

Educational Education of Children with Speech Disorders of Preschool and School Age

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Annotation: This article analyzes the developmental characteristics of preschool and school-age children with speech disorders, methods for the formation and correction of their communicative abilities. The causes of speech disorders, their psychological and pedagogical aspects are considered, and the effectiveness of the speech therapy approach is discussed. It also provides information about the importance of an individual approach in the development of children's speech, the role of special pedagogical technologies and classes. The article also provides important recommendations that should be implemented in educational institutions and in the family.

Keywords: articulation exercises, speech therapist, asphyxia, dysarthria, dyslalia, alalia, stuttering.

Introduction

Speech is the main means of communication of a person, and its proper development plays an important role in the formation of a child's personality. However, in some children, incomplete development or impairment of speech is observed. Such defects can negatively affect the socialization of children, the acquisition of reading and writing skills. This article analyzes the features of the development of children with speech defects of preschool and school age, methods of eliminating problems, and the importance of the speech therapy approach.

Speech occurs in the presence of certain biological conditions and, first of all, in the normal development and functioning of the central nervous system. However, speech is an important social function. Therefore, biological conditions alone are not enough for its development, it occurs in the process of the child's communication with adults. In this, the child's communication with his mother, who is emotionally close to him, plays a leading role. The need for communication is formed in the process of the child's communication with people around him. It arises in the first two months of a child's life on the basis of his primary organic requirements and need for new impressions. Among the means of communication, expressive mimicry, objective movement and speech means are distinguished. We call the first year of a child's life the pre-speech period. Communication with such adults is carried out using expressive mimicry and objective movement means. It is during this period that a child forms a stable selective influence on the sounds of the human voice in comparison with physical object sounds. M. I. Lisina evaluates this condition as the expression of the important needs of a little person in communication.

Causes of incomplete speech development. Various harmful factors affecting the development of a child in the womb, birth trauma, asphyxia and the first years of life can lead to incomplete speech development.

Various factors affect the development of speech in children. Speech defects can be congenital or acquired.

Congenital speech disorders are mainly associated with the following reasons:

➤ Injuries received during pregnancy and childbirth;

- Pathologies of the central nervous system;
- Genetic predisposition;
- Poor environmental conditions.

Acquired speech disorders are mainly due to factors that occur during the child's life, which include:

- Reduced or absent hearing;
- The presence of an inappropriate speech environment in the family;
- Neurological diseases;
- Psychological trauma.

Speech disorders can manifest themselves in various forms. Among them are dyslalia (incorrect pronunciation of sounds), dysarthria (speech disorder associated with the nervous system), alalia (complete lack of development or poor development of speech) and senility (stuttering).

Early diagnosis and a special pedagogical approach are important for correcting speech disorders. Special classes conducted by speech therapists help improve a child's speech skills. Speech therapy is carried out in the following areas:

- Articulation exercises (help to pronounce sounds correctly);
- Breathing exercises (increases speech fluency);
- Speech exercises in the form of games (to increase the child's interest);
- Individual and group classes (approach appropriate to the child's development).

Parental activity is also important in the family to eliminate speech defects. Constant communication with children, teaching correct pronunciation and holding games aimed at developing their speech activity give good results. Since the speech development of each child has individual characteristics, it is necessary to approach their speech needs in accordance with them. It is possible to work effectively with children with speech defects through special educational institutions and an inclusive education system. It is important to determine the most effective direction for the child through cooperation with speech therapy centers, psychological and pedagogical counseling rooms and defectologists.

Speech disorders have a serious impact on the social life, learning process and personal development of children. Therefore, a systematic approach to early identification and elimination of such problems is required. Speech therapy, special pedagogical methods and the creation of the right speech environment in the family support the speech development of children.

Also, an individual approach is important when working with children with speech disorders, and methods adapted to the needs and level of development of each child should be used. Through the cooperation of educational institutions, speech therapists and parents, it is possible to develop the communicative abilities of children. The most important thing is to support these children and create the necessary conditions for them to live a full life.

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