MECHANISMS OF ACTION OF VARIOUS LOGOPEDIC METHODS IN CORRECTING SPEECH DISORDERS IN CHILDREN WITH DYSARTHRIA

Kimyo international university in Tashkent

Master's Student in Special Pedagogy, Defectology (Speech Therapy), MSPD-1U

Mo'minova Elmiraxon Muxtorjon qizi

Abstract: Logopedic methods play a crucial role in correcting speech disorders in children with dysarthria. This article analyzes the primary logopedic techniques used in dysarthria diagnosis and their mechanisms of action. A comprehensive approach to speech correction contributes to the development of communication skills. The study examines motor and articulation exercises, coordination training, and specialized speech therapy techniques. These methods help improve children's speech and language systems and eliminate errors. The study results highlight the significance of logopedic interventions in supporting children with dysarthria.

Keywords: dysarthria, logopedic methods, speech activity, speech disorders, articulation, coordination exercises, communication skills, special techniques, children, motor exercises, language system, speech therapy.

Introduction

Dysarthria is a pathological condition that arises due to disorders of the central nervous system, leading to impaired development of speech and articulation functions. Children with dysarthria often experience delayed speech development, incorrect pronunciation, and difficulties in coordinating speech movements. Their speech is often characterized by mispronunciations, distorted sounds, and the insertion of extra or unnecessary phonemes. Impaired speech articulation negatively affects their reading, writing, and communication skills. Therefore, logopedic intervention is essential in the correction of dysarthria.

To ensure effective speech correction, logopedic therapy approaches must consider the child's individual characteristics and the severity of their condition.

Moderate and severe forms of dysarthria require complex treatment, as the child's motor and articulation abilities are significantly restricted. Consequently, the therapeutic process may be prolonged and require continuous intervention.

Comprehensive approaches are frequently employed in logopedic correction. These include articulation exercises, motor training, phonation exercises, and coordination exercises. Each method has its unique mechanism of action and collectively contributes to the restoration and improvement of speech functions.

Articulation Exercises

This method involves exercises aimed at correctly positioning the teeth, tongue, and lips. It enhances articulation movements and improves pronunciation abilities. To accelerate this process, children need to consistently perform articulation exercises to properly utilize their speech organs.

The articulation exercises consist of several stages:

- **Identifying Sounds:** Children with dysarthria often struggle with certain phonemes. Logopedists help isolate and train difficult sounds, ensuring proper pronunciation through targeted exercises.
- **Motor Control:** These exercises enhance the child's ability to control their speech muscles, improving clarity and accuracy in pronunciation.
- **Repetition of Sounds:** Practicing specific sounds repeatedly helps children develop the necessary articulation skills.
- **Simplification Techniques:** Logopedists use positioning and airflow control techniques to assist children in producing complex sounds.
- **Visual and Sensory Support:** Some children require visual cues to understand speech organ movements better. Watching mouth movements in a mirror helps improve articulation awareness.

Motor Exercises

Children with dysarthria often experience weak motor functions in their speech muscles, making motor exercises essential. These exercises target the activation of

jaw, lip, and tongue muscles, restoring coordination and addressing non-verbal speech-related issues.

Key aspects of motor exercises include:

- **Speech Organ Activation:** Strengthening weak muscles through controlled movements.
- **Muscle Strengthening:** Improving articulation by reinforcing tongue and lip movements.
- **Coordination and Balance:** Enhancing synchronization between speech organs for more fluid speech.
- **Facial and Body Muscle Engagement:** Using facial expressions and whole-body movements to support speech production.
- **Differentiation of Strong and Weak Movements:** Helping children control the intensity of their articulatory movements.

Regular motor exercises contribute to significant speech development improvements in children with dysarthria.

Phonation Exercises

Phonation exercises are used to correct the sound system of speech. They help children improve their ability to produce sounds clearly and accurately by developing control over pitch, duration, and volume.

The main components of phonation exercises include:

- **Breath Control Training:** Proper speech production relies on controlled breathing. Children learn deep inhalation and slow exhalation techniques.
- **Strengthening the Vocal Cords:** Exercises such as sustaining vowel sounds help enhance voice control.
- **Sound Formation and Pronunciation:** Children practice distinct phonemes, especially those requiring airflow manipulation.
- **Intonation and Melody Training:** Activities such as singing and rhythmic speech exercises help develop intonation and expression.

- **Resonance System Development:** Exercises involving nasal and oral resonance improve voice quality.

Through these exercises, children achieve more natural and expressive speech.

Coordination Exercises

Coordination exercises are crucial for children with dysarthria. They focus on enhancing the precise movements of the tongue, lips, and jaw while improving the overall speech and language system.

Key aspects of coordination exercises include:

- **Improving Lip and Jaw Movements:** Strengthening lip elasticity and jaw control through repetitive exercises.
- **Enhancing Speech Flow:** Helping children maintain consistent speech patterns.
- **Developing Rhythmic and Intonational Skills:** Teaching children to use varied intonations to make speech more natural.

Systematic implementation of coordination exercises strengthens speech muscles, broadens movement control, and improves overall speech clarity.

Effectiveness of Logopedic Methods

The effectiveness of each logopedic method varies depending on the child's specific needs. While some children benefit most from articulation exercises, others may find motor or coordination exercises more helpful. Therefore, an integrated approach combining multiple methods is essential.

Factors influencing success in speech therapy include:

- **Individualized Approach:** Each child's speech abilities and motor skills must be carefully assessed.
- **Multimodal Therapy:** Incorporating visual, auditory, and kinesthetic stimulation enhances learning.
- **Systematic and Consistent Practice:** Regular speech therapy sessions lead to more stable improvements.

- **Parental Involvement:** Encouraging parents to continue exercises at home enhances therapeutic outcomes.

Conclusion

The effectiveness of each logopedic method depends on the child's individual characteristics. While some children benefit most from articulation exercises, others may find motor or coordination exercises more effective. Therefore, a combined approach is crucial for correcting speech disorders in children with dysarthria. A logopedist's expertise, an individualized therapy plan, and an integrated methodology play significant roles in ensuring success.

In summary, various logopedic methods serve as essential tools for improving speech development in children with dysarthria. Their correct application contributes to developing communication skills and correcting speech impairments. A comprehensive approach maximizes therapy effectiveness, ensuring each child receives tailored intervention based on their unique needs.

References:

1. Pirogova, N. M. (2005). *Logopediya dlya detey s narusheniyami rechi*. Moscow: Prosveshcheniye.
2. Verbitskaya, E. M. (2010). *Metody logopedicheskoy raboty s det'mi s narusheniyami rechi*. Moscow: Vysshaya shkola.
3. Sharipov, A. K. (2014). *Speech Therapy: Dysarthria and its Forms*. Tashkent: Fan.
4. Karimova, G. F. (2017). *Fundamentals of Speech Therapy: Help for Children with Dysarthria*. Tashkent: Ilm-zar.
5. Kholmatova, L. A. (2016). *Speech and Speech Disorders in Development*. Tashkent: O'qituvchi.
6. Soliev, A. (2019). *Dysarthria and Its Correction Methods*. Tashkent: Science.

1. uzatish metodlari. Toshkent: Science.