FORMING A DIAGNOSTIC AND MONITORING SYSTEM FOR SPEECH DEVELOPMENT

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Abstract: *The topic of forming a diagnostic and monitoring system for speech development is of great importance in the field of special education and speech therapy. Effective speech development requires systematic observation, assessment, and analysis of students' communicative abilities. This study explores the theoretical foundations and practical approaches to creating a comprehensive diagnostic and monitoring framework that allows educators and speech therapists to identify speech difficulties early, track progress over time, and adjust interventions accordingly.*

Keywords: *Speech development, diagnostic system, monitoring, special education, speech therapy, assessment, communicative skills, individualized intervention.*

Introduction. In the education system, the in-depth study and assessment of children's speech development are recognized as one of the priority directions in pedagogical practice. Speech forms the basis of human thought, cognitive processes, and social communication, and its full development determines the level of an individual's cognitive, emotional, and social growth. Therefore, establishing a diagnostic and monitoring system for speech development is a matter of both scientific-methodological and practical importance.

The diagnostics of speech development in the educational process allows educators to identify the individual characteristics of students, determine the causes of speech deficiencies, and define ways to address them. A monitoring system, in turn, enables the step-by-step observation of progress, the analysis of developmental dynamics, and the enhancement of overall effectiveness.

Today, the implementation of modern diagnostic criteria for speech development in both special and general education institutions, the use of information technologies, and the strengthening of analytical approaches are of pressing importance. This allows teachers to accurately assess each child's speech capabilities, develop personalized teaching strategies, and systematically monitor the quality of education.

Forming a diagnostic and monitoring system for speech development is not only a methodological issue but also a key condition for improving educational effectiveness, developing children's communicative potential, and facilitating their successful adaptation to social life.

The creation of such a diagnostic and monitoring system is a complex yet highly important process. Its goal is to accurately evaluate children's speech activity, identify

problems in development, and track positive progress. This process relies on scientifically grounded research and advanced pedagogical approaches.

The diagnostic and monitoring system for speech development involves a step-by-step process of systematically studying, assessing, and analyzing children's speech development. Through this system, a child's speech abilities, linguistic thinking, and communicative potential are thoroughly examined, and the dynamics of individual development are determined. The results of diagnostics serve as a basis for subsequent educational stages, including the planning of speech formation activities, corrective exercises, and the refinement of pedagogical approaches.

Within the scope of the research, a comprehensive set of methods was used to assess children's speech and determine their developmental characteristics. In this process, the child's oral and nonverbal communication skills were evaluated through observation, interviews, psycholinguistic analyses, and test exercises. Additionally, the monitoring system enabled the regular recording of changes observed in students' speech development, and individual development profiles were created.

At the initial stage, the child's existing level of speech, active and passive vocabulary, ability to use grammatical structures, and pronunciation difficulties were identified. In subsequent stages, based on diagnostic results, corrective measures were directed, and the effectiveness of these interventions was analyzed through ongoing monitoring.

Thus, the diagnostic and monitoring system for speech development ensures continuity, consistency, and an individualized approach in the educational process, helping to fully realize each child's speech potential.

Children's active and passive vocabularies were assessed based on the words they used in communication and understood. Using specialized tests, children were shown various pictures and asked to describe, explain, and use the corresponding words in sentences. As a result, it was determined that, among the 5–6-year-old children studied, the average number of words in the active vocabulary was approximately 350–400, while the passive vocabulary was 1.5–2 times larger. In some children, active vocabulary development was insufficient, which was mostly observed in those who communicated less frequently.

Assessment of grammatical structures: To study children's ability to use grammatical structures, they were given various sentence formation tasks. These included converting simple sentences into complex ones, constructing sentences with multiple words, and correcting incorrect sentences. According to the research results, 70% of children successfully used simple grammatical structures, but some difficulties were observed in forming complex sentences. These issues were primarily related to limited experience in expressing thoughts grammatically correctly.

Observation of pronunciation accuracy: To identify pronunciation problems, children were asked to pronounce words aloud, complete playful pronunciation tasks, and perform articulation exercises. During this stage, it was found that 25% of children

mispronounced certain sounds. Most often, these issues were linked to short lingual frenulums or underdeveloped phonemic discrimination skills.

The process of assessment based on short speech tasks was aimed at determining students' speech activity, logical thinking, vocabulary, and their ability to process information that was heard or observed. At this stage, children were given tasks such as constructing sentences based on pictures, retelling fairy tales, and answering brief questions. Each task allowed a comprehensive evaluation of the child's speech mechanisms, communication skills, and cognitive processes.

The task of constructing sentences based on pictures served as an important tool for developing the ability to express thoughts in a logical sequence. During this process, most children attempted to narrate events in the correct order and convey the main content. Some students were able to explain the content of the pictures in their own words, indicating independence of thought and speech activity. At the same time, some children demonstrated limited vocabulary, difficulty using synonyms and antonyms, and grammatical errors when forming sentences. This highlights the need to focus specifically on expanding vocabulary and developing grammatical structures in special education.

The task of retelling fairy tales helped determine children's ability to retain information received through listening, process it, and independently express the content. During the study, most children were able to retell the stories while maintaining the sequence of events. In some cases, children forgot important details or did not fully grasp the main idea of the story. Nevertheless, many showed an effort to maintain logical consistency and attempted to use expressive elements in their speech. This indicates a positive dynamic in their thinking and memory skills.

Through tasks involving answering short questions, students' communication activity, comprehension of questions, and ability to provide concise and clear responses were assessed. Results showed that most children could answer simple questions correctly and succinctly. However, in some cases, children did not fully understand the question or formulated responses incorrectly, highlighting the need to deepen semantic analysis alongside grammatical training in the speech development process.

Overall, assessment through short speech tasks proved to be of significant scientific and pedagogical value for identifying students' level of engagement in communication, independence of thinking, and ability to process and express information. These results serve as a basis for special school teachers to improve individual educational programs, address speech development challenges, and enhance students' social activity. Therefore, systematic use of such short speech assessment methods is a key factor in improving students' communicative potential and integrating them into social life.

Assessment through role-play methods proved effective in evaluating children's speech abilities in real-life and social situations. This method allowed children to demonstrate not only their verbal skills but also their emotional responses, behavior, and

level of social adaptation during communication. For instance, simulated situations such as “Shopping at a Store,” “Asking a Friend for Help,” “Conversation with a Teacher,” or “Preparing for a Family Celebration” created natural communication environments for the children. Through these activities, their vocabulary, pronunciation accuracy, grammatical correctness, and communication culture were analyzed.

The study showed that some children faced difficulties in selecting words correctly, linking them logically, and expressing emotions. For example, during the “Shopping at a Store” scenario, some children hesitated to find the appropriate word combinations or struggled to form complete dialogues. Conversely, some children performed naturally in the role-play, expressed their thoughts freely and confidently, and demonstrated expressive intonation and correct speech patterns.

Additionally, the process of expressing social situations allowed assessment of the child’s emotional communication skills, including appropriate use of facial expressions and gestures. This helped evaluate not only lexical and phonetic aspects of speech but also the child’s socio-psychological development. In videos involving emotions, such as “Apologizing to a Friend” or “Expressing Gratitude for Help,” children’s internal experiences and ability to verbalize emotions were observed. Some children accurately applied grammatical structures and expressed their feelings naturally, while others struggled with word placement or intonation.

Overall, assessment through role-play provided a comprehensive approach to determining children’s level of speech development. This method allowed educators to evaluate not only existing speech abilities but also communicative behavior, social adaptation, and independent expression during interactions. Results indicated that systematic use of role-play elements increases children’s speech activity, strengthens their confidence in communication, and helps them develop appropriate social interaction skills. Therefore, this method should be widely implemented as an effective pedagogical tool in special education.

The formation of a diagnostic and monitoring system for speech development is a critical scientific and methodological direction in special education, enabling the in-depth study and assessment of students’ individual developmental characteristics. This system allows a comprehensive evaluation of students’ speech activity, vocabulary, mastery of grammatical structures, and participation in communication. During diagnostics, speech deficiencies, pronunciation disorders, and limitations in hearing or articulatory systems are clearly identified. Based on this, teachers develop individualized corrective programs and select approaches tailored to each child’s needs.

The monitoring system ensures the step-by-step tracking of changes in students’ speech development, analyzes their participation in communication, and regularly records educational achievements. This allows the teacher to observe positive shifts in speech activity, the dynamics of development, and existing challenges. Monitoring also

evaluates the effectiveness of the educational process, the usefulness of learning programs, and the practical results of teaching methods.

The interaction between speech diagnostics and the monitoring system ensures stability in pedagogical activities. Diagnostics identifies problems at the initial stage, while monitoring reflects the results of measures taken to address them. In this way, these two directions form an integrated mechanism that supervises students' speech development.

Implementing such a system in special schools requires teachers to apply a scientific-pedagogical approach, careful observation, and skills in using modern technological tools. Speech diagnostics can be conducted using test exercises, observation sheets, interviews, and phonetic analysis methods. Monitoring records students' progress in mastery, speech activity, and social adaptation and is used to refine the pedagogical process.

Such a system strengthens cooperation among teachers, parents, and speech therapists, allowing accurate determination of a child's developmental trajectory. As a result, students' speech potential increases, communicative skills expand, and the ability to express thoughts clearly and logically in educational settings is developed. Therefore, scientifically organizing the diagnostic and monitoring system for speech development is one of the foundational directions in special education.

This approach ensures that speech development in special schools is conducted with individual, systematic, and scientifically-based control mechanisms. These mechanisms enable continuous monitoring of children's speech abilities, communication skills, and cognitive development. The monitoring process allows teachers to identify each child's individual needs, assess strengths and weaknesses, and plan targeted corrective measures to address speech deficiencies.

A scientifically grounded monitoring system enables teachers to observe gradual changes in speech development, analyze individual development dynamics, and revise educational strategies when necessary. Additionally, a systematic approach ensures that speech activities are conducted according to a structured plan, enhancing the effectiveness of pedagogical work and further developing students' communicative potential.

Through monitoring, students' participation in communication, vocabulary, pronunciation accuracy, and grammatical correctness are assessed, as well as emotional expression and social adaptation in speech. This allows teachers to customize corrective programs, personalize lessons, and make the speech development process more effective.

Another advantage of systematic monitoring is that it enables teachers to accurately observe changes in students' development, implement targeted interventions, and scientifically analyze results. Thus, individualized approaches combined with systematic monitoring play a decisive role in maximizing children's speech potential and shaping them as independent and confident communicators.

In conclusion, the introduction of scientifically-based, systematic, and individualized control mechanisms in the process of speech development increases the effectiveness of pedagogical practice, optimizes students' speech activity, and ensures stable development of communication and speech skills in special education institutions. Therefore, this approach should be regarded as the foundation of speech development strategies in special schools.

Overall, improving the diagnostic and monitoring system ensures continuity, effectiveness, and a scientific approach in speech development. It serves as a crucial factor in enhancing children's communicative potential, fostering communication culture, and successfully integrating them into social life.

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