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ELIMINATING DYSARTHRIA THROUGH THE LOGOPEDIC EFFECT SYSTEM

Latifova Shakhlo Shodiyorovna
Okdarya district 1st secondary school

Annotation: This article shows the specific features of speech therapy provided to children with dysarthria speech disorder. One of them is finger movements. Finger mobility is finger movements, that is, finger gymnastics. By developing the mobility of the fingers, speech defects in children are eliminated.

Key words: defect, dissertation, development, finger, logopedic-corrective work, movement.

INTRODUCTION

Dysarthria is a pronunciation disorder due to an organic disorder of the innervation of the speech apparatus. In order to eliminate speech defects in children with dysarthria speech defects of preschool age, logopedic-corrective work is organized in special preschool education institutions [1].

During the organization of logopedic-corrective work, the development of children's general and fine motility skills is also taken into account. It also takes age characteristics into account when the speech therapist works on the development of children's fine motility skills. Organized correctional and speech therapy activities are mainly carried out on the basis of play during the development of small hand movements of children.

MATERIALS AND METHODS

Games are important for children's physical maturity, intellectual and moral education, and elimination of speech defects.

The game is a very important process for children of preschool age: the game is for them learning, the game is work for them, the game is a serious form of education for them, says pedagogue N.K. Krupskaya.

The game is the only activity of the child, and the child is always responsible for the organization of the game. The game never puts students who can't do it, but at the same time, it requires the child to spend energy related to situations such as freshness, looking at life with interest. As we know, the guarantee of health is freshness and strength.

There are three types of games in didactics:

- plot role-playing games;
- action games;
- didactic games.

There are action games in didactics, which serve to develop small hand movements and general movements. In particular, children's speech and thinking develop through small hand movements.

Most children with speech disorders have varying degrees of movement disorders, including finger movement disorders. Accordingly, one of the main directions in the special education system for children with speech disorders includes the correction and development of children's general and small movements [2].

RESULTS AND DISCUSSION

Moving a child's paws and fingers has a special developmental effect.

Experts say that games involving hands and fingers ensure the interdependence of body and mind.

Simple movements of the hand reduce the tension of not only the hand, but also the muscles of the lips and face, prevent the occurrence of mental defects, and help to improve the pronunciation of sounds.

Small movements of the fingers have a unique effect on the articulation of the joints. Due to the development of fingers, fluency of speech is observed in the brain.

Finger exercises are not only fun, but also fun. That is why dysarthria is considered one of the most important tasks to develop fine motility skills of children with speech impairment.

Finger motility is the movements of children's fingers, and if children's hand movements are well developed, their speech will also develop well. For this reason, when speech therapy is organized in special pre-school education institutions, it is necessary to organize speech therapy for children with dysarthria speech disorder not only on speech deficiency, but also on small hand motility skills.

Small hand motility skills greatly help in the smooth development of a child's speech. As a result of the good development of the fingers, internal and external speech develops. It is noticeable in life that people who walk fast and act fast speak fast. That is, the motion analyzer and the speech analyzer are closely related. During correctional work, the speech therapist works to develop not only the child's cognitive activity, but also the child's external speech by asking questions such as what are you making and what are you cutting when the child is given the task of making a flower. It should always be remembered that each child should be asked what he is doing, why he is doing it, and why he needs it. Then the complete information about the child's work is reflected in the brain. This is reflected in the inner and outer speech of the child.

Various methods can be used to develop fine hand motility skills. These are

Assembling and disassembling the matryoshka

Purpose: to distinguish between sizes, develops the level of development of demonstrative thinking and small hand motility skills.

Material: matryoshka dolls of 4-6 parts.

Transfer method: give the child a matryoshka and a) say "open the matryoshka" or b) with a gesture: hand over the matryoshka and tell him to open it (for children with hearing and speech impairments).

If the child does not start to do it, the speech therapist helps him open the matryoshka himself and says: "Do it according to me" or asks him to continue opening the matryoshka with a gesture. After separating the matryoshkas, the next instruction is given: "put all the matryoshkas into one" or the child is invited to collect the matryoshka by a gesture [3].

If the child cannot do it, he is taught by helping him. The way to assemble a matryoshka is shown: "Put a small matryoshka inside a big matryoshka".

Performance standard: the child uses the following ways to complete the task:

2-4 years old - based on completely focused predictions; 4-5 years old - through practical approximation;

5-6 years old - through visual perception;

Disassembling and assembling the pyramid

Purpose: to develop the level of differentiation of size, the state of formation of demonstrative thinking and small hand motility skills.

Device: pyramid with 4-6 rings.

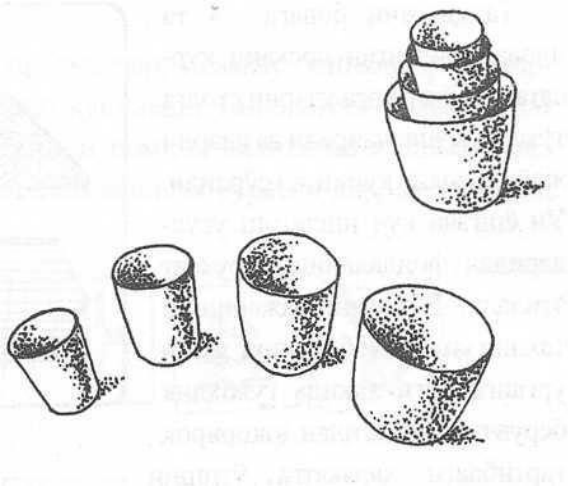
Transfer method: the child is offered to divide the pyramid, and then collect it. If the child doesn't do it, the person will assemble the pyramid himself to entertain him. When a problem arises, while assembling and spreading the pyramid in front of the child's eyes, the following words can be taught: "First, the ring is a little smaller, and then the smaller one and the smallest one." Then the child is invited to collect and separate the pyramid according to the size of the rings.

Standard of execution: bolo uses the following ways to complete the task.

3-4 years old - through goal-oriented efforts and practical foresight;

4-5 years old - by review.

Placing the cups



The child is given two cups of different sizes that can be put together. The speech therapist takes the smaller one from the larger cup and asks them to put them back together. The training is carried out in the same order with three glasses.

Placement of objects

A toy bucket and a set of small toys can be used to teach this behavior. The speech therapist asks the child to put a frog, a fish, a duck, etc. in a bucket. Placing one object on top of another is one of the favorite activities of the child when the child is playing independently.

Cubes

The child is offered to imitate or make a structure from three cubes according to the model or make a figure from three sticks.

Segen boards

The child is shown a board with 4 applications, then he pours them on the table, mixes them and asks him to put them in their place.

It is allowed to use forceful methods under the age of three. In the analysis of task performance, it is important to consider the transition to a higher order of activity, which is indicative of a child's good learning.

Matryoshka dolls

The speech therapist shows the matryoshka to the child, divides it into parts in front of him and takes a small one from the big matryoshka. Then he says: "Now we will hide the small matryoshka inside the big one!" When performing the task, it is determined whether the child can correctly match the patterns of the upper and lower parts of the matryoshkas, whether he acts with a specific goal or through samples and mistakes.

Sorting objects by color

The speech therapist can use balls of different colors when giving this task. These are the primary colors and are red, yellow, blue, green. In this case, the speech therapist asks the child to place the colors in the hole of the special board. When completing the task, the child should complete the task without haste.

Mailbox

The child is offered 6 larger shapes, a hard cardboard sheet with the base facing up, and a plastic box. The speech therapist takes one of the forms, throws it into the box and offers to continue the work with a hand gesture, this game is mainly conducted with children aged 2 to 7 years. Through the game, children up to 3.5 years of age develop the skills of throwing shapes with force, and up to 5 years of age, the skills of taking aim.

CONCLUSION

The above-mentioned methods have been shown to be very effective for children with dystria. Establishing the most effective methods in special education centers is the main task of today's education system.

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