

PHONETIC AND PHONEMIC DISORDERS AND THEIR CORRECTION IN CHILDREN WORN OUT DYSARTHRIA

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ABSTRACT

The article discusses phonetic and phonemic disorders and their correction in children with erased dysarthria. It is a feature of dysarthria, in which cases dysarthria occurs. The article especially refers to preschool dysarthria children.

Keywords: Dysarthria, phonetics, correction, sound, defect, phonation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The modern concept of preschool education, changing the requirements for the content and nature of preschool education predetermine the need to improve the development of a child of preschool age, as a multidimensional holistic process, an important area of which is speech development. In this regard, questions of the readiness of preschoolers to learn, to master the program in their native language are of great importance [1,2].

Of particular importance is the solution of these issues for preschoolers with speech impairments, since one of the urgent tasks of corrective and speech therapy effects is the formation of the prerequisites for successful learning at school, the prevention of violations of writing. The phonemic underdevelopment of preschoolers with erased dysarthria leads to a disruption in the formation of the basic components of higher mental functions that serve to master writing and reading. At school age, such children often have specific reading and writing errors, mainly associated with a violation of phonemic perception.

Differentiation of the directions of speech therapy work, taking into account the symptoms of disturbances in erased dysarthria, is presented in the work of many authors. The authors differentiate the content of the corrective action based on the symptoms of erased dysarthria in the disproportion of disorders (with a predominance of disturbances in sound pronunciation and disturbances in phonation and prosody). At the same time, the proposed areas of work are mainly descriptive. Given the qualitative originality and severity of the residual effects of organic damage to the central nervous system, the technique developed by her allows a differential effect on impaired sound pronunciation, proceeding not only from symptoms, but also from etiopathogenesis. Work on the development of motor skills of the articulator apparatus and the education of the correct articulation of speech sounds are coming to the forefront [2].

An important role in eliminating the shortcomings of pronunciation is given to the child's ability to correlate his pronunciation with the language norm of his native language. On how much the child is able to differentiate the correct pronunciation of sounds from the wrong, on his ability to rely on auditory control when overcoming defects in sound pronunciation, the effectiveness of speech therapy work depends on a lot. The improvement of auditory-pronouncing differentiations is carried out more successfully if it is carried out in connection

with the development of phonemic analysis and synthesis. The more accurately the child presents the sound structure of the word, the place of each sound in it, the more clearly determines its character, more correctly differentiates the sounds of speech. Currently, the literature does not sufficiently take into account the features of phonemic perception in the correction of erased dysarthria.

Issues of overcoming prosodic disorders are reflected in studies in some authors. In these studies, methods of speech therapy work on overcoming violations of intonational expressiveness of speech were developed and issues of correction of violations of other prosodic components are not considered. The available techniques are based on information obtained only on the basis of subjective research methods and do not take into account the qualitative peculiarity of intonation disorders depending on the ethnopathogenesis of the form of erased dysarthria.

The issues of overcoming violations of the sound syllabic structure of the word in children with erased dysarthria also remained outside the field of research interests, although its assimilation plays a large role in the overall picture of the formation of the sound side of speech. The problem of overcoming motor insufficiency in children with erased dysarthria is considered in the aspect of the development of speech and manual motor skills. Given the fact that the development of the functional activity of speech motor zones is influenced by impulses arising from the movement of the fingers, the need to develop and improve the general and speech motor sphere.

In overcoming violations of the motor sphere of the child (general, manual and speech motor skills), the systemic organization of the motor function and the interaction of its various links, which make it possible to solve the problems of motion control in the process of corrective action, are not taken into account.

In practice, speech therapy work is not sufficiently taken into account: contextual phonetic influences at the syllable level, taking into account the acoustic characteristics of sounds and their defective options; the degree of pronunciation difficulty of various types of syllables in the process of automation of sounds; the degree of acoustic proximity of various variants of defective pronunciation and regulatory sound.

It seems necessary to conduct research in this direction, to determine the mechanisms and the originality of the phonetic-phonemic disorders in the structure of the defect in various clinical forms of erased dysarthria.

To date, a system of differentiated logopedic work has not been developed to overcome phonetic and phonemic disorders with erased dysarthria, taking into account the complexity of their manifestations, pathogenesis, and the features of the interaction of speech and auditory analyzers with this form of speech pathology.

Summarizing the literature on the problem of speech disorders with erased dysarthria, we can draw the following conclusion. The manifestations, mechanisms of phonetic-phonemic disorders in children with erased dysarthria are presented in the literature unequally.

The data available in the literature indicate that, in theory and practice of speech therapy, only violations of sound pronunciation and methods for their correction in children with erased dysarthria are relatively studied, often without taking into account the diversity of its forms.

We can say that phonetic-phonemic disorders and their correction in children with erased dysarthria allows us to highlight the following unresolved issues of this problem.

1. Up to now, the state of the complex of prosodic means, the sound syllabic structure of the word, phonemic perception, the motor sphere, which are closely related to sound pronunciation, continue to be less studied.

2. The linguistic aspect of the study of the symptomatology of phonetic-phonemic disorders in erased dysarthria has not been sufficiently developed. There are no spectral characteristics of defective sounds; acoustic characteristics of prosodic speech components; comparative data on the acoustic proximity of various defects in sound pronunciation to the sound standard, patterns of melodic, dynamic, temporal design of expression to intonation models of normative speech. Contextual influences at the syllable level and words in various variants of defective pronunciation were not identified, taking into account which would allow to determine the selection criteria and the sequence of presentation of the linguistic material that can be used in correctional work. The use of data obtained by experimental phonetic methods (spectrography, intonography, oscillography) will help to understand the pathogenesis of the defect, its differential diagnosis, will make it possible to determine the direction and maintenance of speech therapy work, taking into account the revealed features of violations.

3. The mechanisms of disturbances in the external realization of speech in the process of generating a speech utterance have not been determined for various clinical forms of erased dysarthria.

4. The symptom complex and psychophysiological mechanisms that cause phonetic and phonemic disorders in children with erased dysarthria have not been identified. The nature of their relationship in the structure of the defect is not determined for various forms of erased dysarthria.

5. Further research requires questions on the relationship of speech and auditory-motor analyzers, on the nature of motor disorders with erased dysarthria [3].

To date, the tasks and contents of speech therapy work to overcome erased dysarthria have not been fully defined. There is no system for the differential correction of phonetic-phonemic disorders in preschool children, taking into account the etiology, pathogenesis and clinic of various forms of erased dysarthria, individually typological features of children with various forms of erased dysarthria.

As a result of the unsolved problems listed there are no recommendations for overcoming phonetic and phonemic disorders in children with erased dysarthria.

From the foregoing it follows the need to develop optimal ways for a system of differentiated speech therapy to correct phonetic-phonemic disorders in preschool children with erased dysarthria, taking into account the mechanisms of disorders based on modern systemic physiological and linguistic concepts.

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