



**JOURNAL OF ADVANCED  
SCIENTIFIC RESEARCH**

**ISSN: 0976-9595**

## Editorial Team

### Editorial Board Members

**Dr. Hazim Jabbar Shah Ali**

Country: University of Baghdad , Abu-Ghraib , Iraq.

*Specialization: Avian Physiology and Reproduction.*

**Dr. Khalid Nabih Zaki Rashed**

Country: Dokki, Egypt.

*Specialization: Pharmaceutical and Drug Industries.*

**Dr. Manzoor Khan Afridi**

Country: Islamabad, Pakistan.

*Specialization: Politics and International Relations.*

**Seyyed Mahdi Javazadeh**

Country: Mashhad Iran.

*Specialization: Agricultural Sciences.*

**Dr. Turapova Nargiza Ahmedovna**

Country: Uzbekistan, Tashkent State University of Oriental Studies

*Specialization: Art and Humanities, Education*

**Dr. Muataz A. Majeed**

Country: INDIA

*Specialization: Atomic Physics.*

**Dr Zakaria Fouad Fawzy Hassan**

Country: Egypt

*Specialization: Agriculture and Biological*

**Dr. Subha Ganguly**

Country: India

*Specialization: Microbiology and Veterinary Sciences.*

**Dr. KANDURI VENKATA LAKSHMI NARASIMHACHARYULU**

Country: India.

*Specialization: Mathematics.*

**Dr. Mohammad Ebrahim**

Country: Iran

*Specialization: Structural Engineering*

**Dr. Malihe Moeini**

Country: IRAN

*Specialization: Oral and Maxillofacial Radiology*

**Dr. I. Anand shaker**

Country: India.

*Specialization: Clinical Biochemistry*

**Dr. Magdy Shayboub**

Country: Taif University, Egypt

*Specialization: Artificial Intelligence*

**Kozikhodjayev Jumakhodja Hamdamkhodjayevich**

Country: Uzbekistan

*Senior Lecturer, Namangan State University*

**Dr. Ramachandran Guruprasad**

Country: National Aerospace Laboratories, Bangalore, India.

*Specialization: Library and Information Science.*

**Dr. Alaa Kareem Niamah**

Country: Iraq.

*Specialization: Biotechnology and Microbiology.*

**Dr. Abdul Aziz**

Country: Pakistan

*Specialization: General Pharmacology and Applied Pharmacology.*

**Dr. Khalmurzaeva Nadira** - Ph.D., Associate professor, Head of the Department of Japanese Philology, Tashkent State University of Oriental Studies

**Dr. Mirzakhmedova Hulkar** - Ph.D., Associate professor, Head of the Department of Iranian-Afghan Philology, Tashkent State University of Oriental Studies

**Dr. Dilip Kumar Behara**

Country: India

*Specialization: Chemical Engineering, Nanotechnology, Material Science and Solar Energy.*

**Dr. Neda Nozari**

Country: Iran

*Specialization: Obesity, Gastrointestinal Diseases.*

**Bazarov Furkhat Odilovich**

Country: Uzbekistan

Tashkent institute of finance

**Shavkatjon Joraboyev Tursunqulovich**

Country: Uzbekistan

Namangan State University

C/O Advanced Scientific Research,

8/21 Thamocharan Street,

Arisipalayam, Salem

## **PROBLEMS OF SOCIAL ADAPTATION OF SPEECH-IMPAIRED CHILDREN**

**Turgunboyev Sirojiddin Fakhriddinovich**

Yangi asr University

[sirojiddindok@gmail.com](mailto:sirojiddindok@gmail.com)

**Abstract:** This article analytically highlights the actual problems of social adaptation of children with speech defects. Features of social adaptation of preschoolers to society are based on the formation of behavior and the development of speech.

Statistical data, analysis of scientific literature, presentation of scientific findings and important pedagogical recommendations are also presented.

**Key words and concepts:** adaptation, social adaptation, preschool age, speech disorder, psychological disorders.

### **Introduction**

The increase in the number of speech-impaired children in the last decade of our century, along with the fact that the problem of their social adaptation to society is of particular importance, is, in our opinion, a very urgent issue.

In the process of studying this problem, we analyzed the scientific and methodological literature on this issue. In this case, we witnessed how important it is in the development of the personal characteristics of children with speech defects of social adaptation.

In modern society, the issue of educating the young generation is more urgent than ever, and in this matter, the formation of communication skills for preschool children with peers prepares the ground for the formation of behavior and the development of speech.

It is known that speech serves as the basis for the entire mental development of a child. This indicates that the pre-school period is an important period of a child's life.

Due to personality traits, when people often come to a new team, it takes some time to get used to this team, that is, to adapt.

When children enter an educational institution, they must not only adapt there, but also learn to live in a community, in addition, the social environment (children's community, educators) must also adapt to the individual characteristics of the child, in other words, the environment of social adaptation must be adapted to the individual, it is desirable to form within the framework of the cooperation of the environment, peers, teachers and parents.

It is known that the nature of adaptation includes a wide range of individual reactions that depend on the child's psychophysiological and personal characteristics, existing family relationships and conditions in the preschool educational institution.

The process of social adaptation is characteristic for all categories of disabled people, and the essence of these issues becomes more profound for them.

Therefore, it is natural to study the specific features of social adaptation of children with speech impairments to find a solution to the problem.

### **Analyze of referenced literatures and discassion**

Studies related to the problems of social adaptation of children with speech impairment Akimenko V.M., Alekseeva N.V., Alekseenko S.G., Barinova V.G., Bekuzarova N.V., G.A. Volkova, Ferdinand de Saussure (Ferdinand de Saussure), Tardien (Tardien), Govers (Govers) , carried out by Froechels, Brain and others. Our country's national special pedagogy has been studied by researchers such as L.R. Mominova, G.B. Shoumarov, R. Shomaxmudova, M. Ayupova, V. Sobirova, Sh. Shokirova, Sh. Taxtayarova, and others, focusing on the social development issues of children with speech disorders. However, in the announced studies, some aspects of issues related to the social integration problems of children with speech disorders have been investigated.

One of the most important challenges in corrective pedagogy is considered to be addressing the issues of correcting speech disorders and facilitating the medical-psychological-pedagogical rehabilitation and development of children and adolescents with disabilities. This involves taking into account their mental and physical capabilities to integrate them into social life. Children with limited abilities are considered one of the most challenging groups from the perspective of social

integration.1 [7]. Their overall social integration capabilities are hindered due to the consequences of mental and physical health limitations, restricted social experiences, and sometimes adverse family and economic situations.

The development of inclusive attitudes in the evolving modern society demands providing every child with the opportunity to lead a good life. One of the challenges on this path is considered to be the difficulties in social integration, which each child with developmental limitations faces from the beginning. This situation is regarded as a factor that complicates their social adaptation [8].

In many studies, it has been observed that 80% of children face difficulties in adapting to the educational system. This situation is classified with indicators such as lack of interest in exams, disruption of regular sleep patterns, overall lack of satisfaction, and remaining withdrawn. This information highlights the necessity of collaboration between families and educators in addressing these challenges.

Integration is the adaptation of an organism to a new environment. For a child, it involves exposure to a new, unfamiliar setting such as a school, along with new surroundings and relationships.

According to N.I. Khorostyanova, the limited capabilities of children with disabilities to engage in age-appropriate activities (play, learning, work, communication) restrict their access to social integration opportunities, depriving them of these possibilities.

### **Analyze and results**

Parents and society putting obstacles to the continuous involvement of such children with the members of society hinder the formation and strengthening of the social integration mechanism, thereby halting the development of the child's personality.

Various psychological disabilities and impairments, the restriction of independence, and the impairment of the ability to engage in any activity suitable for their age directly and adversely affect the social integration of children with special needs. The uniqueness of their social integration is closely related to the presence of social maturity in this category of children.

Situations where children in need of special assistance lack opportunities to engage in various activities, acquire social roles, norms, and rules, highlight the absence of possibilities for social integration. This absence of possibilities is considered one of the main reasons for the social challenges faced by representatives of this category.

N.I. Khorostyanova emphasizes that the overall set of physical and mental capabilities, personal qualities, intellectual and communicative abilities, and social knowledge and skills collectively contribute to a person's social integration potential by adapting to the changing conditions of social life [9].

Due to health-related issues faced by individuals with limited abilities, their overall quality of life tends to decline, and as a result, they are deprived of the opportunity to live in full harmony with others.

The socio-economic status of these individuals (family relationships, education, vocational training, and others) plays a significant role in their social integration.

One of the essential conditions for the social integration of individuals with limited abilities is understanding the importance of creating opportunities for them to interact with healthy individuals.

Furthermore, another crucial aspect of their successful integration into society is the close interaction with healthy individuals [1].

The social integration of individuals with disabilities is a complex practical issue. Efforts to ensure the social integration of those who require special assistance should take into account their social categories, as well as the specific features and life strategies of the social environment.

In a society undergoing intense development, the issue of social integration gains special significance for individuals with limited abilities. Additional factors such as social, socio-economic, socio-cultural, legal, ethnic, and other supplementary aspects contribute to the increasing complexity of their social integration challenges. [5].

L.S. Vygotsky, when discussing the formation of the personality of a child undergoing mental development, suggests that this process corresponds to the growth of cultural and natural development. This includes the gradual physiological maturation observed during the acquisition of societal experiences, the influence of the surroundings, and the effects of education. However, such conditions are not observed in individuals with limited abilities. Therefore, the lack of specific correctional assistance prevents the complete development of the individual, meaning it adversely affects their social integration. [3].

V.V. Lebedinskiy emphasizes that a child's speech impairment not only affects his social integration level but also leads to the deterioration of his activities. Additionally, it highlights that the acknowledgment of the child's own speech impediment contributes to the decline in his performance. [4].

According to L.M. Shipis, children with speech impediments often experience a lower level of social integration due to their inability to join social groups developing language in their peers, which results in their reduced social adaptability [10].

O.N. Berejnaya, who has researched the social integration issues of children in need of special assistance, not only identifies unique features in complex speech-impaired children but also acknowledges the acquisition of distinctive characteristics in children with speech difficulties linked to their intellectual development.

As a means for the successful development of speech in children with speech impairments, the integration of the activities of educators and speech therapists is crucial, as well as emphasizing the necessity of utilizing the capabilities of school education methods and tools [2].

The analysis of literature on this issue indicates that the presence of speech impairments affects the children's adaptation to school and hinders their social adaptability.

Moreover, the inability to develop self-confidence, establish close relationships, and organize one's activities according to rules are prominent aspects

that significantly impact children with speech impairments. These situations not only affect their relationships with peers but also hinder their interactions with adults.

### **Conclusion**

Analyzing the above information indicates the necessity of specialized organizational support for shaping the social integration of children with speech impairments in society.

Resolving the social integration issues of individuals with disabilities becomes a significant challenge in a modern and inclusive society. However, ensuring its successful implementation requires the creation of a special educational environment that attracts individuals with disabilities to various types of activities. This is necessary for both adults and children to discover new ways of establishing social connections and organizing life activities [6].

Resolving the social integration issues of individuals with disabilities becomes a significant challenge in a contemporary and inclusive society. However, successfully implementing it requires creating a special educational environment that attracts individuals with disabilities to various types of activities. This necessitates both adults and children to discover new ways of establishing social connections and organizing life activities.

### **LIST OF REFERENCE LITERATURE**

1. Башаев С.В. Проблемы социальной адаптации лиц с ограниченными возможностями здоровья в современном обществе / С.В.Башаев, В.В.Горелик // Международный научно-исследовательский журнал. — 2016. — № 4 (46) Часть 7. – С. 131 – 134.
2. Бережная О.Н. Развитие речи старшего дошкольника как средство социальной адаптации. Дисс. ... канд. пед. наук. - Ставрополь: 2005 – 24 с. 29.
3. Выготский Л.С. Проблемы дефектологии. – М.: Просвещение, 1995. – 527 с.
4. Лебединский В.В., Никольская О.С., Баенская Е.Р. Либлинг М.М. Эмоциональные нарушения в детском возрасте и их коррекция-М.: изд-во «МГУ», 1990- 197 с.



5. Направления совершенствования социальной адаптации людей с ограниченными возможностями здоровья Среднерусский вестник общественных наук. том 12 №2 2017.

6. Соломахина Т.Р. Социальная адаптация подростков с ограниченными возможностями здоровья в условиях детского санатория автореферат дис. ... канд. пед. наук. – Курск.: 2008. - 22 с.

7. Turg'unboev S.F. Kar va zaif eshituvchilar ijtimoiy moslashuvida mehnat ta'limining ahamiyati va uning dolzarb muammolari Zamonaviy ta'lim ilmiy-amaliy ommabop jurnal T., 2018/9 73-79 b.

8. Turg'unboev S.F. Eshitishida nuqsoni bo'lgan shaxslarni ijtimoiy moslashuvi masalalari: dunyo mamlakatlari ta'lim tizimi tahlili asosida. Bola va Zamon ilmiy-ommabop jurnal T., 2019/3 58-61 b.

9. Хворостянова Н.И. Социально-педагогическая реабилитация детей с ДЦП Текст.: учеб. пособие / Н.И.Хворостянова; под общей ред. Л.В.Мардахаева. М.: Изд-во МГСУ «Союз», 2001. - 260 с.

10. Шипицына Л.М. Сопровождение дошкольников с общим недоразвитием речи / Л.М.Шипицына // Комплексное сопровождение детей дошкольного возраста / под ред. Л.М. Шипицыной. Санкт-Петербург.: Речь, 2003. 102-120 с.

11. Зияева, С.А. (2023). Влияние культурных различий на речевое поведение узбекских студентов в контексте обучения иностранному языку. Fan va jamiyat. Ilmiy-uslubiy jurnal. №2 (qosimsha). Наука и общество. 114-116.

12. Зияева, С.А. (2023). Роль технологии проблемного обучения при совершенствовании социолингвистической компетенции студентов вузов (на примере немецкого языка). Вопросы науки и образования. Научно-практический журнал. №4 (169).46-50.

13. Зияева, С.А. (2023). Формирование социолингвистической компетенции студентов при изучении немецкого языка: факторы и условия. Ўзбекистонда хорижий тиллар” номли электрон илмий-методик журнал ва Интернет портали – FLEDU.UZ. № 4 (51) , 35-44 с.

14. Ziyaeva, S.A. (2023). Soziolinguistisches Paradigma in der Sprachdidaktik. Raqamli texnologiyalar davrida xorijiy tillarni o'qitishning dolzarb muammolari. Xalkaro ilmiy-amaliy anjuman materiallari to'plami. 288-294.

15. Ziyayeva, S.A. (2023). Nemis tilini o'rganishda talabalarning ijtimoiy lingvistik kompetensiyasini shakllantirish: omillar va sharoitlar. Ko'ptillik va madaniyatlararo muloqot: tajriba va muammolar. Xalkaro ilmiy-amaliy anjuman materiallari. 362-369.

16. Ziyayeva, S.A. (2023). Chet tillarni kontekstida talabalarning ijtimoiy lingvistik kompetensiyasi: muammolar va istiqbollar. Zamonaviy ingliz tili aspektlarini nazariy va amaliy o'qitish muammolari, yechimlari va rivojlanish istiqbollari" mavzusidagi respublika miqiyosida ilmiy-amaliy onlayn anjuman. 4-9.

17. Зияева, С.А. (2022). Использование социальных медиа ресурсов на уроках немецкого языка. Наука и образование сегодня. Научно-теоретический журнал. Москва. №1 (70), 38-43.

18. Ziyaeva, S.A. (2022). Improving the Sociolinguistic Competence of Language Oriented University Students in Teaching German. LAP Lambert Academic Publishing ISBN 978-620-4-73404-0. 107