

WAYS TO OVERCOME SPEECH DEFECTS IN THE EDUCATION OF PARALYZED CHILDREN

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ABSTRACT

The article describes ways to overcome speech defects in the education of paralyzed children of the Foundation Movement and preliminary corrective measures aimed at expanding the child's practical and emotional experience to develop the child's vocabulary.

Keywords: Speech, physical movement, psychoneurologist, neuropathologist, defectologist, Vocabulary formation

It allows preschool children to be educated according to the types of disabilities and their levels based on the state educational requirements, correction of disabilities in time, prevention of secondary disabilities. It helps to expand children's worldview and educate them to be independent thinkers, able to freely express their opinion. By educating children, they develop feelings of love for the Motherland and expand their spiritual world.

However, it should not be forgotten that in order to achieve the goal, it is necessary to take a comprehensive approach to certain educational and educational activities, that is, to carry out treatment activities closely connected with the pedagogical work process.

Correctional pedagogic and treatment work with children with cerebral palsy requires complex work, in which psychoneurologist, neuropathologist, defectologist and educator work together to collect or eliminate mental, physical-movement, and speech deficits.

In the early stages of speech development training for children with cerebral palsy, we need to understand and pronounce the things and events around us, as well as the actions that occur with them, to understand their different and similar characteristics, to understand the relationship between parts and wholes in objects (such as the human face and body parts, and certain parts of other objects). In these activities, children's vocabulary is developed. They are taught to understand and remember well objects that are more faced in our daily lives, in particular, such as dishes, furniture, clothes, toys. At the same time, the child is taught to perceive. At the same time, the child's perception, level of understanding and imagination are concretized.

To develop a child's vocabulary, the first corrective activities aimed at expanding the practical and emotional experience of the child are of great importance. From the first periods of a child's life, it is necessary to strive to form the subject practice actions in active reading. Speech should involve the mother of the child in games that will be shared with the child. In the process, his speech develops somewhat.

Work on the formation of a dictionary is carried out in stages.

At the first stage, children are first introduced to objects by their image and the work to be done with them. In this place, a number of methods are used that help to attract the attention of the child and provoke his response: that is, the unexpected, sudden appearance of the subject, the

loss of which is his action. The main thing is the action that the child himself performs with the object.

In the second stage, children are introduced to objects, with their quality and specific aspects, somewhat deeper, wider. In a child, concepts about the subject, about the relationship between its parts, as well as about its construction and components, what it is intended for, are formed and strengthened.

In the third stage of work, in connection with the reproduction of signs and characteristics of objects, training is somewhat complicated. The main task of the dictionary work is to find specific words that represent the distinguishing signs and characteristics of objects, to strengthen the abilities to apply in their place.

At the fourth stage of work, generalizations and concepts are formed. On the basis of words that distinguish the main signs and characteristics of objects, conspecific and similarly generalizing thoughts are developed in children. Children have particular difficulties in mastering expressive concepts of the meanings of volume, time, distance, number.

To strengthen and enrich the vocabulary, daily dialogues, didactic games and play-style exercises are performed.

We came to the conclusion that, as a specificity of improving and enriching the vocabulary of children with cerebral palsy, it is necessary to conduct it in close connection with the practical and play activities of the subject and develop sensory functions, to show the organization of their correction in connection with their conscious activity. So above is of great importance as his unit of language, and especially the logopedic work on the study of its multiple meanings. For the successful formation of grammatical knowledge and skills in children with cerebral palsy, it is necessary to approach their mental and speech development in a complex way.

The content of logopedic training and its timely conduct in correcting the lack of speech development requires great responsibility from the logoped and combi etadi. Below we recommend children to play and exercise below in order to develop the vocabulary wealth of their active vocabulary.

"Hand-to-hand combat"

Children are invited to stretch their arms forward and make a fist by squeezing the fingers of the right hand. The fist of the left hand is placed on the fist of the right hand. A battle of arms begins: the right hand wants to go up, but the left hand does not allow it, the right hand tenses and slowly rises up and reaches a point above the head, now the left hand wants to go down, but the right hand, the one below, resists, and a fight takes place. Then the hands are thrown loosely along the body.

"Exercises for paws"

The hands are stretched forward, this position is fixed for 3-5 seconds, then the paws are turned up, the palms are facing forward and up ("Electricity is on"), the paws are lowered ("Electricity is off"). Then the paws make outward (inward) circular movements ("The colorful lights are on, the colorful lights are burning").

Didactic games without speech are conducted to develop general movements of hands, feet, and body: first, slowly to the music, then at a much faster pace, collecting and spreading the pyramid

according to the size of the ring; matreshka, spreading and collecting barrels; games with building materials, etc.

Attention games (from 2 years old)

"kind words"

Put the child between the knees and look at him lovingly, caress his head and instruct him to listen carefully: "I will look at Kolyajon and tell him good things. Look, Kolyajon's eyes are burning. Look, our Kolyajon is kind and polite. How strong and agile our Kolyajon is. What a beautiful song my soul sings: "lya-lya-lya". The teacher encourages the child to sing and clap along with him.

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