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COGNITIVE PROCESSES IN CHILDREN WITH DYSARTHRIA DEVELOPMENT METHODOLOGY

A. A. Gulyamova
Tashkent State Pedagogical University named after Nizami Faculty of Special Pedagogy and Inclusive Education, Lecturer at the Department of Oligophrenopedagogy

ANNOTATION

Nowadays, children suffer from various speech defects. Their reasons are different. Speech problems can affect a child's ability to communicate and learn. In speech therapy, there are various speech defects, one of which is a disorder of speech by pronunciation due to an organic disorder of the innervation of the speech apparatus - dysarthria occurs as a speech defect. Dysarthria is an organic speech disorder of a central nature. In dysarthria, as a result of poor movement of the speech organs, it is difficult to articulate speech sounds, voice breathing disorders, and changes in the speed, rhythm, and expressiveness of speech are observed.

Keywords: dysarthria, voice breathing disorders, innervations, communicate, cognitive.

INTRODUCTION

Despite the success of the study of the problems of dysarthria speech deficiency, this concept is still not fully expressed. Psychocorrection technologies for the development of cognitive processes in children with dysarthria and speech defects, especially in preschool age, are one of the current problems of modern speech therapy.

Dysarthria is a speech impediment for the following reasons:

- Inflammation of the brain;
- Disorders of blood circulation in the brain;
- Brain injuries;

Early detection of speech defects in children, in-depth study of cognitive activities and timely corrective action play an important role in preventing children from falling behind in deep learning and overcoming speech defects.

Dysarthria, a complex speech defect, is often a concomitant symptom of cerebral palsy in children, and defects in the entire musculoskeletal system lead to complex speech defects in children with dysarthria as a result of the pathological effect on the innervation of the articulatory apparatus. will be. This problem, in turn, can lead to a set of other problems (speech, psychological, social, intellectual, etc).

L.S. Vygotsky's contribution to the development of scientific, theoretical and methodological foundations of the psychology of children with speech defects is significant. The general laws of mental development are also described by L.S. Vygotsky. According to the scientist, a normal and abnormal child develops according to the same laws.

These are:

1. Integration;
2. Inadequate development of mental processes;
3. Flexibility;

As the great Eastern thinker and physician Ibn Sina said, no matter what method or techniques are used in pedagogy, the main goal should be to be able to apply the theory in practice to create real knowledge in the child, to develop the ability to think independently and logically. In many children, attentional variability, low voluntary attention, and difficulty in planning activities were observed. There is also a low level of voluntary attention in children, in which children perceive instructions vaguely and vaguely; they could not concentrate on the tasks at hand and could not start doing it all of a sudden. Another negative aspect of attention is neglect.

In children with dysarthria, speech deficits have been associated with difficulty moving from one type to another. The reason for this is that there is a connection between one task and another task or task. If there is a connection between them, the focus shifts quickly. In children with such speech impairments, attention deficit is also determined by the degree of their speech impairment. And for some as a baby gets older, he or she will outgrow this and some kids don't care. Occurrence of such cases leads to distraction and lack of concentration. This condition is characterized by an easy and rapid distraction of attention. In dysarthric children, on the other hand, the memory of geometric figures is not well developed. Such children's memory impairment is associated with impaired perception, impaired spatial space.

The following recommendations and techniques can be used to develop cognitive processes in children with dysarthria speech defects:

- Improving knowledge levels;
- Facilitate communication with others;
- Self-confidence, interest in life and, of course, speech development to instill a sense of not being ashamed of one's speech;

Development of thinking operations, memory, attention processes, a number of tasks have been identified, such as psycho-correction of cognitive processes and speech reinforcement.

METHODS OF MEMORY DEVELOPMENT

The "pair of words" method

Objective: to develop auditory and visual memory.

Course of research: A pair of words is recommended for the child to remember. For example, say a pair of words: cat-milk, baby-car, table-pie, etc. The child is asked to remember the second word from each pair of words. Then you say the first word in pairs, and the child must have remembered the second word. The task can be complicated by gradually increasing the number of pairs of words and adding words that are longer in content.

"Live picture" method:

Objective: To develop observation, voluntary, logical memory.

Course of the study: For the game, a child is asked to look carefully at his neighbor or a child who wants a group. Then he should close his eyes and describe in such a way that the other children find out who he is talking about. Play requires children to pay more attention to their surroundings.

The method of "competition of associations":

Participants sit in a circle. The facilitator says two random words. One of the participants describes the word and tries to connect the first word to the second. He adds another word to

his description and gives the floor to the participant sitting to his left. He connects the third word with the second word and says his third word to the next child. The game continues in a circle, and when the circle ends, the starter determines how long it has been since the stopwatch. Good participants can participate in several circles. The starter stops the game at any point and asks the participants to repeat everything. If a participant can only say his/her own words, he/she will leave the game.

Criteria for assessing the performance of the task (in points):

5 points - A total of 5 correct tasks for each task.
4 points for 3 or 4 correctly completed assignments.
3 points for 2 correctly completed assignments.
2 points for 1 correctly completed task
1 point - the task is not completed at all.
Overall: maximum score 5 points.

Methods of attention development:

"Seasons" method:

Objective: This method is intended for children 3-4 years. The child is determined by the extent, dispersion, and movement of attention.

Course of the study: The child is shown a picture and, looking carefully at these pictures, is asked which seasons are depicted in each part of the picture. You will be given 2 minutes to complete the task. During this time, the child is asked not only to tell the seasons, but also what characters are depicted in the pictures. After 2 or 3 minutes, the picture is closed and a question and answer session is held with the child.

Evaluation of results:

10 points - during the given time the child is able to correctly describe the seasons in the picture in relation to each other and show two signs of each season;
8-9 points - the child is able to correctly describe each of the seasons in the picture in relation to each other and correctly show up to 5-7 signs of the seasons in total;
6-7 points - the child is able to correctly identify the seasons, but show a total of 3-4 seasons, which confirms his opinion;
4-5 points - the child is able to identify only 2 seasons and shows a total of 1-2 seasons, confirming his opinion;
0-3 points - the child is unable to correctly identify any of the seasons and does not show any signs of the seasons (these scores are given depending on whether the child is trying to find the seasons).

2. "Fingers" method:

Course of the study: Participants sit in a circle on their chairs, put their hands on their knees, cross their arms and release their thumbs. With the "Start" signal, they slowly rotate their thumbs around each other at a certain speed and in the same direction. It is important that the thumbs do not touch each other. This action is focused and stopped with a "Stop" signal. The duration of the exercise is 5-15 minutes. Some participants feel strange: the fingers are more or less, the direction of movement is changed. Someone is very anxious because these problems are not normal.

Participants should stand in a semicircle: One player has to come forward and remember the order of the players in a few minutes. The comrades then turn around and explain the order in which the participants are arranged. During the game, each participant performs this exercise. Whoever makes a mistake wins.

Criteria for evaluating the performance of the task (in points):

Completion of these tasks is determined by the following criteria:

1. Able to complete the task independently - 4 points;
2. Made mistakes in the task - 3 points;
3. Completed the task on the basis of assistance - 2 points;
4. Could not complete assignments - 1 point.

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