

## THE IMPACT OF GADGETS ON CHILDREN'S DEVELOPMENT: DELAYED SPEECH AND AUTISTIC DISORDERS

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### Annotation

In recent years, both parents and teachers have been complaining more and more about delays in speech development: children begin to speak later, they speak little and poorly, their speech is poor and primitive. The article is devoted to troubleshoot plausible reasons along with explaining factors of the issues.

**Keywords:** delayed speech, the impact of children, autistics disorder, cognitive development.

### Introduction

Mobile phones, tablets and computers have long lost their original purpose of communication and computers. Now, for most people, they perform an entertainment function, the value and significance of which has completely overshadowed the original purpose of these devices. The functions of gadgets as means of communication have also changed - they are used not so much for the transmission of voice messages, but for communication in social networks. Moreover, these are certainly not the only manifestations of the consequences of the development of computer technology and communications.<sup>1</sup>

It will be better to complete the milestones of the speech development of children on this, since ideally, by the age of 5, oral speech should be formed. By the age of 5-6, the sensitive period ends, the areas of the brain responsible for speech cease to be plastic, and if the child speaks very poorly or hardly speaks by this time, then it will not be possible to teach him and correct the situation completely. Scientists say that 70% of the information about the world is obtained by children before the age of 5. The remaining 30% get it for the rest of their lives. Speech is born only in the process of active interaction with the outside world, with people. The first function of speech is communicative, socializing. First, the child hears the parents' comments about his actions and feelings, he connects the parents' words with his actions. Furthermore, the child himself wants to somehow influence his parents, to inform them about his

<sup>1</sup> А. Сантриковна "Влияние гаджетов на речевое развитие детей"

desires and feelings. The more actively the child interacts with the world, the more he develops speech. At the same time, activity should also be specific - it should be largely communicative. The communication activity of the child is very much dependent on the parents. From what they attach importance to it, from whether they talk to the child, whether they leave him space for communicative activity. If a child is already two, and even more so three years old, and parents still continue to treat him like a baby, try to guess and anticipate all his desires, without expecting any effort from him, then his motivation to speak decreases.

Why would he even talk if it's so good? The level of interaction with other people remains primitive, the interaction itself remains passive. Silent computer toys reduce motivation even more. If TV somehow stimulates speech (pictures on TV are constantly accompanied by emotionally loaded speech), then a serious set of efforts is needed to move to a higher and more complex level of mental functioning.

It is worth remembering that speech and thinking in humans are inextricably linked. Back in 1887, the English linguist, Oxford professor F. M. Muller wrote in his work "The Science of Language" : "No one, I think, will be able to dispute the fact that thought without language or some other embodiment is impossible. What we are accustomed to call thought is only the reverse side of the coin, the obverse side of which is an articulate sound. What impact can gadgets have on the development of a child, given that today parents often begin to teach children to use them almost from the cradle?

The first of them is the lack of the development of speech. In recent years, both parents and teachers are increasingly complaining about delays in speech development: children begin to speak later, they speak little and poorly, their speech is poor and primitive. The evolutionary articulatory apparatus of a child from birth is ready for the pronunciation of sounds, but it takes time to develop speech (i.e., the ability to express one's thoughts in oral and written form through words). The development of speech, which is actively taking place in the first three years of life, is impossible without parent-child communication.

The foregoing does not at all mean a call to exclude TV and computers from children's lives. Not at all. It's impossible and pointless. But in early and preschool childhood, when the child's inner life is just taking shape, the screen carries a serious danger. Special speech therapy assistance is needed in almost every group of kindergarten. As special studies have shown, in our time, 25% of four-year-old children suffer from impaired speech development. In the mid-1970s, speech deficits were observed in only 4% of children of the same age. Over the past 20 years, the number of speech disorders has increased more than six times!

But what about television? After all, a child sitting at the screen constantly hears speech. Does not saturation with audible speech contribute to speech development?

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What difference does it make who speaks to the child - an adult or a cartoon character? The difference is huge.

Speech is not an imitation of other people's words and not memorization of speech stamps. Mastering speech at an early age occurs only in live, direct communication, when the baby not only listens to other people's words, but answers to another person when he himself is included in the dialogue. Moreover, it is included not only by hearing and articulation, but by all its actions, thoughts and feelings. In order for a child to speak, it is necessary that speech be included in his specific practical actions, in his real impressions, and most importantly, in his communication with adults.

Speech sounds that are not addressed to the child personally and do not imply a response do not affect the child, do not prompt action and do not evoke any images. They remain empty. The evolutionary articulatory apparatus of a child from birth is ready for the pronunciation of sounds, but it takes time to develop speech (i.e., the ability to express one's thoughts in oral and written form through words). The development of speech, which is actively taking place in the first three years of life, is impossible without parent-child communication. The foregoing does not at all mean a call to exclude TV and computers from children's lives. Not at all. It's impossible and pointless. But in early and preschool childhood, when the child's inner life is just taking shape, the screen carries a serious danger.

A child should be able to speak starting from as young as one year old, even if it is just babbling with the help of their parents. A child that is occupied with gadgets tends to respond slowly to any questions given, as if they cannot digest the question quickly. This also may affect their vocabulary, as they only know a few words in conjunction with repetitive words in cartoons and video games. Children who spend most of their time on electronic gadgets such as smartphones, tablets, and any other handheld devices are most likely to have delays in expressive speech. To elaborate, a study conducted by a pediatrician in Toronto, Canada found that children who play with gadgets for an additional 30 minutes each time could face the risk of speech delay by 49%<sup>2</sup>. To adduce, when a child cannot express their needs verbally, they tend to express their frustration through movement, so they tend to get violent. This can be seen when a parent refuses to give a gadget to them, as they will throw a tantrum even though it is in public, which shows that a child who is too dependent on gadgets has no control over their emotions.

Innovation and contraptions make life simple. This ponder found the concentration and impact of contraptions utilized among children. Essentially, children utilize contraptions for learning exercises and excitement since they are valuable and helpful.

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<sup>2</sup> Zain, Gadgets and Their Impact on ChildDevelopment. Proceedings 2022, 82, 6.

<sup>2</sup> <https://doi.org/10.3390/proceedings2022082006>

Be that as it may, the impacts of gadget utilization must be considered. Indeed in spite of the fact that children utilize contraptions for online learning or to accumulate data, the negative impacts still apply, particularly in cases of ceaseless use. These impacts can be seen in terms of wellbeing, social, physical, and mental development as well as cognitive aptitudes. It is exceptionally critical for guardians, caretakers, and indeed teachers to diminish contraption reliance among children by restricting their screen time or enrolling them in additional classes so they can do other social exercises. This may upgrade their cognitive emotional, and psychomotor spaces.

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