

PECULIARITIES OF THE MENTAL PROCESSES OF CHILDREN WITH SPEECH DISORDERS

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Abstract

This article analyzes the specifics of the development of speech understanding in dysarthric children, the course of speech in pseudobulbar dysarthria, the movements of the muscles of the articulatory speech apparatus and their characteristics.

Keywords: This article covers the definition and classification of speech impairment alalia, the specific features of the mental development of children with speech impairment, researched through scientific sources.

Introduction

Today, the legal framework for the implementation of modern forms of education for children with special needs has been systematically established. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 “On measures to radically improve the system of state support for persons with disabilities” provides for the coverage of persons with disabilities with quality education in accordance with the tasks set out in the Action Strategy. The Resolution of the Head of our state dated October 13, 2020 No. PQ-4860 “On measures to further improve the system of education and upbringing of children with special educational needs” set the goal of targeted and targeted reforms in our country’s education system based on world standards as an urgent issue.

The listed tasks cannot be implemented without organizing the learning environment in continuing education focused on the capabilities of children with special needs.

As is known, speech is a process that includes a complex functional system. Each component of this system is interconnected with other parts. Based on the teachings of L.S. Vygotsky about speech and thinking, R.E. Levina and his students recommend dividing speech into three components, studying them separately: phonetic - phonemic, lexical and grammatical means [5, p.78].

It is known that speech is of great importance in the development of all mental processes. Therefore, the mental development of this category of children, especially children with severe speech impairments, lags behind the norm.

All children with speech impairments have impaired phonemic perception. The impairment of phonemic perception is directly related to the impairment of the speech-hearing and speech-motor analyzers.

Alalia - the first speech defect in a child of the prenatal age, usually young children do not realize their defects unless stuttering is very severe. If stuttering occurs suddenly after some event, then the child is severely affected by this condition and the limitation of speech communication, falls into depression [1, p.167].

If the relatives of a child with alalia speech deficiency fulfill all his wishes and desires without fail, and understand what he wants to say, then such a child will not need verbal communication. Children with motor alalia have their own characteristics of behavior.

- Difficulties in communicating with others are manifested in frequent inhibitions in unfamiliar situations, negative reactions to news. Also, the child's behavior is characterized by quick anger and resentment.

- Speech development lags behind due to the insufficient level of speech activity.

Psychopathological features are not characteristic of children with sensory alalia. Most of these children are curious and industrious [2, p.67].

It is difficult to communicate with children with sensory alalia. Children with sensory alalia use gestures, plots, and facial expressions for communication.

Children with speech defects have specific difficulties in distinguishing subtle signs of sound. This affects the development of the sound side of speech. Such defects in children's speech include the following [4, p.145].

- Frequent use of diffuse sounds with unstable articulation;

- Pronouncing certain sounds only separately, and the disappearance of these sounds within a word;

- Interchanging many sounds even when the structure and functioning of the articulatory apparatus are relatively well formed. The above features indicate that phonemic perception is not initially formed in these children.

In conclusion, the mental development of children with speech defects lags behind their healthy peers and has a number of specific features. In children with severe speech disorders, their low level of mental processes leads to the underdevelopment or development of functional disorders.

Careful observations and special in-depth examinations of the child's speech and non-speech activity help to determine the nature and character of the defect, to identify the leading defect in the structure of the defect (sensory or motor sphere), and to determine the correct methods of correctional and educational influence.

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