

THEORETICAL-METHODOLOGICAL AND PEDAGOGICAL-  
PSYCHOLOGICAL ANALYSIS OF STUTTERING

Babazhanova Dildora Khusinbaevna

*Student of Defectology at Alfraganus University*

**Karimova Z.**

*Teacher of the Department of Pedagogy and Psychology of Alfraganus  
University*

**Abstract:** *This article covers the etiology and pathogenesis of stuttering, signs and symptoms, complications of stuttering, diagnosis and correction of stuttering types and prevention.*

**Key words:** *stuttering, neurotic, neurosis, tonic, clonic, logopsychologoped, physiologoped, complex.*

Stuttering is a psychophysiological complex speech disorder that is common in children. This condition is manifested in the form of repetition and lengthening of sounds, syllables or words. There are frequent pauses or indecision in speech.

The child stops more on vowel sounds before saying some words. While saying words and sentences, he is caught by force without realizing it. In addition, they also have internal stuttering. At such a time, the child knows what to say, but cannot say it.

Is speech disorder congenital?

It can be congenital or acquired. It occurs mainly in children aged 2 to 5 years. At the same time, this problem is diagnosed three times more often in boys than in girls.

What can cause the disease?

Genetic predisposition plays an important role in the development of stuttering. However, women's lack of attention to their health during pregnancy, especially incomplete treatment of viral diseases such as flu and colds, arbitrarily taking various drugs, and brain damage during childbirth also cause stuttering in them. it can.

Stuttering is a violation of the tempo, rhythm and fluency of speech as a result of the contraction of the muscles of the speech apparatus.

Stuttering is a speech disorder with the oldest history among other speech disorders. There are different interpretations about its manifestation and causes from ancient times.



Hippocrates (before our era) showed stuttering more as a accumulation of moisture in the brain, while Aristotle saw it as a disease associated with the incorrect relationship of the parts of the articulatory apparatus.

Galen, Celsus, and Ibn Sina admit that during stuttering, there may be a disturbance in the central or peripheral parts of the speech apparatus.

In the 17th and 18th centuries, stuttering was considered to be the result of insufficient development of the external speech apparatus.

Vutser - and it shows that the incorrect structure of the lower jaw, i.e. the depth, causes stuttering.

And Herve-de-Sheguan connects it with the long tongue and the fact that the tongue is very tightly attached to the tongue.

Arnot and Shulte show that stuttering is not the result of the movement of speech organs.

Cockerall interprets it as exhaling too fast.

Blume is shown to be in the incompatibility of thought and speech process.

Some researchers associate stuttering with disturbances in mental processes. For example: According to Blumen; stuttering occurs when a person thinks quickly, as a result, the organs of speech do not have time to fully move, so they stutter or, on the contrary, speech movements "outpace the thinking process". As a result, the muscles of the speech apparatus try to correct this inconsistency and come to a state "like being stuck".

At the beginning of the 19th century, French researchers associated stuttering with disorders in the peripheral and central parts of the speech apparatus. For example, doctor Voisin (1821) connects the mechanism of stuttering with the activity of the central nervous system.

Dr. Delo (1929) indicates that stuttering is a disorder of sound pronunciation, an organic disorder of the speech apparatus, or an organic disorder in the brain.

In Russia, I.A.Sikorsky (1889), E.Andres (1894) associate stuttering with functional disorders.

Thus, at the beginning of the 19th century, stuttering was considered to be a complex mental disorder. According to the recognition of some, it is based on a physiological disorder, and mental disorders have a secondary nature. (A. Gutsman 1879, A. Kusmaul 1978, I. A. Sikorsky 1889, etc.).

Others believe that the mental aspects are primary, and the physiological manifestations are the result of mental disorders. (A. Cohen - 1878, Komenko 1900).



In the 30s and 50s and 60s of the 20th century, the mechanism of stuttering was considered based on the teachings of I.P. Pavlov about the human higher nervous system and partially the mechanism of neurosis. In this case, some researchers interpreted stuttering as a symptom of neurosis (YU.A. Florenskaya), others - as its special form (V.A. Gilyarovskiy, M.B. Khvatsev, I.P. Tyapugin, S.S. Lyapidevskiy).

In both cases, these complex and diverse mechanisms of stuttering are unique to the development of neurotic mechanisms. Stuttering, like other neuroses, occurs as a result of various reasons that cause tension in the processes of excitation, inhibition and the formation of a pathological conditioned reflex. Stuttering is not a single symptom or a set of symptoms, but a disorder of the central nervous system.

Different opinions on understanding stuttering at the beginning of the 20th century can be divided into 3 theoretical directions.

1. Stuttering is a coordination neurosis that occurs as a result of the weakening of the excitability of the apparatus that coordinates speech centers.

G. Gutsman, I. A. Kussmaul later expressed these very well in the scientific works of I. A. Sikorsky. Later, they explained that stuttering is spasms, similar to muscle cramps.

2. Stuttering is an associative disorder of a mental nature. This direction was advanced by T. Befner and E. Freshels.

3. Stuttering is the result of various conflicts with the environment during mental trauma. A. Adler, Schneider were supporters of this theory.

E. Pishon distinguishes two forms of organic stuttering:

The first is in the form of cerebral aphasia, in which the system of associative fibers is disrupted and internal speech is lost.

The second one reflects a specific abnormal movement of speech in the form of dysarthria and is associated with damage to the subcortical structure.

The problem of organic stuttering has not been solved until now. According to some researchers, stuttering is a type of organic disease of the central nervous system in general, and the disorder in brain nutrition directly affects the speech department of the brain or the system related to it (V. Lev 1947, E. Gard 1957, S. Skmoil and V. Ledezich 1967).

Many authors who have studied the pathogenesis of stuttering say that there are various vegetative changes in people who stutter. For example, according to M. Zeeman, 84% of people who stutter have vegetative dystonia.

In cases of severe disorders of the vegetative nervous system, especially stuttering moves to the background, fear, excitement, panic occur. A person has



a tendency to shiver, sweat, and blush. In children (stutterers), sleep disturbances, restless sleep, superficial sleep, and night terrors are observed. Stutterers often lose focus and determination during training. They do not sufficiently assess their capabilities, the results they have achieved, because the improvement of speech will relieve their general mood to a small extent.

In the 1970s, medical criteria were proposed in psychiatry to distinguish between neurotic and neurotic-like disorders. A tendency to divide stuttering into both neurotic and neurosis-like forms was revealed (N.M. Asatiani, B.Z. Drapkin, L.I. Belyakova, etc.).

Until now, researchers are trying to study the mechanism of stuttering not only from a medical and physiological point of view, but also from a neurophysiological, psychological, psycholinguistic point of view.

Neurophysiological examination of stuttering in the organization of speech activity is of interest (I.V. Danilov, I.M. Cherepanov, 1970). Existing studies show that the dominant (left) hemisphere of stutterers cannot fully perform its leading role compared to the right hemispheres. The rule about interaction of stuttering with some kind of dominance in speech pronunciation was established by V.M. Shklovsky's data confirms this.

Development of the problems of stuttering in terms of psychology is one of the urgent issues of uncovering the genesis of stuttering, understanding the behavior of stutterers in the communication process, and developing its problems from a psychological point of view in order to determine their individual psychological characteristics. The study of attention, memory, thinking, and mental activity of stutterers shows that the structure of their mental activity and the process of self-coordination have changed. They perform poorly in activities that require a high degree of automation (especially rapid initiation of activities), but as soon as voluntary performance is achieved, the difference in performance between a stutterer and a healthy person disappears. Mental motor activity is an exception: if in healthy children mental movements occur automatically to a certain extent and do not require voluntary coordination, then coordination is a complex task that requires free control for stutterers. According to some researchers, stutterers differ from non-impaired speakers by the extreme inactivity of mental processes.

It is effective to examine the personal characteristics of stutterers both with the help of medical observations and with the use of experimental psychological methods. With their help, the characteristic of airy suspiciousness, suspicion, mistrust, humanism, tendency to depression, and indifference to defects are determined. Consideration of stuttering mechanisms



from a psycholinguistic point of view is also noteworthy. This aspect of learning requires to determine at what stage of stuttering pronunciation muscle tension occurs.

The following stages of speech communication are distinguished:

1. The presence of the need for speech (speech) or communicative purpose;
2. The birth of the thought of narration in inner speech;
3. Performance of narration through sound.

According to I. Yu. Ableeva, stuttering occurs when the speaker is preparing for a speech, when the speaker has a communicative goal, an opportunity to speak without being caught.

Considering different points of view on the problem of stuttering, it is possible to come to the main conclusion that the mechanisms of stuttering are not the same. In some cases, stuttering is recognized as a complex neurotic impairment, which is a consequence of the derailment of the nerve process in the cerebral cortex, the violation of shell and subshell interactions, the weakening of the speed of general speech movements (voice, breathing, articulation) .

I.P. Based on Pavlov's teaching about types of higher nervous activity, stuttering is one of the signs of functional changes in higher nervous activity. This defect is caused by disturbances in the balance of the excitation and braking processes.

Why does a child stutter?

So what is stuttering? What should be done to prevent it?

Stuttering is a psychophysiological complex speech disorder that is common in children. This condition is manifested in the form of repetition and lengthening of sounds, syllables or words. There are frequent pauses or indecision in speech.

The child stops more on vowel sounds before saying some words. While saying words and sentences, he is caught by force without realizing it. In addition, they also have internal stuttering. At such a time, the child knows what to say, but cannot say it.

Is speech disorder congenital?

It can be congenital or acquired. It occurs mainly in children aged 2 to 5 years. At the same time, this problem is diagnosed three times more often in boys than in girls.

What can cause the disease?

Genetic predisposition plays an important role in the development of stuttering. However, women's lack of attention to their health during





pregnancy, especially incomplete treatment of viral diseases such as flu and colds, arbitrarily taking various drugs, and brain damage during childbirth also cause stuttering in them. it can.

Also:

- severe infectious and endocrine diseases after the birth of the child until the age of three;

- intense fear;

- loud quarreling of parents in front of their young child;

- physical and mental stress;

- various brain injuries and others also cause this problem.

In addition, strict control in the family and excessive demands on children can also cause them to stutter.

What should be considered to prevent the disease?

Children should not be overburdened with mental burdens, do not memorize long poems, and do not force them to pronounce difficult words and syllables. Even forcing children to learn foreign languages leads to speech disorders.

What should be done if such a condition is observed in a child?

If a child is stuttering, it is necessary to consult a speech therapist or a psychoneurologist. The sooner treatment is started, the faster and easier the child will recover.

At the same time, it is expedient for the educators in the pre-school educational institution, and the parents in the family to create an opportunity for the stuttering child to speak correctly, independently and fluently. It is especially important to treat children with care and pay constant attention to their health during the period when their speech is developing.

Stuttering occurs in children for two reasons. The first one appears as a result of disorders of brain activity, and the other one may have stuttering in the form of neurosis in the absence of somatogenous diseases in the body.

### **DON'T SCARED YOUR CHILD!**

**- What causes stuttering?**

Stuttering caused by diseases of the brain can be a complication of diseases such as severe pregnancy, brain injuries during childbirth, meningitis, encephalitis. Sometimes this defect appears under the influence of a genetic factor.

In such cases, mainly drug treatment takes the main place, and at the same time, it is necessary to work together with the treatments of a psychologist and a defectologist.



Tuberculosis, diarrhea, and some types of flu can damage the organs of speech and this may lead to stuttering. The main cause of stuttering in the second case is psychological injuries, physical, mental and emotional stress.

These conditions are called children's neurosis, and stuttering subsides with the elimination of psychogenic injury, fatigue and mental shocks. In some cases, persistent and progressive stuttering appears.

Such children are afraid to speak, as a result of their embarrassment, they prefer to remain silent. This condition is often caused by severe fear, witnessing a big fight, being beaten, being left in a dark room, being bitten by a puppy, falling from a height, drowning, having an accident, having a high fever, telling parents events such as drinking, losing a father or mother, witnessing a death have a strong impact on the child's mental state, and it causes the child to stutter.

Some children stutter by imitating their friends and family members. In such a situation, it is better to explain the situation to the child without pressuring him to speak correctly.

### **MIMICALS DECEIVE THEM!**

- We often observe nervous movements in children who stutter. Are these conditions related to illness?

- In a child who stutters, hair on the facial expressions with illness, tremors in the hands, biting the nails, playing with the hair, itching, moving the jaw or eyebrows when talking, playing with lunches, squinting or moving back, head bad habits such as speaking backwards may also come along.

These conditions also cause emotional shocks in children, such as loss of sleep, nightmares, irritability, lack of appetite, and excessive crying.

The reason for this is that the child has a command in his brain that he cannot say this, and he moves together as if he wants to get help from them. In fact, they have nothing to do with speech.

### **HOW CAN I HELP?**

- What is the first thing to do when a child stutters? - First of all, you should not be afraid of it. It is necessary to find out the cause of stuttering and take measures to treat it, not to fight hard, demanding that the child speak correctly.

Especially, it is better to stop arguing about the child's stuttering. There is no point in parents blaming each other.

If your child is afraid of something and stutters, don't remind him of that event at all. He needs to be convinced that his current condition will pass like a cold.



Consult with his teachers so that his friends do not laugh at his shortcomings, but rather help the child. The most important thing is not to shut up the child by telling him not to speak like that, but gently explain to him how to speak, step by step, and practice the letters with him.

Does the child go to the sports club? Get information about his wins and losses. It is better to restrict such children from sports such as boxing, swimming, and judo.

In the treatment of stuttering, get the recommendations of a speech therapist along with a child neuropathologist, psychoneurologist, psychotherapist and psychologist.

The main thing is to trust your child and overcome stuttering together.

### FOYDALANILGAN ADABIYOTLAR RO'YXATI:

1. X. Laguzen Duduqlanishni davolash usuli.
2. G. D. Netkachev klinikasi va duduqlanish psixoterapiyasi.
3. M.E. Shubert psixopatologiya tomon, duduqlanish klinikasi va davolash.
4. I.I. Tartakovskiy Duduqlanish psixologiyasi va jamoaviy psixoterapiya.
5. V.S. Kochergina Bolalarda duduqlanishning klinik xususiyatlari
6. Islomova, O. (2022). NUTQ BUZILISHLARI PSIXOPROFILAKTİKASIDA TURLI XIL PSIXOLOGİK O'YINLARNI TASHKIL ETISH. Журнал Педагогикки и психологикки в современном образовании, 2(5). Извлечено от <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4821>
7. Islomova, O. (2022). NUTQ NUQSONLARINI KORREKSIYALASHDA “STEM” TIZIMIDAN FOYDALANISH. Журнал Педагогикки и психологикки в современном образовании, 2(5). Извлечено от <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4824>
8. Islomova, O. (2022). МАКТАБГАЧА YOSHDAGI NUTQ NUQSONIGA EGA BO'LGAN BOLALAR XOTIRA XUSUSIYATI VA UNING RIVOJLANISHIGA TO'SQINLIK QILUVCHI OMILLAR. Журнал Педагогикки и психологикки в современном образовании, 2(6). Извлечено от <https://ppmedu.jspi.uz/index.php/ppmedu/article/view/4823>
9. Ozoda Islomova, UMUMTA'LIM МАКТАBLARI QOSHDAGI SHAXOBCHALARDAGI BOLALAR NUTQINI RIVOJLANTIRISHDA KOMPLEKS LOGOPEDIK TIZIMLI ISHLARNI TASHKIL ETISH , Журнал Педагогикки и психологикки в современном образовании: Том 2 № 6 (2022): Zamonaviy ta'limda pedagogika va psixologiya fanlari





10. Islomova, O. (2020). MAKTABGACHA YOSHDAGI DUDUQLANUVCHI BOLALAR NUTQINI ZAMONAVIY O‘YINLAR ORQALI KORREKSIYALASH. Scienceweb academic papers collection.

11. Islomova, O. (2022). NUTQIDA NUQSONI BO‘LGAN BOLALARNING BILISH FAOLIYATINI RIVOJLANTIRISHDA INOVATSION METODLAR. Журнал Педагогика и психологии в современном образовании, 2(4).

12. Islomova, O. (2022). NUTQ NUQSONIGA EGA BOLALAR RIVOJLANISHIDA LOGOPEDIK O‘YINNING AHAMIYATI. Журнал Педагогика и психологии в современном образовании, 2(4).

