

DIAGNOSTIC METHODOLOGY FOR DETERMINING THE LEVEL OF SOCIAL ADAPTATION IN STUDENTS WITH SPEECH DISORDERS

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Abstract. *This article addresses the diagnostic methodology for determining the level of social adaptation in students with speech disorders. The article analyzes the theoretical foundations of the concept of social adaptation, the impact of speech disorders on social adaptation, and the system of diagnostic criteria and indicators. Additionally, a methodology for assessing the level of social adaptation in students with speech disorders has been developed.*

Keywords: *speech disorder, social adaptation, diagnostics, methodology, criteria, indicators, psychological-pedagogical support.*

In the modern educational system, the issue of ensuring social adaptation of students with speech disorders is of particular relevance. Today, the development of inclusive education in the Republic of Uzbekistan is defined as one of the priority directions of state policy, with great attention being paid to adapting children with developmental disorders to society. Diagnosing the level of social adaptation in students with speech disorders is an important condition for effectively organizing a system of psychological-pedagogical support. As L.S. Vygotsky emphasized, speech disorders affect the entire mental development of a child and play an important role in shaping their social relationships^[1]. Therefore, timely and accurate identification of the level of social adaptation in students with speech disorders is a key factor in improving the effectiveness of correctional-pedagogical work.

V.I. Lubovsky substantiated the necessity of a comprehensive approach in studying the social adaptation of children with developmental disorders^[2]. According to him, the process of social adaptation is shaped by many factors, including the child's personal characteristics, level of speech development, family environment, and educational conditions. R.E. Levina emphasized that the level of development of communication skills is of decisive importance in the social adaptation of children with speech disorders^[3]. The researcher's studies found that various forms and degrees of speech disorders have different effects on a child's adaptation to social life. T.B. Filicheva and G.V. Chirkina, studying the socio-communicative development of children with

general speech underdevelopment, demonstrated that they encounter difficulties in communication with peers and adults^[4].

The concept of social adaptation is one of the widely used categories in pedagogy and psychology. E.M. Mastukova defines social adaptation as the process of an individual's active adjustment to the social environment, finding their place in society, and successfully fulfilling social roles^[5]. For students with speech disorders, the process of social adaptation has specific characteristics associated with difficulties in speech communication, decreased self-esteem, and disturbances in the emotional-volitional sphere. T.N. Volkovskaya, studying the psychological characteristics of children with speech disorders, found that many of them exhibit high levels of anxiety, lack of self-confidence, and passivity in communication with peers^[6].

O.N. Usanova, in her research in the field of special psychology, particularly emphasizes the importance of early diagnosis and timely correctional assistance in ensuring the social adaptation of children with developmental disorders^[7]. According to the researcher, determining the level of social adaptation enables identification of the child's strengths and weaknesses, development of an individual correctional program, and establishment of a psychological-pedagogical support strategy. S.G. Shevchenko, substantiating the necessity of a comprehensive approach in social adaptation diagnostics, noted that in the diagnostic process, it is necessary to jointly assess the child's speech, emotional, socio-communicative, and behavioral indicators^[8].

In developing the methodology for determining the level of social adaptation in students with speech disorders, N.A. Gritsenko's system of diagnostic criteria was utilized^[9]. The proposed diagnostic methodology includes four main criteria: communicative criterion (communication skills, speech activity, relationships with peers and adults), emotional-volitional criterion (emotional stability, self-control, anxiety level), social-behavioral criterion (compliance with social norms and rules, behavior in groups, cooperation ability), and personal criterion (self-esteem, motivation, social activity). E.L. Indenbaum emphasized that in studying the socio-personal development of children with developmental disorders, these criteria are interconnected and have complementary characteristics^[10]. The table below presents the criteria and indicators for assessing the level of social adaptation in students with speech disorders.

Table 1. Criteria and indicators for assessing the level of social adaptation in students with speech disorders

No.	Criterion	Indicators	Diagnostic methods
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1	Communicative criterion	Level of speech activity, ability to initiate communication, dialogic speech skills, relationships with peers	Observation, interview, sociometry, communication skills test
2	Emotional-volitional criterion	Emotional stability, anxiety level, self-control, resilience to stressful situations	Projective methods, Spielberger-Hanin test, "Non-existent animal" test
3	Social-behavioral criterion	Compliance with social norms, behavior in groups, cooperation ability, conflict resolution skills	Observation cards, behavior assessment scale, game situation analysis
4	Personal criterion	Self-esteem level, motivation, social activity, independence	Dembo-Rubinstein method, motivation questionnaire, interview

Note: The system of criteria and indicators presented in the table enables comprehensive diagnostics.

Based on the diagnostic results, students' levels of social adaptation are divided into three levels: high level (positive indicators across all criteria, active communication, stable emotional state, full compliance with social norms, adequate self-esteem), medium level (difficulties in some criteria, situational difficulties in communication, elements of emotional instability, partial compliance with social norms), and low level (negative indicators across most criteria, avoidance of communication, high anxiety, serious difficulties in complying with social norms, low self-esteem). A scoring system has been developed for each level, with the total score calculated on a scale from 0 to 100. High level corresponds to 75-100 points, medium level to 50-74 points, and low level to 0-49 points.

The diagnostic methodology for determining the level of social adaptation in students with speech disorders is an important component of effectively organizing a psychological-pedagogical support system. The proposed four-criterion diagnostic system (communicative, emotional-volitional, social-behavioral, and personal criteria) enables comprehensive assessment of a student's level of social adaptation. Diagnostic results serve as a basis for developing individual correctional programs, establishing psychological-pedagogical support strategies, and monitoring the effectiveness of correctional work. When the developed methodology is implemented in practice, it is

possible to significantly increase the effectiveness of ensuring social adaptation of students with speech disorders. In the future, it is advisable to conduct research on standardizing this methodology, determining normative indicators, and adapting it to different age groups.

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