



THE ROLE OF LOGOPEDIC RHYTHMICS IN CORRECTING DISASTERIA IN PRESCHOOL CHILDREN

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Abstract: Logopedic rhythm is an innovative technology that combines elements of logopedic, musical-rhythmic and physical education aimed at correcting speech disorders, especially those suffering from dysarthria. The basis of this method is movement, music and words, which contribute to the development of motor skills, children's emotional state and phonemic hearing.

Keyword: speech, preschooler, diarrhea, tone, correction, logarithm, rhythm, games.

Dysarthria in preschool-aged children is not just a relevant issue; it is the primary concern given the current situation. In recent years, there has been an increase in the number of newborns with perinatal pathology of the central nervous system, which contributes to the development of speech disorders. It should be noted that out of the total number of children, more than 70% are born physiologically immature, and 50-70% have a mild form of dysarthria.[1] Dysarthria is considered a syndrome with a complex structure and occupies a special place among other types of speech disorders. Speech is one of the most powerful stimuli for development in every child. It should be kept in mind that through speech, people express their feelings, needs, thoughts, emotions, desires, convey important information, communicate, and share life experiences. Consequently, speech is the primary means of human communication. Any speech pathology, including dysarthria, can negatively affect a child's entire future life, behavior, and self-perception.

Speech therapy rhythm classes include a variety of exercises, such as finger gymnastics, musical-rhythmic games, and vocal-articulation exercises, which effectively develop speech skills, movement coordination, motor skills, and phonemic hearing. Regular use of this methodology contributes to the improvement of speech development, formation of correct posture, and enhancement of children's overall vitality. Recently, scientists have been studying dysarthria as one of the most challenging speech disorders, and they have identified its characteristics and ways to improve correction methods.

The age from five to seven years is characterized by the highest level of speech development. Preschool children with dysarthria are at the greatest risk of experiencing a slowdown in the learning process. This risk is associated with both delayed formation of the speech system and difficulties in adapting to kindergarten, school, and society as a whole. Children with dysarthria exhibit phonetic abnormalities, prosodic disturbances, ataxia, and autonomic disorders. Pronunciation deficits can become an obstacle to a child's learning, but timely correction will help them master reading and writing skills more quickly [2].

Speech therapy rhythm plays an important role in preparing children for school, ensuring successful adaptation and interaction in the children's collective. Therefore, it is an important tool in corrective work with preschool children who have speech disorders.

Thus, corrective work with preschoolers requires comprehensive and innovative approaches to overcome dysarthria. Speech therapy rhythm, as a method of correction, has great potential and multi-sensory possibilities of influence, which are necessary for the successful upbringing and education of children with speech disorders, as noted by G.A. Volkova [3].

Speech therapy rhythm is a technology that incorporates resources from speech therapy, musical-rhythmic, and physical education.

The foundation of speech therapy rhythm is movement, music, and speech.

Speech therapy rhythm is a type of intensive and active movement therapy that aids in overcoming various speech disorders: from phonetic-phonemic speech impairments to severe speech defects, such as general speech underdevelopment, stuttering, and alalia dysarthria.

The goal of speech therapy rhythm is to correct and prevent existing impairments in the formation of a child's speech through movements.

Tasks of speech therapy rhythm:

Development of general, fine, and articulatory motor skills using rhythmic games, finger exercises, articulation gymnastics, and speech therapy songs.

Development of proper breathing (the ability to take deep, full breaths and exhale for an extended period).

Formation of spatial orientation skills (through musical activities).

Development of precisely coordinated movements accompanied by speech (round dances, singing games). Development of phonemic hearing and prosodic elements of speech (pitch, volume, voice timbre) using didactic games like "Guess" (establishing the relationship between music, movement, voice, and animal images, "Guess what instrument I'm playing," etc.)

Exercises with elements of speech therapy rhythm are performed in close collaboration with the speech therapist, who recommends which sounds to focus on when choosing speech and song material. A distinctive feature of using these procedures is that, in addition to developing the preschooler's voice and articulatory apparatus, they also foster children's emotions and awaken their thoughts and imagination. Rhythmoplasty is a special melodic-rhythmic psycho-training. "Melodic" means that a preschooler learns to move and control their body to music.

"Rhythmic" means that the child performs movements in a musical rhythm, all higher mental functions are trained: perception, attention, memory, emotions and feelings, thinking and speech, creative abilities and imagination, musical abilities, movement coordination.

The preschooler acquires the ability to hold his back, develops a beautiful posture, aligns himself and becomes elegant in his walk, but in addition to the pleasure of his classes, he also acquires excellent health! [4]

Finger exercises are poems and songs that are accompanied by hand movements. They are aimed at developing expressive and fluent speech, speech memory and phonemic hearing and fine motor skills. Musical-rhythmic and musical games. They help to develop speech, attention, a sense of rhythm, the ability to orientation in space.

Vocal articulation exercises and logopedic gymnastics. Strengthens the muscles of the articulatory organs and develops their mobility.

Classes for the development of vocal skills - phonetic exercises, pure speech. They teach you to distinguish similar sounds, they are used to correct pronunciation, to strengthen the throat, to form correct speech breathing.

Word creation development classes. They expand the child's active vocabulary.

Communicative movements and games. This type of lesson in logarithm develops associative-figurative thinking and emotional sphere, fosters positive self-awareness in the child, and teaches nonverbal communication.

Exercises aimed at developing general motor skills and respiratory skills. It improves musculoskeletal activity and improves the coordination of movements and motor skills.

Exercises aimed at developing facial expressions and emotions.

Exercises aimed at activating attention and memory. Such exercises teach you to shift attention, develop visual, motor, and auditory memory.

"Oladushka oven"

They mixed the dough thoroughly, whew! Uh-huh! (to clutch and unclutch)

The torment burns, oh, it's a feather! Uh-huh! (circular movements with both hands - as on the table - from the center to the right - to the left)

Ti-di, la-da, la-dushki, ispechem olodushki ("spechem olodushki") 31

Clap, clap, clap, clap, clap! Ladys - ladys, ladys, hot olyas! (circular movements to the right-left of the center in front of them: "blows" on the hands)

"An Ant Charge"

The ants woke up early (they rub their eyes while squatting).

They stretch (standing up, raising their hands).

Stand up straight (hands down)

Jump - jump, jump - jump, (two-leg jumps)

A new day has begun!

We live together - it's good to be an ant! (stepping on the spot)

"Rain: drop!"

The bird: car, car, car! (wings)

Wind: uh, uh, uh! (applause)

Rain: Cap, cap, cap (flap on knees)

Legs: slam, slam, slam! (stepping alternately)

Children: ha-ha-ha! (Hands out, palms up)

Mother: Oh, oh, oh! (shook his head and hold his hand)

Rain, rain, rain! (flashes on knees)

Cloud: boom, boom, boom! (stepping feet)

The regular use of this method contributes to the improvement of the child's speech and creates a favorable emotional mood. By the end of the academic year, preschoolers experience a positive dynamic in speech development, and children acquire the ability to communicate with their peers and actively interact with the children's collective.

Logopedic rhythm classes are always based on the relationship between music and rhythm. The combination of movements to music with speech has a corrective effect on the formation of children's speech function.

**The structure of logorhythmic sessions includes a set of diverse elements, such as:
The structure of logarithmic exercises includes a set of diverse elements, such as:**

- articulation exercises,



- exercises to relieve muscle and emotional tension and promote relaxation,
- phonopedic exercises,
- finger exercises,
- learning songs and poems with accompanying movements,
- breathing exercises,
- exercises developing imagination
- elements of rhythmic gymnastics.

The corrective significance of logorhythmic exercises lies in the fact that they enhance the overall vitality of children with dysarthria, help to develop proper posture, form basic movements, and moreover, participate in the regulation of body systems such as: musculoskeletal, cardiovascular, respiratory, speech, mental, and neurological. It is known that children with speech impairments entering school face difficulties in communication and in mastering reading and writing. Successful speech development at the age of 5-7 is of decisive importance, as the child's adaptation to school depends on it. It is precisely for this reason that preschool children should be helped to overcome defects in sound pronunciation in a timely manner before the start of schooling.[4]

Dysarthria is a speech disorder that can make communication difficult for children. Speech therapy rhythm can be beneficial for children with dysarthria for several reasons: Exercises related to movement and rhythm help develop fine and gross motor skills, which contribute to strengthening speech muscles. Musical activities help children focus and improve speech perception, which can enhance their speech skills.

Music and movements help children express their emotions and facial expressions, which is important for their overall development and self-expression. Games and group activities promote the development of social skills, which improves interaction with other children. Specialized vocal, breathing, and articulation exercises help children learn to express their thoughts clearly and distinctly. Success in these activities increases children's self-confidence, which positively affects their overall development. Speech therapy rhythm helps prepare children for school by developing their speech and social skills. Overall, speech therapy rhythm is an effective and engaging method that supports speech development in children with dysarthria.

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