

The Importance of Non-Traditional Methods of Work to Eliminate Motor Disorders in Children with Dysarthria

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Abstract – This article reveals the importance of non-traditional methods of work to eliminate motor disorders in children with dysarthria. Some games and examples of non-traditional methods that have a fruitful effect on the formation and development of motor skills of children with dysarthria are also given.

Keywords – Motility, Dysarthria, Non-Traditional Methods, Traditional Methods, Correctional Work, Speech Disorders, Music Therapy.

I. INTRODUCTION

To date, the number of children suffering from speech disorders, forms, methods and assistance programs, rehabilitation centers is significantly increasing. However, according to experts, in the learning process and directional correction, traditional methods in many cases have ceased to bring the expected results.

Unconventional methods contribute to a deeper correction, especially affecting emerging secondary deviations. Most experts agree that it is possible to solve problems more effectively only by including in the process of correction of the main speech pathology the effect on the problems that accompany it. The basic are traditional pedagogical methods, but with the obligatory use of non-traditional ones.

The purpose of this article is to disclose the features of the use of non-traditional methods of work to eliminate motor disorders in children with dysarthria. The development of motor skills is the basis for the physical formation of the human body. And as you know, motility is an important part of speech praxis. Primary motor underdevelopment entails a lot of difficulties. The most

relevant, in connection with the frequency of manifestation, is such a speech disturbance as dysarthria.

A lot of research is devoted to the study of this problem; this issue was covered in such works by such scientists as A. N. Kornev, O. A. Tokareva, G. V. Chirkina, L. V. Lopatina, E. F. Arkhipova, E. N. Mastjukova. Dysarthria is characterized by impaired innervation of the organs of articulation, which in turn is the cause of deficiencies in sound pronunciation. And also there are violations of both general and fine motor skills.

II. MAIN PART

Motor development for children with dysarthria is one of the main correctional tasks. For this reason, in the correction of motor deficiencies in children with dysarthria, an integrated approach is needed. To date, the method for the formation of the motor sphere of a classical nature is widely used in practice. They are important, meaningful and successful. But, also non-traditional methods of development of the motor sphere are at the stage of active development.

Children with dysarthria have their own characteristics. According to the studies of E.M. Mastjukova, dysarthria is a violation of the pronunciation side of speech due to insufficient innervation of the vocal apparatus. The cause of dysarthria is damage to the central nervous system of an organic nature, obtained due to the influence of various unfavorable factors in the intrauterine and early periods of child development.

The following forms of dysarthria exist: pseudobulbar, bulbar, extrapyramidal (or subcortical), cerebellar, cortical. Pseudobulbar dysarthria is characterized by damage to the pathways of the cranial nerves, going from the cerebral cortex to the nuclei of the glossopharyngeal, vagus and sublingual nerves. The result is a violation of general, fine and speech motility. Children with dysarthria in their clinical and psychological characteristics represent an extremely heterogeneous group.

Due to the fact that children have various forms of paralysis and paresis, their motility is distinguished in all areas by general awkwardness, lack of coordination, and blurred movements. Children show clumsiness in self-service skills, lag behind peers in agility and accuracy of movements. With a delay, the readiness of the hand for writing develops, because of this for a long time they are not interested in drawing, modeling and other types of manual activity, and poor school writing is noted in school age. Due to impaired motor skills of the articulation apparatus, children perceive speech sounds distorted.

Consequently, impaired movements of the fingers exerts an influence on the control and regulation of movements in the motor sphere, as well as on the formation of speech activity. In the studies of T.P. Khrizman, V.V. Konovalenko, and M.I. Zvonareva, it was found that in a child producing rhythmic movements of the fingers, the coordinated activity of the frontal and temporal parts of the brain is enhanced.¹

In psychological, pedagogical, and speech therapy literature, the technology of formation of the motor sphere was studied and developed by such authors: E. M. Mastjukova, N. S. Zhukova, L. V. Lopatina, L. A. Danilova, E. F. Sobatovich and others. Research The scientists listed above were aimed at revealing the traditional ways of developing the motor field, including: physical education, outdoor games at breaks, coordination exercises, logo rhythmic exercises, phonetic rhythm, finger

games and gymnastics, self-massage, lacing, use of m ozaik, puzzles, ropes and strokes, performing articulatory gymnastics. Thanks to this, muscle development and strengthening, coordination and differentiated movements are fostered.

During correctional work, along with the application of traditional methods of motility development, it is advisable to use non-traditional forms of work. For this purpose, it is necessary to organize the interaction of a speech therapist with a physical education teacher in the form of consultations on corrective work plans and lessons. In the process of this, a joint selection of common requirements, methods and techniques used in the lessons and in the course of correctional classes is carried out. A work plan for general motor skills is being developed. In this case, it is useful to use a set of exercises (poses, asanas) from children's yoga. You can also use various gymnastic complexes with the addition of speech material. For example, the game "Earth, water, air." The playing field is divided into 3 equal conventional parts: earth, water, air. The host calls any existing item, an animal. The task of the participants is to quickly understand where the creature or object hidden by the leader can live and quickly move to a certain part of the field. Depending on who last gets to the right place or is mistaken, he is eliminated from the game. The winner or winners are those players who have never made a mistake and were very fast.

At the same time, at speech therapy classes, work is underway to develop fine motor skills, articulatory motor skills and correction of sound pronunciation. For the development of static coordination of fine motor movement, it is advisable to use such unconventional techniques and methods as: finger yoga, self-massage of active biological points.

Another effective alternative method of developing the motor sphere is music therapy. Doctors at the Munich University Hospital successfully use music therapy in the treatment of cerebral palsy. Scientists have noticed that music acts selectively: depending on the nature of the work, on the instrument on which it is performed. So, for example, playing the clarinet mainly affects blood circulation. The violin and piano calm the nervous system, while the flute has a relaxing effect. Listening to the work "Caprice No. 24" by Nicolo Paganini in modern processing, on the contrary, increases the tone of the body and mood. The purpose of classes using music therapy is to create a positive emotional background of rehabilitation (removal of the anxiety factor that occurs in this contingent of children);

¹ Коноваленко, В. В. Артикуляционная, пальчиковая гимнастика и дыхательно-голосовые упражнения [Текст] / В. В. Коноваленко, С. В. Коноваленко. — М.: «Издательство ГНОМ и Д», 2001.

stimulation of motor functions; development and correction of sensory processes (sensations, perceptions, perceptions) and sensory abilities; disinhibition of speech function.

For the formation of the dynamic side of fine motor skills, it is necessary to use such unconventional methods as: clay modeling, working with household material, paper was also used in techniques: origami, quilling, facing.

III. CONCLUSION

Thus, to improve the effectiveness of correctional education, it is necessary for the speech therapist to interact with the parents of the students in order to inform about the need for systematic work on the development of motor skills and teaching methodological methods of this work. As an explanatory material, especially for parents and carers, you should create short videos with methodological recommendations and a demonstration of various methods for the motility of children at home using both traditional methods and non-traditional methods of forming motor praxis.

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