

PROBLEMS OF IDENTIFYING AND DIAGNOSING TYPES OF CHILDREN WITH DEVELOPMENTAL DISORDERS IN THE ACTIVITIES OF FUTURE SPEECH THERAPISTS



Tojiboyeva Osiyoxon Alisher qizi

*Teacher-trainee, Department of Creative Pedagogy and Psychology
Namangan State Pedagogical Institute*

Abdusamadova Kumushxon Abdujalil qizi

*1st-year student, Special Pedagogy (Speech Therapy)
ORCID: 0009-0000-1742-7607*

**ARTICLE
INFORMATION**

ANNOTATION

**ARTICLE
HISTORY:**

Received: 17.05.2026

Revised: 18.05.2026

Accepted: 19.05.2026

KEYWORDS:

*speech therapy,
diagnostics,
developmental
disorders, speech
impairment, future
speech therapists,
inclusive education,
correctional pedagogy.*

This article analyzes the scientific and pedagogical problems arising in the process of identifying types of children with developmental disorders and conducting diagnostic procedures in the professional activity of future speech therapists. It also highlights the theoretical foundations of the diagnostic process, modern approaches, and key practical difficulties. The importance of developing diagnostic skills is substantiated as a crucial factor in forming the competence of speech therapists in the special education system.

Introduction

Today, early identification of children with developmental disorders and providing them with appropriate pedagogical support is one of the most pressing issues in the system of special education. In particular, the diagnostic process in speech therapy services is an essential stage, as it helps to identify speech and developmental disorders in children.

In the professional training of future speech therapists, developing diagnostic competence, distinguishing between different types of developmental disorders, and classifying them correctly are of great importance. Incorrect diagnosis reduces the effectiveness of subsequent corrective work.

Currently, in the fields of special pedagogy and speech therapy, early identification of children with developmental disorders and providing effective corrective assistance remain urgent scientific and practical issues. Accurate diagnosis of speech and developmental disorders plays a central role in the professional competence of future speech therapists [1].

In their professional activity, diagnostics includes not only identifying speech impairments but also determining their causes, levels, and structure. Therefore, mastering the diagnostic process is an important component of professional training.

Literature Review

Types of Children with Developmental Disorders

- Children with speech disorders (dysarthria, alalia, dyslalia, rhinolalia, dysphasia)
- Children with hearing impairments
- Children with visual impairments
- Children with intellectual developmental delays
- Children with autism spectrum disorder
- Children with complex (multiple) disorders

Each category has its own clinical, psychological, and pedagogical characteristics, and distinguishing them during diagnosis is of great importance.

Content and Importance of the Diagnostic Process

Speech therapy diagnostics is a comprehensive process of studying a child's speech and overall development. It aims to:

- identify speech disorders;
- determine the level and structure of the disorder;
- identify causal factors;
- choose an individual corrective pathway.

The diagnostic process is based on the following principles:

- comprehensive approach
- individual approach
- dynamic observation
- systematic analysis

Problems Encountered by Future Speech Therapists

Future speech therapists face several challenges in the diagnostic process:

- **Insufficient theoretical knowledge**

Difficulties arise in clinically differentiating various speech disorders.

- **Lack of practical skills**

Insufficient experience in using diagnostic tests and methods.

• **Problems in differential diagnosis**

Difficulty distinguishing similar symptoms (e.g., alalia and autism).

• **Lack of experience in inclusive education settings**

Limited practical skills in real educational environments.

Ways to Develop Diagnostic Competence

To improve the professional training of future speech therapists, the following areas are important:

- expanding clinical practice;
- organizing simulation-based training sessions;
- using case-study methods;
- studying modern diagnostic tools;
- practicing in inclusive educational institutions.

Research Methodology

Children with developmental disorders are those who experience certain difficulties in their development and require special pedagogical support. These disorders may vary: some children may have intellectual delays, while others may have speech impairments, hearing or visual problems, motor system disorders, or autism spectrum disorders.

Since each child has unique developmental characteristics, a unified standard approach is insufficient; instead, individual and differentiated approaches are required [2].

From a scientific and pedagogical perspective, involving children with developmental disorders in the educational process is based on several key principles.

- **Humanistic principle:** recognizing each child as an individual and treating them with respect.
- **Equal opportunity principle:** ensuring equal access to education for all children.
- **Individual approach principle:** organizing education based on each child's abilities, needs, and level of development [3].

Children with developmental disorders often exhibit specific psychological characteristics such as:

- easily distracted attention;
- limited memory capacity;
- slower thinking processes;
- delayed speech development.

They may also face difficulties in social adaptation, particularly in communicating with peers. Therefore, it is important not only to provide knowledge but also to develop social skills.

Analysis and Results

Modern pedagogical approaches play a crucial role in effectively involving these children in the educational process.

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- **Individual educational programs** are tailored to each child's developmental level and help maximize their potential.

- **Corrective-developmental activities** aim to eliminate or reduce existing impairments and include speech therapy exercises, psychological training, and motor development activities [4].

Identifying and diagnosing children with developmental disorders is a key component of professional competence for future speech therapists. Proper organization of the diagnostic process increases the effectiveness of corrective pedagogical work.

However, several problems remain:

- insufficient specialized training of teachers;
- limited material and technical resources in educational institutions;
- weak cooperation with parents;
- existing social stereotypes.

To address these issues, it is necessary to:

- retrain teachers;
- organize professional development courses on inclusive education;
- create specialized resource centers;
- promote a culture of tolerance in society.

Involving children with developmental disorders in education is a complex but essential pedagogical process requiring a comprehensive approach. Key factors include:

- individual approach;
- creation of an inclusive environment;
- use of modern pedagogical technologies;
- cooperation between specialists and parents.

When these conditions are met, the effectiveness of education improves, and children are better able to integrate into society [5].

Conclusion and Recommendations

Identifying and diagnosing children with developmental disorders is one of the most important professional competencies for future speech therapists. The integration of theoretical knowledge and practical skills is essential in this process.

To reduce diagnostic problems, it is necessary to widely introduce practical training and innovative approaches into the educational process.

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