova, failure to eliminate speech defects in children with visual impairments at preschool age, along with difficulties in teaching them literacy, later leads to the emergence of written speech defects.

Statistical materials show that speech defects are more common in children with profound visual impairments than in sighted children.

The conducted research allows us to divide the speech formation of children in this category into four levels:

First level: It is characterized by the presence of some defects in pronunciation.

Second level: Active vocabulary is limited, errors are made when comparing words and object images, when composing stories based on generalizing concepts. Deficiencies in the pronunciation of children with visual impairments are manifested in various forms of sigmatism: lambdatism, parasymmatism, parorotatism, poralambdactism. Deficiencies are observed in the development of the pronunciation of sounds and the auditory differentiation of phonemic representations. Phonemic analysis is not formed.

Third level: Expressive speech is characterized by a weak vocabulary. The level of knowledge of generalizing concepts, comparison of word and object images is low. The grammatical aspect of independent speech is impaired, it consists only of naming objects and one- or two-word sentences. The ability to tell complex stories is underdeveloped, and pronunciation and auditory differentiation are poorly formed.

Fourth level: Expressive speech is very limited, there are serious deficiencies in comparing generalizing concepts and word-object images. Connected speech is characterized by ecologies consisting of individual words. They cannot perform tasks aimed at determining the grammatical structure of speech and tasks related to auditory differentiation. Underdevelopment of phonemic analysis and synthesis is observed (M.Yu.Ayupova, L.S.Volkova).

According to scientists L.I.Bozhovich, M.I.Lisina, A.I.Solntseva, A.V.Zaparozhets, A.N.Leontev and others who have studied the specificity and development of speech in children with visual impairments, the development of speech in this category of children is greatly influenced by the people around



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them and the environment in which they live. Speech deficiencies in these children are eliminated through special corrective measures.

The results of scientific research by M.M. Vitkovskaya, V.Z. Deniskina, G.V. Nikulina, L.I. Plyuksika, E.N. Podkolzina, L.S. Solntseva, V.A. Feoktistova show that in eliminating speech defects in children with visual impairments, taking into account the psychological characteristics and individual characteristics of children, as well as relying on their kinesthetic sensations, also give good results. In the process of corrective education, a comprehensive comprehensive impact is provided. This impact is implemented by a speech therapist, a typhlopedagogue and educators during various classes. Classes are conducted taking into account the visual abilities of children, speech perception methods and individual characteristics. On this basis, speech therapy groups are organized. Taking into account the specific difficulties in working with blind children, classes are conducted individually for a long time.

Along with speech defects observed in children with visual impairments, there is also an underdevelopment of non-speech functions. Elimination of speech defects is carried out in games, educational, labor activities, as well as practical and musical exercises. The mobility of the articulatory apparatus also plays a special role in the development of speech in children with visual impairments. (L.A. Novikova).

Studies have shown that not only the mobility of the speech apparatus, but also the movement of the arms, legs and other muscles related to them (M.V. Kirzon, V.A. Safonov, G.A. Yakunin) must be developed. For example, the movement of non-speech muscles (hands) provides various types of activity in repeating words internally and pronouncing them. Speech disorders observed in children with visual impairments occur in a interconnected manner. The underdevelopment or violation of internal speech in children is reflected in both oral and written speech. (L.S. Filchikova, M.E. Bernadskaya, O.V. Parameylar's book "Early identification and correction of speech defects in children with visual impairments" recognizes the need for early identification and correction of speech defects in children with visual impairments from an early age, as well as the need to eliminate speech defects together with other psychological processes.