

**PSYCHO-SPEECH DEVELOPMENT DELAY IN PRESCHOOL CHILDREN:  
CLINICAL AND NEUROLOGICAL FEATURES AND RESULTS OF AN ORIGINAL  
STUDY****Abduganieva Sh.N.****Hojimatova M.Sh.****Abstract**

Psycho-speech development delay (PSDD) is one of the most relevant problems in modern pediatric neurology and psychology. The aim of the study was to investigate the clinical-neurological and cognitive characteristics of preschool children with PSDD, as well as to assess the impact of perinatal risk factors. A total of 40 children aged 3–6 years were examined. Significant impairments in cognitive functions, speech, and the emotional-volitional sphere associated with organic lesions of the central nervous system (CNS) were identified. The obtained data confirm the need for early diagnosis and comprehensive correction.

**Keywords:** psycho-speech development delay, children, preschool age, cognitive impairment, speech, perinatal factors.

**Introduction**

Psycho-speech developmental delay represents a disruption in the rate of formation of higher mental functions, including speech, memory, attention, and thinking. In recent years, there has been an increase in the number of children with such disorders, which is associated both with improved survival of premature infants and with a rise in perinatal pathology. Studies by domestic researchers (M.S. Pevzner, T.A. Vlasova, K.S. Lebedinskaya) have shown that developmental delay has a multifactorial nature, including both biological and social components. Modern data confirm the significant role of organic damage to the central nervous system in the formation of cognitive deficits. In the works of T.S. Kaminskaya, L.G. Khachatryan et al., it has been demonstrated that children with PSDD exhibit combined impairments of cognitive functions and emotional status.

**Objective of the Study**

To investigate the clinical and neurological characteristics and the structure of cognitive impairments in preschool children with psycho-speech developmental delay.

**Materials and Methods**

We examined 40 children aged 3–6 years in the departments of pediatric neurology of the Andijan Multidisciplinary Children's Hospital. The gender distribution included 23 boys (57.5%) and 17 girls (42.5%). The control group consisted of 30 conditionally healthy children.

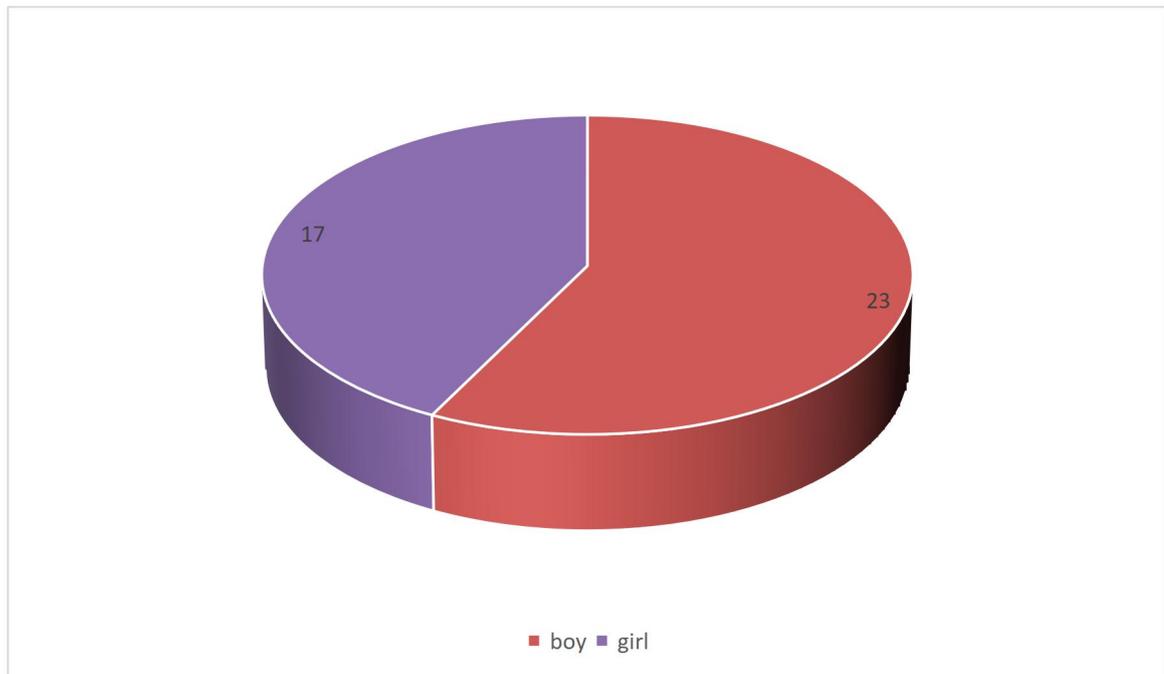


Figure 1. Diseases of patients by gender.

Research methods included clinical and neurological examination, assessment of speech development, neuropsychological testing, electroencephalography (EEG), and analysis of perinatal history. Diagnostic criteria were based on current concepts of mental development disorders (ICD-10 codes F80–F89).

Results of the Original Study in the etiological structure of PSDD in preschool children, the main risk factors identified were: perinatal CNS damage (62%), fetal hypoxia (48%), prematurity (21%), and infectious factors (18%). Clinical and neurological examination revealed that the most common findings were minimal brain dysfunction (57%), hyperreflexia (32%), muscle hypotonia (44%), and autonomic dysfunction (38%). Assessment of speech development showed the following impairments: delayed expressive speech (76%), limited vocabulary (69%), and impaired coherent speech (58%), corresponding to the degree of nervous system damage. Cognitive assessment revealed decreased attention in 71% of children, memory impairment in 64%, and slowed thinking in 59% of cases. These findings indicate that the prerequisites of intelligence are affected rather than intelligence as a whole. In the emotional-volitional sphere, emotional lability was observed in 67% of patients, anxiety in 52%, and low motivation in 49% of cases, reflecting emotional immaturity typical for children with developmental delay.

Discussion the obtained results confirm the multifactorial nature of PSDD. Organic CNS damage plays a leading role, forming a deficit in cognitive functions. Speech impairments are secondary to the insufficiency of higher mental functions. According to modern concepts presented in the works of O.V. Zashchirinskaya, deficits in cognitive activity are associated with impaired higher cortical functions. International studies (Franck Ramus) also emphasize the importance of neurocognitive mechanisms in the development of speech disorders.

Conclusion psycho-speech developmental delay in preschool children has a complex nature and is mainly caused by perinatal factors. The main manifestations include cognitive deficits, speech disorders, and emotional immaturity. Early diagnosis and comprehensive correction are key factors for successful rehabilitation. A multidisciplinary approach involving a neurologist,

speech therapist, and psychologist is essential. Practical Significance the results of this study can be applied in pediatric neurology and speech therapy practice, as well as in the development of early diagnostic programs.

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