



**TEACHING SPEECH FORMATION TO PRESCHOOL-AGE
DYSARTIC CHILDREN**

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ABSTRACT

The speech function is one of the most important mental functions of a person. In the process of speech development, the highest forms of cognitive activity, the ability to think conceptually, are formed. Mastering the ability to communicate verbally creates the necessary conditions for a person's concrete social relations, as a result of which the child's ideas about the surrounding reality are formed and improved, and the forms of its reflection are improved.

KEYWORDS

Speech, vocabulary,
facial nerve,
dysarthria

Introduction

Speech disorders to one degree or another (depending on the nature of speech disorders) negatively affect the entire mental development of the child, affect his activities and behavior. Speech disorders, limited verbal communication have a negative impact on the formation of the child's personality, cause mental layers, specific characteristics of the emotional-volitional sphere, negative character traits (shyness, indecisiveness, isolation, negativism, feeling of inferiority) helps to develop. .

Language and speech play a leading role in the organization of the child's activities, planning, thinking and the development of oral communication, and since the timely formation of the child's grammatical competence is the most important condition for his full verbal and general mental development, himself in the formation of social relations, behavior -organization. Language and speech are the main means of manifestation of the most important mental processes - memory, perception, emotions.

Enriching the preschool child's speech with complex grammatical structures (word formation, syntactic) is important for two reasons. First of all, the richness of the individual speech of a preschool child is a guarantee of the development of intelligence, its mental component. Secondly, the diversity of grammatical structures simultaneously ensures the correctness of speech, and correctness is the first condition of speech culture, because only after achieving correctness, the accuracy, relevance and purpose of speech can be achieved. compatibility can be increased.

The most striking feature of an older preschool child is his active mastery of the construction of various texts. The child learns the form of a monologue. Speech is contextualized independently of the communication situation presented visually. The improvement of the grammatical structure occurs in connection with the development of coherent speech.

The timely formation of the grammatical structure of the child's language is the most important condition for his full-fledged speech and general mental development, because language and speech play a leading role in the development of thinking and oral communication, planning and organizing the child's speech. activity, self-organization of behavior and formation of social relations. The child learns different aspects of the grammatical structure of the language - syntax, morphology, word formation - in different ways, and at each age level something comes to the fore. Thus, the inflectional system - the rules of declension and conjugation, the variety of grammatical forms of words, children master mainly in elementary and pre-secondary school age. In older age groups, priority is given to the task of mastering the traditional, "disordered" forms of changing all words included in the child's active vocabulary. Children learn word formation methods later than inflectional methods.

The most intensive formation of word formation skills and competencies occurs in middle and older groups, but critical attitude to one's own actions, correct knowledge of the norms of word formation in children is only in the school preparation group. begins to form. .

A common speech disorder among preschool children is dysarthria, which increases significantly. It is often combined with other speech disorders (stuttering, underdevelopment of general speech, etc.). This is a speech pathology that manifests itself in the violation of the phonetic and prosodic components of the functional system of speech and is caused by an unexpressed microorganic damage to the brain.

Mild dysarthria is one of the most common speech disorders in childhood, in which the persistent impairment of sound pronunciation is similar to other articulatory disorders in the structure of the speech disorder, which leads to significant difficulties in differential diagnosis. corrective speech therapy (I B. Karelina, L. V. Lopatina, R. I. Martynova, L. F. Spirova, E. F. Sobotovich, O. A. Tokareva).

These disorders lead to secondary deviations in the development of phonemic, lexical and grammatical aspects of speech, reduce the effectiveness of children's school education (T.B. Filicheva, I.A. Cheveleva, G.V. Chirkina, G.V. Gurovets, R.E. Levina, LV Lopatina, NV Serebryakova [34] , RI Martynova, EF Sobotovich and others).

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