



FORMATION OF SPEECH IMITATION IN CHILDREN WITH SEVERE DEGREE OF MOTOR ALALIA

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Abstract

This article describes the features of speech imitation formation in children with alalia speech impairment and the problem of formation and development of speech imitation in children with motor alalia. This article provides resources on passive and active vocabulary, one of the obvious signs of children's speech.

Keywords: speech, motor alalia, passive speech, active speech, differentiation, pronunciation, movement, preschool age

The problem of formation and development of speech imitation in children with motor alalia has not lost its importance to this day. Although the development of imitation of speech, the development of active vocabulary is determined by the main task of corrective education, a consistent correction system based on modern ideas about speech activity has not yet been developed. This shows the need for further improvement of correctional speech therapy work with children with motor alalia. It is observed that children with motor alalia have a limited vocabulary, a tendency to use gestures and amorphous words. One of the obvious signs of the speech of these children is a significant difference in the volume of passive and active vocabulary than usual. Preschool children with motor alalia understand the meaning of many words; their passive vocabulary is within normal limits. However, the use of words in oral speech, the active use of the existing vocabulary creates great difficulties. In children with motor alalia, the formation of expressive speech is hindered by a violation of the analytical and synthetic activity of the speech-action analyzer. These disorders can occur for various reasons, including: a) kinesthetic oral apraxia, that is, difficulties in the formation and strengthening of articulatory structures, and later motor differentiation of sounds; b) difficulty in transitioning from one action to another; c) difficulties in mastering this sequence of actions (its motor scheme) to pronounce the word, etc. First of all, children with motor alalia are slow to speech, specific features of their active vocabulary are explained by the instability of sound images of words, difficulty in remembering them and maintaining the syllable line. Children's poor active vocabulary is manifested in the inability to choose familiar words from the





dictionary and the inability to correctly use familiar words in speech. Thus, most of the speech imitation impairments characteristic of children with alalia are related to the process of word retrieval rather than to the concepts behind the words. Children, as a rule, have correct concepts, but find it difficult to find words to express the concepts. In the studies of L.A. Danilova, it was noted that children with motor alalia "do not have normal connected speech." S.N. Shakhovskaya identified the "absence of spoken sentences in children with alalia, their desire to avoid connected speech", the difficulty of constructing sentences in retelling, the inability to control the form of speech and its content at the same time, uncertainty and difficulties in expressing thoughts. emphasizes. L.V. Melikhova notes the agrammatic character of the sentences of children with alalia of preschool age, while emphasizing long pauses in oral speech, distortion of words. N.N. Traugott emphasized the narrow situational nature of the vocabulary of children with motor alalia. This is manifested in the fact that they do not immediately start using the words they have learned in different situations of oral communication. With a slight change in the situation, he even stops using words that are well known to him and are spoken in other circumstances. N.S. Zhukova believes that the big differences between normal and speech-disordered children are observed in the activation of predicative vocabulary (verbs, adjectives). Children with motor alalia of preschool age have difficulties in naming many adjectives used in the speech of their peers whose speech is developing normally. Preschool children's oral vocabulary is dominated by words that express actions that the child performs or observes every day. It is much more difficult for them to acquire generalized, abstract words, words denoting status, evaluation, adjectives, symbols, etc. A characteristic feature of the vocabulary of children with motor alalia is the incorrect use of words, and this, in most cases, is expressed in verbal paraphasias. Manifestations of unclear or incorrect use of words in the speech of children with motor alalia are different. Sometimes children use words too broadly. Others show a very narrow understanding of the meaning of the word. Sometimes children with general underdevelopment of speech use the word only in an abstract situation, and when speaking in other situations, the word is not included in the context. Thus, the understanding and use of the word will still be situational. Its meaning and sound structure are not sufficiently clarified, so it is constantly in the process of search. Targeted work on imitating speech and enriching active vocabulary is important in the general system of logopedic work with children with motor paralysis. This is primarily determined by the leading role in the education of preschool children. Children with motor alalia gradually gain the ability to freely use familiar words and begin to use them without restrictions in all situations. This often leads to refusal to





name words, understanding the meaning of them, constant search. At the same time, the child himself knows his mistake, but often cannot name the appropriate word. Some errors sometimes appear cumulatively, for example, substitution with another word is observed along with substitution using sign language. At the same time, if there are difficulties in finding a word, children's "detailed" answers often show various errors in a continuous sequence: for example, first the word is replaced by another word, then replaced by verbal description, sound imitation, gesture, etc. Children's limited vocabulary mainly reflects things and events that are directly perceived through the senses. At this stage of speech development, words for verbal expression of abstract relations of reality are almost non-existent for children. Thus, the lack of formation of active vocabulary in children with motor alalia is manifested in a harmonious way with a violation of the motivation to communicate, the activity of various components of activity. A lack of desire to communicate is associated with and exacerbates communication difficulties.

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