NOVATEUR PUBLICATIONS
JournalNX- A Multidisciplinary Peer Reviewed Journal
ISSN No: 2581 - 4230
VOLUME 9, ISSUE 5, May -2023

DEVELOPMENT OF MOTOR SKILLS OF CHILDREN WITH DYSARTHRIA

Ayupova Mukarram Yuldashevna
PhD, Professor Tashkent State
Pedagogical University named after Nizami
Tashkent, Uzbekistan

Abstract:
This article presents the contents of the corrective work carried out on the development of the field of movement of children with dysarthria speech deficiency, the goals and objectives of the educational experiment conducted to improve the effectiveness of the correctional work, the results of the conducted educational experiment, and pedagogical recommendations for pedagogues and parents.

Keywords: dysarthria, speech, motor disorders, speech disorders, pronunciation, fine motor skills, speech therapist, tactile exercises, graphic exercises, movement coordination.

In children with dysarthria, as a result of organic injury of the central nervous system, not only verbal speech, but also non-verbal signs, including mental and motor areas, are observed. On the other hand, in the development of speech of children with pseudobulbar dysarthria of preschool age, which cause difficulties in the child's education, socialization and his general development (development of articulatory motor skills, pronunciation of sounds, disorders in the prosodic side of speech, the lexical-grammatical aspect of speech and incomplete development of phonemic processes, etc.) general (impairment of balance, general motor clumsiness, uncertainty of movements, lack of movements, etc.), small (tremor, inability to move from one movement to another, synkinesias, slowing down of the tempo of movements, readiness of the hand for writing delays, etc.) characteristic motor characteristics are observed.

During the analysis of the correlation between the fine motor skills of the fingers and the pronunciation side of speech, the same concepts were explained and the importance of the given phenomena was explained by scientists (V.M. Bekhterev, T.V. Veryasova, M.M. Koltsova, O.I. Krupenchuk, N.I .Kuzmina, E.M. Mastyukova, I.P. Pavlov, U.G. Penfield, T.B. Filicheva and others) were considered in the studies.

The study analysis of the literature devoted to the development of motor skills of children with speech defects revealed that this issue has been widely studied by psychologists and pedagogues, observation and study of the work experience of educators and speech therapists of special specialized preschool educational organizations, and the development of motor skills of children with dysarthria is sufficient from methodological methods based on scientific aspects. it was found out that they are not being used to the extent that only some of them are being used.

During our research, we tried to find out whether we can use different methods of motor development of children with dysarthria by studying the literature. For this purpose, the task and content of the speech development program of special (speech) kindergartens were studied, methods were selected based on this information. The effectiveness of the selected methods was tested during the educational experiment.

Educational experiments were organized on the basis of the following indicators:

- the results of the experimental test conducted on the study of motor skills of children with dysarthria;
- the results of observation of individual, small group and group speech therapy sessions of speech therapists were taken into account.

The educational experiment was conducted in a large group of the preschool education organization for the 480th specialization in the Yunusabad district of Tashkent city. 2 groups took part in the experiment, i.e. control and educational group. 10 children were involved in each group. Their documents were thoroughly studied, only children with dysarthria, whose intellect and hearing were preserved, were involved in the experiment.

A number of methods and tools related to the development of motor skills of dysarthria children in the course of correctional-pedagogical work were identified, technologies were improved. This method and technologies were put into practice through educational experience - test work. The formative experience - test works included the years 2021 - 2022, during this period it was improved and put into practice on the basis of prioritizing the content of correctional-pedagogical work with children with dysarthria.

Logopedic work should have a complex character and include not only fine motor skills of children's hands, but also articulatory and general movements, as well as the development of cognitive activities, speech, visual and auditory perception, attention and memory.

The practical application of the principle of individual and differential approach to children requires taking into account the speech, psychophysical and personality characteristics of each child. This is related to the qualities of movement and the development of the child's speech at different levels. Special attention should be paid to children whose fine motor skills are relatively poorly developed. Each child should be involved in tasks that he can do. When implementing a differential approach to education, it is necessary to change the complexity, size and composition of tasks recommended to the child. Work with children is carried out in speech therapy sessions lasting 15-20 minutes. The structure of each session was as follows (Figure 1).

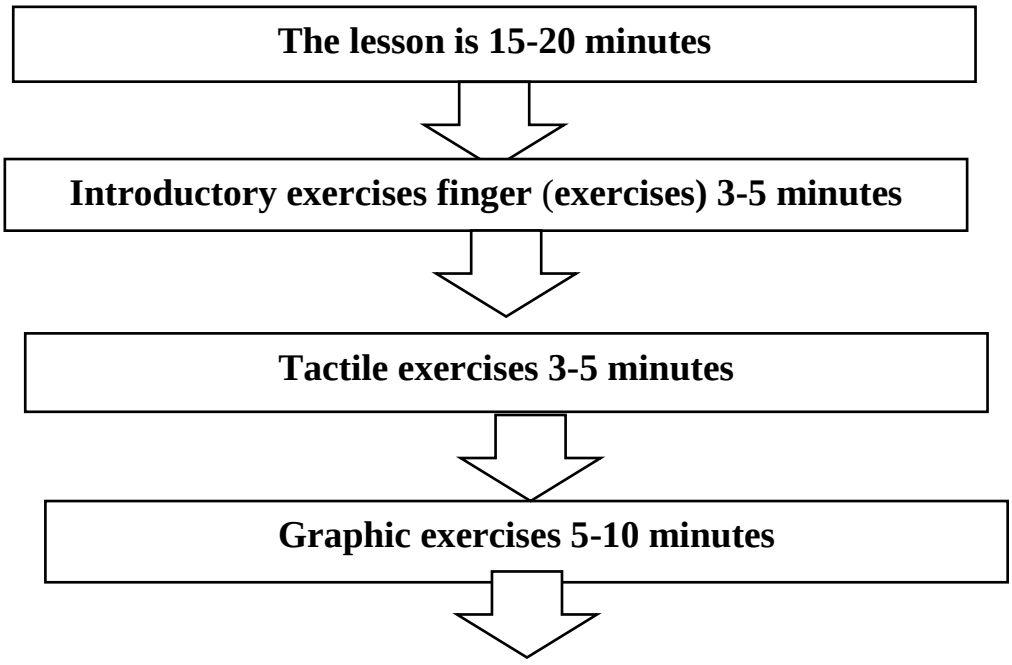

Figure 1. The structure of speech therapy training aimed at the development of fine motor skills of children with speech disorders of preschool age.

As you can see, finger gymnastics is an integral part of each of our trainings. The development of motor skills is carried out in combination with games and exercises with fairy tales and various poetic texts, which are interesting and understandable for children. Finger games not only develop coordination, dexterity and accuracy of hand movements, but also develop the child's brain and enrich his creative abilities, imagination and speech.

The next integral part of logopedic training is tasks that increase tactile sensitivity. First of all, this includes working with matches, counting sticks, buttons, beads, mosaics and other small objects, as well as various materials - paper, sand, plasticine, etc. Tactile perception can also be developed by detecting objects by touching them. In addition to the development of fine motor skills, in the process of visual and tactile control, the child learns what objects are made of, distinguishing them by shape, expressing them in words, and this increases the child's vocabulary. In each session, various graphic exercises are performed to prepare the child's hand for writing, and various bar charts, contour shapes, labyrinths, squares, and writing samples (propis) are used. Great attention is paid to teaching children the correct use of basic tools (album, pencil, notebook, ruler). In this, the complexity of various didactic tasks is increased during each session, attention is paid not only to graphic-motor skills, but also to the formation of children's active vocabulary, summarizing concepts, and motivation to express thoughts in a related manner. As final exercises, self-massage (self-massage) and exercises for relaxing the palms and fingers are taught in order to better develop the child's fine motor skills. We teach children various exercises: stroking, rubbing, squeezing, active and passive movements of palms and fingers. Elements of psychogymnastics are used together with poetic texts for the purpose of relaxation.

1–table.

Name	Name Type of training	Time	Comments
Introductory exercises. "Fun exercises for fingers"	"Scissors", "Frog", "Hut", "Castle", "Piano", "Rings", "Ball", "Stick"	3-5 minutes	Children perform each of the 3 exercises 3-4 times. Each exercise is performed together with reciting a poem
Tactile exercises	Exercises with "Magic cap", "Living fingers", clay, paper sand, plasticine and others	3-5 minutes	Children perform some tasks with their eyes closed, and some tasks with the help of various small or natural objects
Graphic exercises	Different patterns of hatches, labyrinths, patterns, outline images, etc. are used	5-10 minutes	Children perform some tasks with their eyes closed, and some tasks with the help of various small or natural objects
Relaxing exercises	Rubbing the palms and fingers, "In the lake", "In the forest", "Trees in the wind" and other complexes	2-3 minutes	Children are taught self-massage, self-massage, relaxing and tensing the palms and fingers.

In general, the results of our work show the effectiveness of our approach in the development of fine motor skills. In children, the indicators of motor tasks performed to check static and dynamic coordination, transition from one movement to another, simultaneous execution and differentiation,

grapho-motor skills are significantly improved, the amount of synkinesias and finger tremors is reduced. Confidence in the actions of preschool children and the pace of their implementation increases. In addition, joint activities of various forms help to interest the child and develop not only all parameters of fine motor skills in the form of play, but also various mental processes - visual-spatial functions, memory, attention, thinking, perception and, of course, speech.

At the final stage of experimental education, a control experiment was conducted. The results of the participants after the educational experiment were analyzed.

50% of children with dysarthria performed independently and correctly the tasks of "Scissors", "Frog", "Piano", "Rings" and other fun exercises for fingers. 50% of the children had difficulty in completing the tasks independently, they were able to complete the tasks without any help. There were no children who could not do fun finger exercises.

60% of children were able to perform tactile exercises with "Magic Bag", "Living Fingers", "Matches", "Mosaic", "Sand", "Plasticine" independently and correctly. 40% of children had difficulty in completing the tasks independently, they were able to complete the tasks without any help. There were no children who could not complete the tasks assigned to the tactile exercises for the fingers.

40% of the children were able to perform graphic exercises such as "Lines", "Labyrinths", "Patterns", "Contour images" independently and correctly. 40% of children had difficulty in completing tasks independently, they were able to complete tasks based on subtle help. 20% of the children did the most of the assignments for finger graphic exercises incorrectly. There were no children who could not do the assignment.

70% of the children were able to perform relaxing exercises such as "Rubbing the palms and fingers", "In the lake", "In the forest", "Trees in the wind" independently and correctly. 30% of children had difficulty in completing the tasks independently, they were able to complete the tasks without any help. There were no children who performed the finger relaxation exercises incorrectly.

During the study, a variety of specific errors in the performance of tasks were observed: praxis, apraxia, hyperkinesis, errors in aiming. The number of these deficits decreased significantly after the experimental training.

The development of the motor field had a positive effect on the pronunciation of sounds. The results at the end of the experiment were significantly different from those before the experiment.

According to the results of the educational experiment, the children of the experimental group (TG) achieved higher scores than the children of the control group (NG). After the educational experiment, the higher scores of the experimental group (TG) were 15%, and the control group (NG) was 30%. The fact that all children's deficiencies were not completely eliminated after the educational experiment indicates that this category of children needs long-term corrective education. It also depends on when the children are involved in special education.Биз томондан ишлаб чиқилган таълимий дастур асосида ташкил этилган коррекцион-логопедик ишлар нутқ нуқсонининг бартараф этилиши муддатини қисқартирилишига сабаб бўлди.

Based on the above, we suggest using the following games for the development of motor skills for pedagogues and parents:

"Put the toys back" game. The child is sitting in front of the table, in front of him is a deep transparent container, on his right are small objects (buttons, etc.). The child holds the container in his left hand

and puts objects in it with his right hand. Then the keys fall back on the table and the child repeats the work with his right hand.

"Place the ball in the goal" game. The child sits in front of the table, a small ball is given to him. On the opposite side of the table there will be a "gate". The ball should be moved along the table in such a way that it should fall into the goal.

"Let's pick the cereal" game. You will need two empty boxes and a third box with buckwheat and rice. The child should work with both hands to divide the mixture into two parts.

The game "The Horned Kitten". First, the thread is wrapped into a ball. The ball should be opened first with the right hand and then with the left hand. "Let's jump across the swamp over the hill" game.

We pick up small stones - "balls" on the table. We make a fist of the 1st, 3rd, 5th fingers of one hand, and with the index and ring finger we walk along the "rounds" to the other side of the table to get out of the swamp. Make sure only one finger rests on the stone. It is possible to draw "Donglikar" on paper.

Game "On the beach". For the game, you need a board with plasticine and small stones. The child should create different shapes using stones on the board: sun, cloud, tree, snake, ball, fishing rod, fish.

"Shurovka" game. A large card with holes in the center and edges is taken. The edges of the holes are painted in different colors. With the help of a thick and long thread, the child performs the following tasks:

a) passing the thread through all the holes on the edges of the card;

b) passing the thread through every second hole;

d) pass the thread only through the red hole (by alternating red and blue colors);

e) pass the thread only through the peripheral holes;

f) pass the thread through the center of the card as in a boot;

"Artist" game. The child puts the elbow of the leading hand on the table and takes a "magic wand" (index, pencil, counting sticks) in his hand. At the request of the teacher, the "magic wand" describes objects, shapes and letters in the air. In this case, the hand remains motionless and only the fingers and palm move. It is important to hold the "stick" correctly and make the picture look "similar". You can also offer to "copy and draw" simple outline shapes (boat, rocket, human, box, light bulb, carpet, glass, pear, hole).

"Weaving". We finish by fisting the fingers of both hands except the thumb and index fingers. The fingers of the left hand are motionless, only the fingers of the right hand "weave": we touch the thumb of the right hand to the index finger of the left hand, the second finger is in a free position. Then we put the index finger of the right hand on the thumb of the left hand and separate the other fingers. We "weave" by moving the palm and fingers of the right hand. We repeat the exercise on the left hand.

Games with buttons and beads - stringing them, pinning buttons on a string, sorting beads with fingers from buttons or other beads. We pin buttons of different sizes on one piece of fabric, and we hang different ribbons on a piece of second fabric. During the development of the child's fingers, he also expands his understanding of imagination and size.

Rolling pencils and balls across the table with the palm of your hand. This exercise additionally massages the palm and improves the coordination of palm movements.

Thus, the organization of correctional work based on the educational program developed within the framework of the research, the demonstration and interesting conduct of trainings, the organization of games with educational content made it possible to achieve the intended goal.

In our opinion, the development of motor skills of children with dysarthria of preschool age and the elimination of deficits in the pronunciation of sounds serve to prepare this category of children for full literacy at school.

List of used literature:

1. Ayupova, M. Yu. "Speech Therapy Publishing House of the National Society of Philosophers of Uzbekistan." (2007).
2. Ayupova, M. Y. "Logopediya. Ozbekiston Respublikasi Oliy va orta maxsus talim vazirligi." T.: Ozbekiton faylasuflari milliy jamiyati nashriyoti (2019).
3. Ayupova, Mukarram Y., and Shahnoza M. Amirsaidova. "Meaning of Speech in Mental Development of Child." Eastern European Scientific Journal 2 (2018).
4. Ayupova, Mukarram, and Aziza Jumabayeva. "Pedagogical and psychological characteristics of speechimpaired children in preschool education." Science and Education 2.5 (2021): 544-549.
5. Ayupova, Mukarram Yu. "Speech Preparation of Preschool Children with Speech Deficiency for School Education." Journal of Pharmaceutical Negative Results (2022): 2345-2353.
6. Ayupova, Mukarram Y. "CHARACTERISTICS OF GENERAL AND SMALL MOTOR FUNCTIONS IN CHILDREN WITH DYSARTRIAN SPEECH DEFICIENCY." CURRENT RESEARCH JOURNAL OF PEDAGOGICS 3.02 (2022): 13-21.
7. Ayupova, Mukarram. "On the basis of games for children with speech deficiency literacy teaching." ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL 11.2 (2021): 1496-1501.
8. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." Archive of Conferences. Vol. 10. No. 1. 2020
9. Крупенчук, О. И. Система работы по развитию мелкой моторики у детей с речевой патологией / О. И. Крупенчук. – М. : Литера, 2008. – 218 с.
10. Лопатина, Л. В. Логопедическая работа с детьми дошкольного возраста с минимальными дизартрическими расстройствами : учебное пособие / Л. В. Лопатина. – СПб. : Издательство «Союз», 2005. – 192 с.
11. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." Web of Scientist: International Scientific Research Journal 3.11 (2022): 501-506.
12. Sadikovna, Rakhimova Khurshidakhon. "METHODS OF WORKING ON DIALOGICAL SPEECH IN OUT-OF-COURSE ACTIVITIES WITH HEARING-IMPAIRED STUDENTS." Web of Scientist: International Scientific Research Journal 3.11 (2022): 521-527.
13. Raximovna, Teshaboeva Feruza. "METHODICAL CLUSTER-AS AN INNOVATIVE MECHANISMS TO INCREASE THE EFFICIENCY OF HIGHER EDUCATION." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 100-106.

14. Sobirkhonovna, Mahmudova Madina. "DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS IN THE PROCESS OF STUDYING INDEPENDENTLY."
15. Sadikovna, Raximova Xurshidaxon, and Abdalova Nodira Bahtiyarovna. "KOXLEAR IMPLANTATSIYADAN SO'NG OGZAKI VA YOZMA NUTQNI EGALLASHIDAGI MUAMMOLAR." Conference Zone. 2022.
16. Maxmudova, Madinaxon. "Technologies for the development of professional competencies of students of Higher Education." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 249-254.
17. Тешабоева, Ф. Р. (2020). PROBLEMS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER LANGUAGE" AT THE UNIVERSITY. Актуальныенаучные исследования в современном мире, (5-7), 229-232.
18. Sadikovna, PhD Raximova Xurshidaxon. "Stages of pedagogical and psychological rehabilitation of children with cochlear implants with hearing impairments." INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 192-198.