



## The impact of speech disorders on the mastery of English

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### ABSTRACT

This article is dedicated to children's speech disorders. It is important to say, that the development of phonemic perception is an actual problem, as the number of children with a violation of the phonemic aspect of speech is steadily growing. The urgency of this problem is that the development of phonemic processes positively influences the formation of the entire speech system. The early detection of children with phonetic-phonemic underdevelopment of speech and the provision of speech therapy help to correct speech function in preschool children and schoolchildren either.

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## Nutq buzilishlarining ingliz tilini malakasiga ta'siri

### ANNOTATSIYA

#### **Kalit so'zlar:**

fonemik jihat,  
o'qitish jarayoni,  
foйда,  
idrok,  
muammolar,  
ijtimoiy-psixologik xavf,  
nutqning buzilishi,  
ong,  
o'zlashtirish.

Ushbu maqola bolalar nutqining buzilishiga bag'ishlangan. Muhim aytish uchun tavsiya etiladi, fonemik idrok rivojlantirish dolzarb muammo ekanligini, nutq fonemik tomoni buzilishi bilan bolalar soni tobora ortib bormoqda, deb. Ushbu muammoning dolzarbligi shundaki, fonemik jarayonlarning rivojlanishi butun nutq tizimining shakllanishiga ijobiy ta'sir ko'rsatadi. Nutqning fonetik-fonemik rivojlanmagan bolalarni erta aniqlash va nutq terapiyasini ta'minlash maktabgacha yoshdagi bolalar va maktab o'quvchilarida nutq funksiyasini tuzatishga yordam beradi.

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# Влияние речевых нарушений на овладение английским языком

## АННОТАЦИЯ

### Ключевые слова:

фонематический аспект,  
процесс обучения,  
польза,  
восприятие,  
проблемы, социально-  
психологический риск,  
нарушения речи,  
сознание,  
усвоение.

Данная статья посвящена нарушениям речи у детей. Важно сказать, что развитие фонематического восприятия является актуальной проблемой, так как количество детей с нарушением фонематической стороны речи неуклонно растет. Актуальность данной проблемы заключается в том, что развитие фонематических процессов положительно влияет на формирование всей речевой системы. Раннее выявление детей с фонетико-фонематическим недоразвитием речи и оказание логопедической помощи помогают скорректировать речевую функцию как у дошкольников, так и у школьников.

## INTRODUCTION

Speech disorders is a collective term for deviations from speech norms accepted in a given language environment, wholly or partially impede speech communication and limit social adaptation. As a rule, they are caused by abnormalities in the physiological mechanism of speech, does not correspond to age norm, does not itself overcome and may affect mental development. For labeling specialists use different terms speech disorders, speech defects, defects of speech, speech pathology, speech abnormalities.

Among the causes of speech disorders, distinguish biological and social risk factors. Biological causes of speech disorders represent pathogenic factors acting mainly during fetal development and childbirth (fetal hypoxia, birth injuries), and in the first months of life after birth. A special role in the development of speech disorders is played by such factors as family burdened speech disorders, left-handedness and right-handedness.

Socio-psychological risk factors are mainly related to mental deprivation of children. Of particular importance is the failure of emotional and verbal communication of the child with adults. Negative impact on speech development can also provide the need for the learning child preschool age at the same time the two language systems, excessive stimulation of speech development of the child, inadequate type of child rearing, educational neglect, i.e. the lack of attention to the development of a child's speech, speech defects of others, as a result of these reasons, the child may experience abnormalities in the development of various aspects of speech.

This scientific work is intended to analyze the following issues:

- Identification of psycho-physiological causes of speech disorders;
- Identification of the impact of speech disorders on mastering foreign languages;
- Analysis of the needs of children with speech disorders in terms of teaching a foreign language;
- Identification of approaches to corrective learning in foreign languages;
- Analysis of existing textbooks on foreign language for children with speech disorders;
- Development of methodological recommendations on the organization of teaching children with speech impairment;

Teaching English to children with speech disorder is very urgent issue, which should be learned by young teachers. Speech is a complex mental activity, subdivided into different forms and types. Speech is a specifically human function, which can be defined as the process of communication through language. Through communication a reflection of the world in the mind of one man is constantly updated and enriched with what's reflected in the public consciousness, associated with the achievements of the entire socio-productive and cultural activity of mankind. Thus, it is the basis of the communicative function, which is carried out by means of a language.

It is formed in the process of general psycho-physical development of the child. The conditions for the formation of normal speech are normal Central nervous system, the presence of normal hearing and vision and a sufficient level of active adult verbal communication with the child. In cases where the child has saved the hearing, not broken intelligence, but there are significant speech disorders that do not affect the formation of the whole of his mind, talking about a special category of abnormal children-the children with speech disorders.

Children with speech pathology, tend to have greater or lesser learning. However, the vast majority of children with speech disorders are taught in secondary school. To sum up, missed signs of speech disorders in early school-age may cause different problems in learning, that is why such children require special attention not only from parents but teachers too.

## **LITERATURE REVIEW**

### **A. Psycho-physiological causes of speech disorders**

Children with speech disorders are children with psychophysical deviations of different severity, causing disorders of communicative and generalizing (cognitive) function of speech. From other categories of children with special needs they are distinguished by normal biological hearing, vision and full-fledged prerequisites for intellectual development. Allocation of these differentiating signs is necessary for their delimitation from speech disorders noted in children with mental retardation, blind and visually impaired, children with early childhood autism, etc. [1,46-50].

Among the causes of speech disorders, distinguish between biological and social risk factors. The biological causes of the development of speech disorders are pathogenic factors affecting mainly during the period of fetal development and childbirth, and also in the first months after birth.

Socio-psychological risk factors are mainly associated with mental deprivation of children. Negative impact on speech development may need to assimilate the two preschool age children simultaneously, two language systems, excessive stimulation of the child's speech development, inadequate type of child upbringing, pedagogical neglect, i.e., absence of proper attention to the development of the child's speech, speech defects of others. As a result of these causes, the child may experience disruptions in the development of various aspects of speech.

The appearance of reversible forms of speech development disorders can be associated with unfavorable conditions of encirclement and upbringing. Psychic deprivation during the period of the most intensive formation of speech leads to a lag in its development. If the influence of these factors is combined with a severe cerebral-organic insufficiency or with a genetic predisposition, violations of speech development acquire a more persistent character and manifest themselves as a general underdevelopment of speech [2,65].

Depending on the severity and localization of organic and functional insufficiency of the central nervous system in speech disorders, there may be:

- local speech defect (insufficiency of speech zones of the cortex (brain), in which violations of the cognitive sphere are secondary
- a combined psycho-speech defect (the lack of not only (speech zones, but also some parts of the cerebral cortex), whose structure includes violations of both the cognitive and speech spheres, and the psychological component of the difficulties of children with speech disorders was described in detail by many domestic and foreign experts. Many studies have shown that the higher mental functions of the child – perception, speech and communication, thinking, motivation, memory, emotions – successfully develop in the process of practical activity.

The reasons for the deviations in this area in some cases lie in the child's incorrect education leading to insufficient development of such structures as everyday experience, practical skills, conceptual luggage, and after them speech and behavior suffer. A key role in fixing negative effects is the lack of emotional and verbal communication between the child and adults. In this case, the development of thinking is delayed due to a lack of pedagogical influence on the child, the lack of stimulation of cognitive activity on the part of adults.

As a result, the necessary skills of intellectual activity do not develop, sensory deprivation occurs. Due to the lack of emotions, there is no stimulating effect on the most important areas of the brain, which subsequently leads to communicative dysfunction. D.K. Rodimtsev said: «Beginning at the age of two months, the child has a rapid growth of connections between the neurons of the higher parts of the brain and the formation of schemes that ensure the exploration of the surrounding world and the recording of results». These schemes are given genetically, but their further development depends on individual experience [7,27].

Features of such children are manifested in the fact that the game activity has a leading position, and their actions are characteristic impulsiveness and low productivity. The observed incompleteness of the methods of self-control and planning, difficulties in handling images. Also blurred the notions of moral standards. Perception of self and others is often underdeveloped. The most typical for children with speech disorders psychological difficulties include:

- offense on the fate of specific people for their own difficulties;
- experience of one's own misfortune, is highly problematic;
- lack of volitional control and the ability to self-control, and also to possess the situation;
- lack of organization;
- dependence on others, the low strength of the «I»;
- learning difficulties;
- complex in nature, the presence of «inconvenient» traits (sensitivity, aggressiveness, etc.);
- lack of a sense of security, search for protection or «defender»;
- feelings of guilt or shame for disadvantaged parents lack of respect for him;
- relationship with parents, teachers, other adults;
- relationships with peers (friends, classmates);

- self-relation, self-understanding;
- formation of life goals, ideals, values;
- inner loneliness, obscurity others;
- search for freedom through an escape from the pressures, rules, norms and requirements.

The teachers of school and in particular teachers of a foreign language is a difficult question-what and how to teach these children? Whether they actually learn a foreign language? After all, for a number of children with speech disorder is characterized by low efficiency and excessive fatigability, lack of organization and propensity for misconduct, impaired memory, low level of education.

In addition to these features Kuzmina E.G. proved, that they are also «lost in the sound analysis of disturbed phonemic sounds. They don't clearly perceive different sounds but similar ones only» [7,25-30].

### **B. Impact of speech disorders on the mastery of the foreign language**

Under the study of the foundations of the science of language is commonly understood as the acquisition of information from the field of grammar and spelling (the material on phonetics, word formation and vocabulary attached to the grammar section) and the formation on this basis of the complex skills of oral and written speech. Mastery of grammatical concepts, relations, regularities requires students to have the ability to mental activity a high level in the form of abstract conceptual generalizations. Because it depends on the progress in speech development, in the early stages of language acquisition there is a contradiction between the level and forms of cognitive activity of students and the necessity of their assimilation of abstract grammatical categories, laws. To overcome this contradiction is the essence of the special methodical approach.

In the implementation of this approach are important ways of organizing a grammatical material, its selection in accordance with the goal of practical mastering the grammar concepts, relations and ways of their expression.

Functional (semantic) way of organizing material is combined with the use of special methods of its semantics, introduction to speech and fastening with a gradual transition from exercise performed on a visual basis, to speech practice, verbal-contextual basis. Work on mastering the grammatical structure of the language is a means of developing speech as a whole. Morphological and syntactic analysis is on the specific vocabulary of the material and thereby contributes to the development of lexical generalizations. Different kind of surgery in comparison, the synthesis of words contributes to the mastery of grammatical features of the language. Their knowledge gradually led to the absorption of sound-syllabic structure. And the ability to perform analysis and synthesis, to differentiate the sound of the phonemes [3,38-42].

The formation of grammatical concepts, and skills contribute to a practical, beneficial effect on the cognitive activity of the student. It is being improved in the process of observation and analysis, comparison, synthesis of linguistic material, its comparison with the real phenomena and situations. Gradually, students acquire linguistic generalizations that contribute to the development of the conceptual forms of thinking.

Improvement of processes and operations thinking in the course of work in the classroom and private lessons has a positive effect on speech in General (speeds up development, increases the effectiveness of individual speech training), i.e. creates the



possibility of formation of speech as means of communication and instrument of thought and for language learning as the school curriculum. To work efficiently, all the methodical system of teaching the language should be along the following lines:

- 1) construction of language learning based on the level of speech development, typical and individual speech peculiarities of children;
- 2) the provision of priority of practical students of language as means of communication and instruments of cognitive activity (communication principle);
- 3) the relationship of implementation of the tasks of formation of students' speech communication, speech correction of children and teaching them the Russian language;
- 4) the construction of special language instruction in accordance with the most General regularities of development of speech in norm;
- 5) formation and correction of speech on the basis of establishing the link between phonetic, lexical and grammatical components of language;
- 6) language training on the basis of the formation of linguistic generalizations.

Each of these areas of work is reflected in sections of the school curriculum. The contents of each section tailored to its provisions (principles) and selection of semantization of the material. Features of each section are reflected in the methodology of training. Speech therapist teacher selects teaching methods that are tailored to the uniqueness of the sound design of speech when it is incomplete (blending phonemes, a violation of the sound-syllabic structure, substitutions, permutations, etc.). The formation of lexical concepts involves special selection of the material, but on the basis of phonetic and content-semantic principle. Special and the work is in mastering grammatical patterns. Gradually the children to form concepts about grammatical categories, the ways of expressing lexical and grammatical meanings and relations to language [4,78-93].

The originality of the objectives and content of work on formation of the speech at pupils with severe speech disorders implies the existence of special requirements for the organization of the teaching process and planning. Among the most significant issues of organization of work on formation of speech and language learning as subject matter include:

- the choice of forms of learning (individual, group, frontal); the ratio of frontal, group and individual work in class; the connection of different student activities with the development of speech activity; the optimal ratio of independent work and work under the guidance of a teacher.

### **CONCLUSION**

Particular attention is drawn to the practical side of elementary course, on the service role of the acquired knowledge in phonetics, grammar, and spelling.

Improving speech-based language learning as a subject has been successfully implemented in a special school provided that for mastering a certain theory created practical background in the form of training to overcome the gaps in phonetic, lexical, grammatical aspects of speech.

Classes in development of speech, pronunciation, preparing for assimilation of the children of certain grammar definitions of the rules. Only after the student has almost mastered a particular speech form and the relations that are expressed through it, you can go to the appropriate conclusions and generalizations. Of particular importance for practical language acquisition is work on phrase and sentence. Grammatical parsing of

sentences, the analysis of the relationship between the words in the phrase is aimed at improving the syntactic aspects of speech of children. The qualitative improvement of speech experience of children in the process of e-language learning as a subject is to be the leading direction in work.

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