



## FEATURES OF PHONETIC DISORDERS IN PRESCHOOL CHILDREN WITH DYSARTHRIA

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### Abstract

The article presents an analysis of theoretical sources on the characteristics of sound pronunciation disorders in preschool children and the problem of its learning.

**Keywords:** speech, kinesthesia, phonation, prosody, motor area, articulatory and acoustic properties.

The problem of speech disorders is attracting the attention of various specialists (speech therapists, doctors, psychologists, physiologists) more and more. This, of course, is related to the great role of correct speech in the comprehensive and complete development of a person.

A number of authors claim that deviations in auditory perception can be the basis of diseases that cause certain sounds. But deviations in phonemic perception can be derivative, that is, secondary: "such a phenomenon is observed in speech kinesthesia disorders caused by morphological and motor damage of the speech organs."

A common speech disorder among preschool children is dysarthria of a mild type, which increases significantly. Often it is accompanied by other speech disorders. This is a speech pathology manifested in the violation of the phonetic and prosodic components of the functional system of speech and caused by unexpressed microorganic damage to the brain.

The phonetic level is the material basis of the language system, and its violation often leads to the violation of other, higher levels of this system.

In the study of the state of speech in this form of dysarthria, a violation of sound pronunciation, intelligibility of speech, nasalization in some cases, various phonation and prosodic disorders were noted.

Disruption of the sound side of speech in children with dysarthria is expressed in distortion, substitution and dropping of sounds. At the same time, simplification of articulation is characteristic, and complex sounds are replaced by simpler sounds according to their articulatory-acoustic properties: sliding sounds - explosive; It is divided into voiced-unvoiced, hard-soft, sound elements.





When studying the characteristics of phonetic disorders in children with mild dysarthria, the following theoretical rules are taken into account:

Modern scientific ideas about the symptoms and structure of speech defect in dysarthria.

Disruption of the phonetic aspect of speech, which has a specific mechanism different from the mechanisms of dyslalia, is the most permanent, clear, leading factor in the structure of speech impairment in children with mild dysarthria. Disruption of sound pronunciation and prosodic components of speech due to organic deficiency of innervation of the muscles of the speech apparatus has a negative effect on the formation of phonemic, as well as lexical and grammatical aspects of speech (R. I. Martynova, L. V. Melexova, I. I. Panchenko, E. Ya Sizova, E. K. Makarova, E. F. Sobotovich, O. A. Tokareva).

Psychophysiological mechanisms of normal acquisition of vocal pronunciation.

Many studies show that the perception of speech sounds and their repetition are two interrelated processes (N. Kh. Shvachkin, N. I. Jinkin, D. B. Elkonin, I. A. Zimnyaya, V. I. Beltyukov, etc.). Sound units are considered in three aspects: sensory, articulatory, acoustic. In order to master the correct pronunciation, the child must first clearly and correctly perceive speech sounds by ear, have an articulatory apparatus sufficiently prepared for their pronunciation, as a result of which the units of a certain language system is formed. Given the complexity of diagnosing mild dysarthria, it is necessary to take into account the relationship between the speech state and the motor area of the child. In the second case, we mean not only the level of formation of articular motor skills, but also the level of development of finely differentiated motor skills of hands and fingers. Even V. M. Bekhterev came to the conclusion that hand and speech are closely related. He wrote that the development of hand movements contributes to the development of speech. Many studies of M. M. Koltsova confirmed the information that hand movements are closely related to speech function. This relationship is especially evident in dysarthria.

Specific ratio of articulatory and acoustic properties of speech sounds in normal and pathological conditions.

Articulation positions of speech sounds determine the specificity of their acoustic properties. Any, even a slight deviation of the position of the articular organs leads to a dynamic change of the acoustic image of the sound (L. V. Bondarko, L. A. Verbitskaya, L. R. Zinder, etc.).

The analysis of the above data showed that the quantitative characteristics of pronunciation of different phonetic groups of sounds in children with mild dysarthria





do not correspond to the quantitative characteristics of mispronunciation of speech sounds in preschool children.

M.A. According to Aleksandrovskaya, if the number of disorders in preschool children is determined by the articulatory complexity of sounds, these proportions are slightly different in children with mild dysarthria.

Thus, the specificity of quantitative defects in the pronunciation of sounds in children with mild dysarthria is determined by the ratio of acoustic and articulatory properties of different sound groups. Groups of sounds that are acoustically similar are learned worse than groups of sounds that are acoustically closer, but the articulation is more complex. This ratio can be explained by the presence of certain disorders in hearing speech in children with mild dysarthria, and therefore the acoustic similarity of sounds has a negative effect on acquiring the correct pronunciation. Below we give examples of games that can be used in the process of acquiring correct pronunciation in children with mild dysarthria.

#### "Horses" game

Purpose: to make the sound "R" in speech.

Methodical instruction: Teaching children to pronounce the sound "R" correctly.

When pronouncing the sound "R", the tongue is raised behind the upper teeth, it is explained to children that the tip of the tongue should vibrate.

The course of the game: Children are divided into two groups. Children of the first group are horse drivers, and children of the second group are divided into "horses". Children portraying horses stand in pairs, holding each other. Horses run like horses under the control of a driver. According to the order of the speech therapist, the drivers stop the horses by saying "drrr". In this, the speech therapist monitors children's accurate pronunciation. Then the children change their roles.

#### "Motorcycle" game

Purpose: To form the sound "R" in children's speech.

Methodical instruction: achieving the correct performance of tongue and lip movements when pronouncing the sound "R".

The course of the game: Children sit in a row. The speech therapist shows the children a picture of a motorcycle. "We all learn to ride a motorcycle. We will put our cows behind the wheel of a motorcycle. Children make hand movements. "Now we press the motorcycle pedal with our feet. "trr-trr" sounds when we ride the motorcycle. Children imitate the sound of a motorcycle in unison. A speech therapist monitors children's correct pronunciation of sounds. When pronouncing the sound "R", special attention is paid to the position of the speech apparatus and the vibration of the tip of the tongue.





### "Arrakashlar" game

Purpose: to make the sound "Z" in speech.

Methodical instruction: Teaching children to pronounce the sound "Z" correctly. Pay attention to the correct articulation of the "Z" sound.

The course of the game: Children sit facing each other. The speech therapist shows the children a picture of a boy sawing firewood and says: "Children, now we are preparing firewood for the winter with you. First, the speech therapist himself shows the children how to saw wood. During the movement, they imitate the sound of a saw "z-z-z". Then the children pronounce the sounds "z-z-z-z" while performing the action of sawing wood. The speech therapist shows the children how the tongue and lip movements should be when making the "Z" sound and monitors the children's correct pronunciation.

### "Name the picture" game

Purpose: to teach the correct pronunciation of the "Z" sound in words.

Content of the game: Children sit. On the speech therapist's desk is a painting piled up with pictures upside down. Each child is given the same picture. Whoever the speech therapist calls, this child goes out, takes one of the pictures from the ball, shows it to the children and says loudly - "I took the mushroom, whoever has a pair of the same picture, let this child stand up." The boy stood up and pointed to the picture and said: "My picture also shows a fungus." Children put each pair of pictures on top of each other. The game continues in this way until the picture on the table is finished. The sound "Z" is used in pictures that come at the beginning, middle, and end of a word. (Chain, mushroom).

Methodical instruction. Children should pronounce the picture with the sound "Z" loud and clear, distinguishing the sound "Z" from other sounds.

### Conclusion

Thus, the following changes are observed in the phonetic side of sounds in mild dysarthria. It is to change the position of the sounds, drop them and distort the pronunciation. It would be appropriate for us to use the above-mentioned didactic games to strengthen them when putting the correct pronunciation into speech. It is also important to distinguish mild dysarthria from dyslalia at the diagnostic stage.

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