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PECULIARITIES OF MNESTIC ACTIVITIES IN PRESCHOOLERS WITH DYSARTRIA

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ABSTRACT

This article examines the relationship between speech disorders in preschool children with mental processes, in particular with the features of verbal memory. One of the main features is a later onset of speech, speech is agrammatical and is characterized by fuzzy pronunciation, poorly understood by others. The child understands the speech of others well, but utters words completely indistinctly and inexpressively. Along with general somatic weakness, preschoolers suffering from dysarthria are characterized by some lag in the development of the motor sphere, which is characterized by poor coordination of movements, decreased speed and dexterity of performance.

KEYWORDS: *Dysarthria, Impaired Voice, Breathing, Prosody, Sound Pronunciation, Speech Development, Verbal Memory, Speech Therapy Examination, Technique.*

INTRODUCTION

One of the priority areas of our state is caring for the younger generation. Programs have been developed to increase attention to the upbringing of a physically healthy, spiritually mature and harmoniously developed generation and, for this purpose, to strengthen the mechanism of practical interaction of the institution of the family with educational and upbringing institutions, to ensure their effective cooperation.

Among the children who require special attention are children with speech disorders. Speech disorders are of varying degrees of complexity. One of these complex speech disorders is dysarthria. This speech disorder requires long-term corrective work, which includes medical, psychological and pedagogical components of the assistance provided.

Arkhipova E.F., Belyakova L.I., Vinarskaya E.N., Gurovets G.V., Ippolitova M.V., Karelina I.B., Lopatina L.V., Mayevskaya S.I., Mastyukova E.M., Martynova R.I., Sobotovich E.F. Serebryakova E.H., Chernopolskaya A.F. and others.

Currently, the problem of childhood dysarthria is being intensively developed in the clinical, neurolinguistic, psychological and pedagogical directions. Dysarthria has been studied in most detail in children with cerebral palsy (M. B. Eydinova, E. N. Pravdina-Vinarskaya; K. A. Semenova; E. M. Mastyukova; I. I. Panchenko; L. A. Danilova, 1, etc.). In foreign literature, it is represented by the works of G. Bohme, 1966; M. Climent, T. E. Twitchell, 1959; R. D. Neilson, N. O. Dwer, 1984.

In preschool children with dysarthria, there are manifestations that indicate a systemic impairment of speech activity. One of the main features is a later onset of speech, speech is agrammatical and is characterized by fuzzy pronunciation, poorly understood by others. The child understands the speech of others well, but utters words completely indistinctly and inexpressively. Insufficient speech activity is observed, which drops sharply with age without special training. However, children are quite critical of their defect, they are ashamed of speech defects, do not come into contact.

The problems of dysarthria were studied from various angles: speech characteristics of children with dysarthria, motor activity, mental processes. One of the important processes is the memory process, which is essential for the development of cognitive activity.

Memory in childhood is one of the central, basic mental functions. All other functions are formed depending on the state of mnemonic processes. From the point of view of mental development: not thinking, and in particular not abstract thinking, stands at the beginning of development, but the defining moment at the beginning of development is the child's memory. With well-organized psychological and pedagogical work, junior schoolchildren master concepts, acquire the ability to reason, generalize and develop speech.

A huge contribution to the study and development of this problem was made by: P. P. Blonsky, L. M. Vekker, L. S. Vygotsky, R. M. Granovskaya, T.B. Nikitina, S. L. Rubinstein, A. N. Leontiev, L. V. Zankov and other psychologists.

The importance of the normal development of memory is very great. For full-fledged communication, it is necessary that the child's speech is correct, the ability to clearly pronounce all the sounds of the native language, construct grammatically correct sentences, and have a coherent speech. Inadequate speech activity leaves an imprint on the formation of sensory, intellectual and affective-volitional spheres in children. With a relatively preserved semantic, logical memory in children with dysarthria, verbal memory is reduced: the productivity of memorization suffers; they forget complex instructions, elements and sequence of tasks, which complicates communication and teaching of children with speech pathology. Not only the degree of development of speech depends on the level of development of the child's memory, but also the level of development of memory depends on the formation of speech. This problem was dealt with by domestic and foreign scientists in the field of pedagogy and psychology, such as: Vygotsky L.S., Zeigarnik B.V., Leontiev A.N., Lindrey P., Miller J., Rubinstein S.Ya., Norman D and others. In particular, B.V. Zeigarnik noted that defective speech activity leaves an imprint on all cognitive processes of this category of children. The connection between speech disorders

and other aspects of mental development determines the specific features of memory. With a relatively preserved semantic, logical memory in children with dysarthria, verbal memory is reduced, the productivity of memorization suffers, they forget complex instructions, a sequence of tasks.

It is extremely important to study memory processes in children with dysarthria for a more effective correction process.

With dysarthria, there are features of memory: a narrowing of its volume, a rapid fading of the resulting traces, limited retention of verbal stimuli, etc. Verbal memory is especially affected - voluntary, mediated, including memory for words, phrases, complete texts. Verbal memory is a specific human memory, in contrast to motor, figurative, emotional. With visual reinforcement, children memorize material more easily, and speech memory is more developed. Difficulties in choosing words, forgetting words, difficulties in reproducing their structure sharply limit the child's ability to freely express. It is noted:

- Decrease in active orientation in the process of recalling a storyline, a sequence of events;
- Insufficient activity of observation;

The results of a study of auditory memory in children with speech impairments demonstrate: weak retention of speech signals and the accuracy of their reproduction, high inhibition of auditory-speech traces, a low level of development of randomness and control of auditory memory, impaired recognition of words presented by ear, poor training on speech stimuli, slow orientation in the conditions of the problem, etc. (I.T. Vlasenko, G. S. Gumennaya, O. R. Danilenkova, E. M. Mastjukova, E. E. L. Figueredo, T. A. Fotekova, etc.).

EAT. Mastjukova, studying groups of children with speech impairments, notes that they have a decrease in verbal memory, while indicating the existing relationship between the severity of memory impairments and the severity of the organic syndrome. EAT. Mastjukova emphasizes the dependence of verbal memory on the degree and nature of speech underdevelopment.

In our work, our goal was to identify the features of memory processes in preschool children with pseudo-bulbar dysarthria.

Objectives: 1. To study the processes of memory in children of the fifth or sixth year of life.

2. Determine the level of performance of tasks for the diagnosis of memory in children of preschool age with pseudo-bulbar dysarthria. The control group consisted of preschoolers with normal speech development.

Twenty children took part in the study. The control group consisted of children with normal speech development (10) and the experimental group - children with pseudo-bulbar dysarthria. (ten).

The base was a special preschool educational institution No. 475 of the Chilanzar region. Tashkent city. (control group) and the Republican Psychoneurological Hospital for Children with Musculoskeletal Disorders. U.K. Kurbanova (experimental group).

In the experimental part of our work, we used the following methods to identify memory processes in preschoolers. 1) .Method "Memory for numbers».

The researcher sequentially reads to each child from top to bottom a series of numbers shown in the figure, with an interval of 1 second between numbers. After listening to each row, the child had to repeat it after the researcher. This continues until the child makes a mistake: he cannot reproduce a sequential series of numbers. In the experimental part of our work, our goal was to identify the features of memory processes in preschool children. 2) .Method "Memory for words"

Material: two rows of words written on separate cards.

1. Airplane, lamp, apple, pencil, thunderstorm, duck, bag, table, parrot, leaf.

2. Pictures depicting objects: airplane, kettle, butterfly, log, candle, dog, table, mushroom, boots, car.

3). "Remember the pictures" technique.

This technique is designed to determine the volume of short-term memory. Children receive the pictures below as incentives. They are given the following instruction:

“There are nine different figures in this painting. Try to remember them and then recognize them in another picture, which I will now show you. On it, in addition to the nine previously shown images, there are six more such that you have not yet seen. Try to recognize and show in the second picture only those images that you saw in the first of the pictures. ”

The exposure time of the stimulus picture is 30 sec. After that, this picture is removed from the child's field of vision and instead of it he is shown a second picture. The experiment continues until the child recognizes all the images, but no longer than 1.5 min.

4). "Learn words" technique

With the help of this technique, the dynamics of the learning process is determined. The child receives a task: for several attempts to memorize and accurately reproduce a series of 12 words: tree, doll, fork, flower, phone, glass, bird, coat, light bulb, picture, person, book.

Memorizing a row is done as follows: After each next listening to words, the child tries to reproduce the entire row. The experimenter notes the number of words that the child remembered and named correctly during this attempt, and I read the same row again. And so six times in a row, until the results of reproducing a series of words in six attempts are obtained.

5). Method "Memory for images"

Purpose: examination of figurative memory.

Instruction: You will be provided with a table with pictures. Your task is to make 20 seconds. memorize as many images as possible. After 20 sec. I will remove the table, and you will have to verbally express those images that you remember.

6). "Toys" method. Instruction: Look at the toys on the shelves, remember their neighbors to the right and left. First look at the toys on the bottom shelf, then on the middle, and only then on the top.

Then place the toys on the shelves of this cabinet as they stood when you examined them.

The results of the experiment are presented in a summary table.

Method name		High-level	Middle level	Low-level
Memory for numbers	theex.	–	6	4
	counter.	3	7	–
Memory for words (auditory perception)	theex.	–	–	10
	counter.	2	7	1
Memory for words (visual perception)	theex.	–	3	7
	counter.	4	6	–
Memorizethe drawings	theex.	–	10	–
	counter.	3	7	–
Learn the words	theex.	–	–	10
	counter.	1	9	–
Memory for images	theex.	–	6	4
	counter.	2	8	–
Toys	theex.	–	5	5
	counter.	2	6	2

Analyzing the results of the study of memory development, we came to the following conclusion: children with dysarthria have impaired auditory and verbal memory in comparison with the memory of children without speech impairments. There were no significant differences in the level of development of visual memory during the experiment.

The connection between speech disorders and other aspects of mental development determines the specific features of thinking. Having in general full-fledged prerequisites for mastering mental operations, accessible to their age, children lag behind in the development of verbal-logical thinking, without special training they hardly master analysis and synthesis, comparison and generalization.

Along with general somatic weakness, preschoolers suffering from dysarthria are characterized by some lag in the development of the motor sphere, which is characterized by poor coordination of movements, decreased speed and dexterity of performance. The greatest difficulties are revealed when performing movements according to verbal instructions.

Children lag behind normally developing peers in reproducing a motor task in terms of spatio-temporal parameters, violate the sequence of action elements, and omit its component parts. Insufficient coordination of fingers, underdevelopment of fine motor skills is noted. Slowness is detected, stuck in one position. With a relatively intact semantic, logical memory in children, verbal memory is reduced, and the productivity of memorization suffers. They forget complex instructions, elements and sequence of tasks.

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