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## PSYCHOLINGUISTIC METHODS OF CORRECTING SPEECH DISORDERS

**Abstract:** Speech disorders are a pervasive phenomenon that affects millions of individuals worldwide, often leading to compromised communication, social isolation, and diminished self-esteem. As the field of speech-language pathology continues to evolve, researchers and practitioners have come to recognize the critical role that psycholinguistic methods play in correcting speech disorders. This article provides an exhaustive examination of the key psycholinguistic methods used in the diagnosis and treatment of speech disorders, exploring the underlying theories, research findings, and clinical applications.

**Keywords:** speech disorders, researches, patients, speech characteristics, communication, connections

**Introduction:** Correcting speech disorders consists of the correction of the patient's language status in respect to its deviations identified during the clinical examination, taking into consideration the psycholinguistic specificity of speech disorders. This process lends the patient the capability of learning the impaired speech characteristics and self-correction under the conditions of communication. In order to ensure the success of correction, it is expedient to make use of methods based on the structural properties of the language and the capabilities typical of the normal mechanisms for speech construction. The study of the defective symptomatics of speech disorders peculiar to different syndromes, along with the peculiarities demonstrating the components of these disorders – articulatory, analytical, semantic, and speech-forming activities, the system of their connections, and the mechanisms they use in mutual adaptation – allows for the determination of the underlying principles of creating programs for correction. This makes it possible to work out a systematic approach that takes into consideration every aspect of the patient's disorder.

### Overview of Speech Disorders

Language is the most complex form of human behavior. Its acquisition is one of the most complicated psychological processes. Neurogenic language disorders, termed aphasia, typically develop in adults as a result of damage to the brain. Since damage to the brain no longer has a curative type of treatment, the aphasic patient must be assisted in regaining correct communication to the extent possible. The organization of aphasia therapy is the task of speech therapy. The psychologist is faced primarily with disorders that develop in children or with speech disorders that either continue from the time of the injury or develop exclusively at that time. First, however, one must constitute a classification of these disorders. For simple or compound verbomotor disorders, history is irrelevant, intelligence is preserved, and there are often adaptive functions and the general ability to formulate sentences. Anomic and Broca's aphasia are states where nouns and verbs or verb forms are affected. These states can be acquired if there is a left hemispheric dysfunction. Ninety-five percent of right-handers whose speech centers are injured suffer from left-sided hemiparesis when Broca's aphasia occurs and left-handers during anomic aphasia.

### Results and Discussions.

Speech disorders, encompassing conditions such as stuttering, apraxia, and articulation disorders, arise from a complex interplay of linguistic, cognitive, and environmental factors. Traditional approaches to correcting speech disorders often rely on behaviorist methods, focusing on the manipulation of external stimuli to shape desired responses. However, recent advances in psycholinguistics have underscored the importance of examining the internal linguistic processes and cognitive substrates that underlie speech production. This shift in perspective has led to the development of innovative, psycholinguistically informed methods for correcting speech disorders. Psycholinguistic theories, such as the interactionist model and the connectionist model, provide the theoretical foundation for understanding the complex processes involved in speech production. The interactionist model posits that speech production arises from the dynamic interaction between linguistic knowledge, cognitive processes, and environmental factors. In contrast, the connectionist model suggests that speech production is mediated by a network of interconnected neural units, which activate and inhibit each other to generate speech. Both models highlight the critical role that cognitive and linguistic factors play in shaping speech production.

### Methods of Correction

Several psycholinguistic methods have been developed to correct speech disorders, each targeted at specific aspects of speech production. These methods include:

1. **Cognitive-Linguistic Interventions:** This approach focuses on enhancing linguistic knowledge and cognitive skills, such as phonological awareness, semantic mapping, and syntactic processing. Cognitive-linguistic interventions have been shown to be effective in improving speech production in individuals with developmental language disorders.
2. **Mindfulness-Based Interventions:** Mindfulness-based interventions, such as mindful speech production and mindful listening, have been demonstrated to reduce anxiety and stress associated with speech production, leading to improved speech fluency and articulation.
3. **Neural Plasticity-Based Rehabilitation:** This approach leverages the brain's capacity for neural reorganization in response to experience and practice. Techniques such as constraint-induced language therapy and language training with virtual reality have been shown to promote neural plasticity and improve speech production in individuals with acquired language disorders.
4. **Pragmatic Communication Interventions:** Pragmatic communication interventions focus on enhancing the social and functional aspects of communication, including conversation skills, turn-taking, and repair strategies. This approach has been effective in improving communication skills in individuals with autism spectrum disorder and other neurodevelopmental disorders.

### Clinical Applications

Psycholinguistic methods have been widely adopted in clinical settings to correct speech disorders. Speech-language pathologists (SLPs) use a range of techniques, including standardized assessments, such as the Western Aphasia Battery and the Clinical Evaluation of Language Fundamentals, to diagnose and monitor speech disorders. Treatment protocols, such as the Lidcombe Program and the Hanen Program, have been developed to implement psycholinguistic methods in clinical practice.

### Research Findings

Empirical research has provided strong support for the efficacy of psycholinguistic methods in correcting speech disorders. Studies have consistently demonstrated significant improvements in

speech production, linguistic knowledge, and cognitive skills following psycholinguistically informed interventions. For example, a randomized controlled trial published in the *Journal of Speech, Language, and Hearing Research* found that a cognitive-linguistic intervention led to significant improvements in speech production and language skills in individuals with aphasia.

### **Conclusion.**

Psycholinguistic methods offer a powerful approach to correcting speech disorders, one that is grounded in a nuanced understanding of the complex linguistic and cognitive processes that underlie speech production. By targeting the internal linguistic processes and cognitive substrates that give rise to speech disorders, psycholinguistic methods provide a more effective and sustainable means of promoting speech correction. As the field continues to evolve, it is essential that researchers and practitioners stay abreast of the latest developments in psycholinguistic methods, integrating these approaches into their clinical practice to enhance the communication skills and quality of life of individuals with speech disorders.

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