

## FEATURES OF THE FORMATION OF IMITATION OF SPEECH IN CHILDREN WITH ALALIA SPEECH DEFECTS

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### ABSTRACT

This article provides information on the features of the formation of speech mimicry in children with alalia speech impairment and on the formation of speech mimicry in children with Motor alalia.

**Keywords:** alalia, motor alalia, speech, active dictionary, diffusion, correction-logopedic work, imitation, correction

The problem of the formation and development of imitation of speech in children with Motor alalia has not lost its relevance to this day. The development of imitation in speech, the development of an active vocabulary, although determined by the main task of correctional education, a consistent correctional system based on modern ideas about speech activity has not yet been developed. This indicates the need to further improve the corrective-logopedic work with children with motor alalia. Children with Motor alalia have been observed to have limited vocabulary, long-term retention of the tendency to use gestures and amorphous words. One of the obvious signs of this children's speech 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 the limits of the norm. However, the use of words in oral speech, the active use of the available vocabulary wealth, presents great difficulties. The formation of expressive speech in children with Motor alalia is hindered by a violation of the analytical and synthetic activity of the speech-movement analyzer. These disorders can occur for various reasons, including: (a) kinesthetic oral apraxia, that is, difficulties in the formation and strengthening of articulatory structures, later motor differentiation of sounds; (B) difficulty moving from one movement to another; (C) difficulties in mastering this sequence of actions (its motor scheme) for pronouncing a word, etc. First of all, children with motor alalia are explained by their taste for speech, the peculiarities of their active vocabulary are the instability of sound images of words, the difficulty of remembering them and maintaining the syllable line. The poverty of children's active vocabulary is manifested in the inability to choose familiar words from the dictionary and the inability to correctly apply familiar words in speech. Thus, most of the disorders in speech mimicry inherent in children with alalia are associated not with the concepts behind the word, but with the process of searching for the word. Children, as a rule, have the right concepts, but it is difficult to find words to express concepts. L.A.Danilova's research states that children with motor alalia "do not have the usual connected speech". S.N.Shakhovskaya notes "the absence of colloquial sentences in children with alalia, their desire to avoid bound speech", the difficulty of constructing sentences in retelling, the inability to simultaneously establish control over the form of speech and its content, uncertainty and difficulties in expressing thoughts. L.V.Melikhova notes the agrammatic nature of children's sentences with alalia of preschool age,

while emphasizing long pauses in oral speech, violation of words . N.N. Traugott noted the narrow situational nature of the dictionary of children with motor alalia. This is manifested in the fact that they do not immediately begin to use the acquired words in various situations of oral communication. With a slight change in situation, Hatto is well acquainted with himself and stops using what is said under other circumstances. N.S.Zhukova believes that large differences, especially between normal and children with impaired speech development, are observed in the activation of predicative vocabulary (verbs, adjectives). Children with pre-school motor alalia have difficulty naming many of the adjectives used in the speech of their peers whose speech develops in moderation. The oral Dictionary of preschool children is dominated by words denoting the actions that the child performs or observes on a daily basis. They master generalized, abstract meaningful words, words denoting the state, assessment, adjectives, signs, etc. much more difficult. A distinctive feature of a children's dictionary with Motor alalia is the incorrect use of words, and this, in most cases, is expressed in oral paraphasias. Manifestations of ambiguous or incorrect use of words in the speech of children with Motor alalia vary . In some cases, children use words in an overly broad sense. In others, a very narrow understanding of the meaning of the word is manifested. Sometimes children whose speech is not developed in general use the word only in an abstract situation, when speaking other situations, the word is not put into context. Thus, understanding and using the word will still have a situational character. Its meaning and sound structure are constantly in the process of searching due to insufficient clarification.

Working in a purposeful way on imitation of speech and enrichment of active vocabulary is important in the general system of logopedic work with children with motor alalia. This is primarily determined by the leading role in the upbringing of preschool children. Children with Motor alalia gradually achieve the opportunity to freely use familiar words and begin to use them in all situations without restrictions. This often leads to a refusal to name words, a constant search, when they understand their meaning. At the same time, the child himself knows his mistake, but often cannot name the appropriate word. Some errors are sometimes manifested in a concentrated form, for example, substitution with another word is observed along with substitution using mimic-gesture speech. At the same time, if there are difficulties in finding a word, various errors in the "detailed" answers of children are often constantly manifested: for example, first the word is replaced by another word, and then the word is replaced by an oral description, imitation of sound, gesture, etc. The low-volume vocabulary available in children mainly reflects what and phenomena are perceived directly through sensations. At this stage of speech development, words related to the verbal expression of abstract relations of reality are practically non-existent for children. Thus, the lack of formation of active vocabulary in children with motor alalia is manifested in a harmonious way with the motivation to communicate, impaired activity of various components of activity. The lack of desire for communication is associated with difficulties in communication and exacerbates them.

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