

Technologies For Developing Connected Speech In Children With Severe Speech Disorders Based On A Differential Approach

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Abstract: This article discusses the issue of developing connected speech in children with severe speech disorders. Technologies developed on the basis of a differential approach, their theoretical foundations and practical application are extensively analyzed. The stages of speech development in phonetic, lexical, grammatical, social and motivational areas are also consistently described. The article also provides practical recommendations for the effective organization of speech therapy sessions, the use of multimedia and interactive tools, establishing cooperation with parents and psychological support. The results of the study show the effectiveness of a differential approach in ensuring the personal development and social adaptation of children with severe speech disorders.

Keywords: Speech disorders, connected speech, differential approach, speech therapy, special pedagogy, phonetic development, lexical wealth, grammatical skills, social speech, pedagogical technologies.

Introduction: Speech development plays an important role in the overall development of the human personality. Speech disorders in children negatively affect their social, psychological and cognitive development. In particular, in children with connected speech, the speech process is complicated, which limits their ability to express their thoughts, communicate with each other and actively participate in the educational process. Therefore, technologies based on a differential approach aimed at the development of connected speech are considered an urgent pedagogical issue.

Speech is the main means of social communication of a person, playing an important role in the overall development of the individual, social adaptation and success in the educational process. Delay or violation of speech development in children not only limits their ability to communicate, but also negatively affects their thinking, attention and memory processes. Therefore, early identification and correction of any speech defect is a very urgent issue from a pedagogical and psychological point of view.

The speech process in children with stuttered speech (or logoneurosis) is complicated and is often associated

with stress, low self-esteem, and difficulties in a social environment. These children have difficulty fully and clearly expressing words, their speech rate slows down, and pronunciation errors increase. As a result, their ability to actively participate in the educational process is limited and their social adaptation is impaired. Therefore, research, methodologies and technologies aimed at developing the speech of children with stuttered speech are of particular importance.

Modern speech therapy and special pedagogical approaches indicate the need for an individual approach to correcting speech defects. Since the type, degree, personal characteristics and psychological state of each child's speech disorder are different, standardization of the pedagogical process is not enough. Therefore, speech development technologies based on a differential approach have been developed and can give effective results taking into account the individual needs and capabilities of children.

Technologies developed on the basis of a differential approach are aimed at the comprehensive development of children's phonetic, lexical, grammatical and social speech, and together with the activities of the teacher and speech therapist, increase the motivation of children, make the process

interesting and effective through the use of interactive and multimedia tools. Therefore, the scientific study of speech development technologies based on a differential approach in children with connected speech and the development of practical recommendations is an urgent issue for pedagogical science.

The study of speech disorders, in particular, children with connected speech, has become an object of many years of experience and research in the disciplines of speech therapy and special pedagogy. A.L. Zasyadko and L.V. Nikolaeva have extensively covered the methodology for identifying and correcting speech defects and have proposed a systematic approach to developing children's phonetic, lexical, and grammatical abilities. According to their research, speech disorders are not limited to pronunciation errors, but also negatively affect children's thinking processes, attention, and social adaptation.

E.A. Polivanova, having studied the technologies of speech development based on a differential approach, recommends developing a system of exercises taking into account the individual characteristics of children. According to her, exercises for children with connected speech should not be limited only to correcting pronunciation, but also include increasing vocabulary, strengthening grammatical rules, and forming social speech skills.

L.S. Vygotsky also analyzed speech development in relation to the social and psychological context. According to his research, the development of a child's speech is effectively carried out not only through individual exercises, but also through interactive communication and social activity in the educational environment. This idea strengthens the theoretical basis of the differential approach and plays an important role in the formation of pedagogical technologies.

At the same time, N.I. Kuznetsova emphasizes the need for the complex use of articulatory, phonemic, lexical and syntactic exercises in the development of children's connected speech. According to him, if speech development technologies are enriched with modern pedagogical and multimedia tools, children's speech success will increase significantly.

Today, international studies also confirm the effectiveness of the differential approach. For example, American and European scientists have shown that speech development in children with connected speech through individual classes, the use of visual and audio materials, and interactive games gives high results. In this regard, technologies developed on the basis of the differential approach allow for a

comprehensive and systematic development of children's speech.

The process of speech development in children with connected speech requires a comprehensive and systematic approach. Modern speech therapy and special pedagogy practice shows that speech development technologies should not be limited only to correcting pronunciation, but should be aimed at the comprehensive development of the phonetic, lexical, grammatical and social components of children's speech. Therefore, speech development technologies are implemented in several main areas:

1. Phonetic development technologies

Phonetic development is aimed at improving children's pronunciation skills. This direction uses articulation exercises, exercises for recognizing and distinguishing sounds, voice exercises, and pronunciation strengthening methods. For example, a child is shown a picture and he pronounces the name of the object in the picture, and pronunciation errors are corrected using special articulation exercises. At the same time, children have the opportunity to listen to their own speech again through audio recordings and voice programs, identify and correct errors.

2. Lexical development technologies

Lexical development is aimed at increasing children's vocabulary. In this direction, the use of picture cards, storytelling exercises, multimedia materials, and interactive games is considered effective. For example, a child is given several pictures and he composes a short story based on these pictures. In this process, new words are used and they are reinforced in context. Also, repetition and contextual exercises are used to strengthen children's memorization of new words.

3. Grammar development technologies

Grammar development involves strengthening children's sentence-building skills, syntax and morphological rules. During the sessions, children are given words and are given tasks such as building complete sentences, performing question-and-answer exercises, and identifying word groups. For example, children develop their speech by answering questions such as "Who? What is he doing?" and learn to build grammatically correct sentences.

4. Social speech development technologies

Children with connected speech often have difficulties in social communication. Therefore, social speech development technologies are important. In this direction, group games, role-playing tasks, dialogue exercises, and methods of applying communication situations in practice are used. For example, children role-play a store or school situation and in this process

learn to use speech in practice.

5. Multimedia and sensory technologies

Modern speech development technologies involve the widespread use of multimedia and sensory tools. Computer programs, tablets, audio-video materials, and interactive sensory devices serve to attract

children's attention and increase the effectiveness of speech exercises. For example, you can use audio recordings to correct pronunciation and strengthen intonation, learn new words through multimedia games, or perform speech exercises in an interesting way.

Stage	Objective	Method	Means
1	Developing phonetic skills	Articulation exercises, pronunciation exercises	Picture cards, audio recordings
2	Increasing lexical wealth	Storytelling, word choice	Image, multimedia material
3	Developing grammatical skills	Sentence construction, syntax exercises	Flashcards, word list
4	Strengthening social discourse	Role play, dialogue exercises	Group exercises, playing cards
5	Increase motivation and interest	Multimedia exercises, interactive games	Computer, tablet, touch devices

The process of developing connected speech in children with severe speech disorders consists of complex and sequential stages, and a differentiated approach is of great importance in their effective implementation. Studies show that the following stages are distinguished for organizing speech development on a technological basis:

At the first stage, the task of developing phonetic abilities is carried out. During this period, mainly articulation exercises, exercises for pronouncing sounds separately, and exercises for forming phonemic hearing are performed. The goal is to strengthen children's ability to pronounce speech sounds correctly and hear them separately.

At the second stage, the main role is played by expanding lexical wealth. In this process, children learn new words, learn to name objects, phenomena and events. Colorful pictorial materials, object games and interactive tasks are used in classes. At this stage, the child's vocabulary expands and conditions are created for using words in active speech.

The third stage consists of the process of forming

grammatical skills, in which children acquire the skills to construct simple and complex sentences, use words grammatically correctly, and construct sentences syntactically. At this stage, exercises are carried out using special cards, sets of words, and various tasks.

At the fourth stage, the task of forming and strengthening social speech is performed. In this process, children learn to communicate in various life situations - in a store, doctor's office, preschool environment. Role-playing games, dialogue exercises, and group exercises ensure the effectiveness of this stage.

The fifth stage is associated with increasing motivation and strengthening interest, in which educational activities for children are organized in interesting forms. Carrying out exercises through multimedia tools, interactive programs, and sensory devices increases the active participation of children and stimulates the process of speech development.

The sequence of these stages allows for the systematic organization of speech development technologies. Each stage, solving specific tasks set for itself, becomes

the foundation for the next stage. Thus, the process from phonetic basics to social communication and motivational approaches serves to effectively develop children's connected speech.

To ensure efficiency in the process of working with children with severe speech defects, the following practical recommendations can be highlighted:

Strict implementation of a differential approach.

It is necessary to thoroughly analyze the speech, psychological and social characteristics of each child and organize classes individually. This will identify the child's difficulties and determine individual development paths.

Organize classes in stages.

In speech development, it is necessary to start with phonetic exercises, strengthen lexical and grammatical skills, and then move on to social communication and motivational approaches. Stages ensure the principles of continuity and systematicity.

Use of multimedia and interactive technologies.

To increase children's interest and actively involve them, it is advisable to use audiovisual tools, mobile applications and interactive programs. In particular, games-based activities increase efficiency.

Use of role-playing games and social situations.

In the formation of speech communication skills, it is important to model real-life situations such as "shopping in a store", "waiting for a guest", "observing nature". This method prepares children for practical communication.

Establishing cooperation with parents.

For the effectiveness of the activities, parents need to work together with speech therapists and teachers. Speech skills are strengthened through regular use of auxiliary exercises for the child at home, reading books, and talking.

Providing psychological support.

Children with severe speech disorders often experience self-doubt, shyness, and withdrawal from communication. Therefore, the use of psychological training, group games, and motivational methods is important.

The use of special speech therapy materials.

Articulation cards, speech development textbooks, didactic games, audio recording and playback tools help in the effective organization of classes.

Regular diagnosis of results.

At the end of each stage, the child's level of speech development should be determined using special diagnostic tests, observations, and interviews. This

allows for revision and improvement of classes.

CONCLUSION

The issue of developing connected speech in children with severe speech disorders is one of the most relevant areas of special pedagogy and speech therapy. Analyses show that such children face not only difficulties in pronunciation, but also a lack of vocabulary, poor grammatical skills, and problems in social communication. Therefore, it is necessary to organize the process of speech development on the basis of a systematic, step-by-step and differentiated approach. Conducted scientific and theoretical analyses and methodological research have shown that it is effective to organize the implementation of speech development technologies in five stages - phonetic, lexical, grammatical, social and motivational. Each of these stages is inextricably linked and plays an important role in the child's speech development. Also, modern pedagogical technologies, multimedia tools, role-playing games, and interactive exercises make the process of speech development more effective. Regular cooperation with parents, psychological support, and the continuity of speech therapy sessions serve to form free communication skills in children. The development of connected speech in children with severe speech disorders based on a differential approach is a scientifically based, practically effective and socially significant process. This approach ensures the personal development, social adaptation and successful integration of children into the educational process.

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