



PSYCHOPHYSIOLOGICAL AND LINGUISTIC APPROACHES TO THE THEORETICAL STUDY OF SPEECH DEFECTS

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Abstract

This article reflects the psychophysiological and linguistic foundations of the theoretical study of speech defects, the importance of knowledge of the properties, function, structure and development paths of language in special pedagogy, the importance of language as a necessary condition for thinking, and its importance in the development of society.

Keywords: Linguistics, psychophysiology, speech, vocabulary, psychological state, research, dysfunction, brain, social factor, speech process.

Introduction

Fluent speech, which is considered as a meaningful, widespread thought that provides communication, includes all the child's achievements in mastering the language system. It is distinguished by its meaningfulness, logic and consistency. Fluent speech is an indicator of how much the child has mastered the wealth of language, it reflects the level of mental, aesthetic, and emotional development of the child. The formation of language skills is associated, on the one hand, with the maturity of neuro-psychological mechanisms, and on the other hand, with social needs. Language is a system of signs, for which two types of activity are adequate - generalization and comprehension. Language is explained and disseminated through speech.

Knowledge of the properties, functions, structure and development paths of language occupies an important place in special pedagogy, language is one of the



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necessary conditions for thinking and is of great importance in the development of society. Knowledge of language is one of the directions of recognizing a person as a member of society. Any violation is clearly manifested in the child's knowledge of the world around him, negatively affects the formation of his speech and socialization. The problems of psycholinguistics and linguistics from the point of view of special pedagogy are divided into the following:

Firstly, the problem of the unity of linguistic and psycholinguistic relations. Linguists consider language as a complex educational process. The individual encounters language with the object that represents him, and language appears as an external standard in this. This is manifested taking into account each stage of the child's psycholinguistic capabilities and is completed by the development of the child's speech.

One of the second important problems is the development of the child's speech. The ontogenesis of language abilities is a complex phenomenon, which, on the one hand, is the interaction of adults with the child, and on the other, is the process of developing the child's objective cognitive activity.

According to psycholinguists, the development of speech is, first of all, the development of all communicative skills. The child is faced with the choice of a specific means of communication. In this case, the child sees the language of adults and their organization. However, the child cannot use these tools in the same way as adults. He tries to pronounce words based on the relevance of the subject, relying on which, the child's speech ability is formed. He does this at first, somewhat successfully, despite the influence of psychological, physiological and social factors. Later, after new communication needs arise, more complex mechanisms begin to form.

The third problem is the underdevelopment of symbolic signs in ontogenesis. According to L. Vygotsky and other famous psychologists, this problem is caused by the connection between language features: the development of thinking and speech. If we consider the roots of thinking and speech, we can see that their development does not go parallel: it can be observed that the intellect did not develop before the development of speech, or that speech did not develop before



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the development of intellect. Until a certain point, speech and thinking develop independently of each other.

The fourth important problem of special pedagogy is the analysis of the specificity of language. Special pedagogy is concerned with the socialization of the individual and the social relations of speech aspects. This group includes such types of speech activity: the interaction of individuals with large groups (social groups, society). Another problem of special pedagogy is the deviation from the norm of speech development. Speech disorders, as speech disorders, are considered as the underdevelopment, disruption of psychophysiological mechanisms that ensure the development of language features, speech. In speech disorders, a person with a speech defect needs help. In speech disorders, the problem arises of whether there is an opportunity to communicate or not. From a psycholinguistic point of view, the following speech disorders can be distinguished:

- pathopsychological speech disorders associated with personality disorders, associated with consciousness and higher mental functions (for example, schizophrenia);
- speech disorders (aphasia) resulting from local brain damage;
- speech defects (deafness) associated with congenital or acquired sensory system disorders;
- speech defects resulting from mental retardation or mental retardation;
- defects in speech motor planning or violations of the speech motor program.

When it comes to teaching the speech system in a preschool educational institution, great attention is paid to the speech system of the language. The language system consists of 3 interrelated principles. Syntagmatic - the relationship of units at one level - is mastered by the child in specific conditions. Pragmatic - the relationship of words at different levels of generalization - for their mastery, an adequate selection of speech material and speech observations are required.

In conclusion, mastering the grammatical system of speech involves mastering paradigmatic and syntagmatic connections. In the formation of the grammatical system of speech, the connection of morphemes with the lexical and grammatical meaning of the word, which is initially not understood, is carried out. On this basis, speech generalization (morphological and syntactic) occurs. Only a child who has mastered



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certain speech rules of the language can build correct and clear sentences. Ignorance of the rules of the grammatical rules of the language leads to a distorted structure of the morphological system of the word and the syntactic structure of the sentence.

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