



## EFFECTIVE ORGANIZATION OF CORRECTIONAL-LOGOPEDIC WORK IN CHILDREN WITH CEREBRAL PALSY

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### **Abstract:**

The article analyzes the theoretical ideas related to the elimination of speech defects associated with children's cerebral palsy, the organization of correctional-pedagogical work and practical work.

**Keywords:** children's cerebral palsy, speech, speech therapy, correction, nervous system, phonetic-phonetic disorders, communication, kinetic movement.

Children's cerebral palsy is a disease of the central nervous system caused by damage to the motor zones of the brain and the pathways that direct movement in the brain. Early organic disturbances in the movement and speech system of the brain are observed in children with cerebral palsy. The causes of these disorders can be different: infectious diseases, various intoxications and injuries during pregnancy, chronic diseases, incompatibility of the blood of the mother and the fetus according to the rhesus factor and group. In addition, early or late birth of the fetus, genetic factors can also be among the main conditions.

In dysarthria of BSF, the main feature is underdevelopment of kinesthetic perception. In this case, the child performs movements with difficulty and in a limited way, feels the movement of arms and legs, movement and position of articulating organs. This causes the appearance of articulatory and general dysproxia, as a result of which it is difficult to perform goal-oriented actions, and the pronunciation of sounds increases. The purpose of logopedic work at BSF is to develop the sense of articulatory position and movement. Exercises to improve the perception of articulatory movements, such as using a mirror to observe movements with open eyes and attentively noticing movements with closed eyes, are used alternately.





In BSF, the connection between speech and general motor impairment is also manifested in the fact that complex impairments in articulatory motor function lead to impairment of hand movement functions.

The connection between speech and hand movements was determined by V. M. Bekhterev in 1928, who showed that the development of hand movements affects the development of speech. The research conducted by M.M. Koltsova (1973) shows that the movement of the child's fingers affects the formation of the central nervous system and affects the rapid development of the child's speech.

These data show the necessity of joint development of the child's hand and general motor skills with logopedic work.

In BSF, when children with dysarthria perform various actions, increased muscle tone in the general and speech musculature is one of their painful symptoms. During training, the child is not required to exert too much force. Because this can lead to an increase in muscle tone and an increase in voice pronunciation disorders. Various breathing exercises are recommended for the development of speech breathing. But for young children with cerebral palsy, these exercises are not always useful. Because they can use too much force in doing this exercise. This can increase overall muscle tone.

Disruption of articulatory motor skills in BSF not only complicates the formation of the pronunciation side of the child's speech, but can also lead to secondary impairment of phonemic perception. This leads to a violation of the sound analysis of the word and the sound-syllable system in the child.

But not all children have the same level of difficulties in mastering the sound structure of words. Some children have obvious difficulties in dividing the word into separate sound elements, while others can learn to use simple forms of sound analysis (with). Difficulties in analyzing the sound of words are often manifested in the incorrect pronunciation of sounds. And, finally, in very rare cases, children may not have difficulties in sound analysis of words and cases of incorrect pronunciation of sounds. This requires a differential approach to the elimination of phonetic-phonemic disorders in children.

Logopedic work with children with cerebral palsy and dysarthria should be aimed at developing articulation skills, phonemic perception and analysis.

All children with cerebral palsy and dysarthria have specific difficulties in mastering a complex system of speech therapy activities aimed at improving articulation skills, phonemic hearing, perception and analysis.

N. N. Malofeev (in 1985) studied the frequency of use of nouns and verbs in speech by schoolchildren of small age with cerebral palsy. It was found that nouns, verbs





and prefixes make up 90% of their entire vocabulary. Other word groups are not given enough in the dictionary. Repeating the same words many times, not being able to pronounce verbs correctly, not being able to say their meaning clearly are characteristic features of children.

Lexical-semantic disorders in children of small school age with cerebral palsy were studied by L.B. Khalilova in 1984. This study found that children do not know the meaning of many words, replacing the meaning of one word with the meaning of another word that is similar to the pronunciation of that word. send, confuses the semantics of the word with the lexical meaning of other words synonymously related to it. In some places, the order of words shows only its concrete meaning, without mentioning its main content.

Children have difficulty defining functional commonalities between the meanings of polysemous words, they have limited emotional imagination, language abstractions and generalizations are insufficient.

Lexical disorders in children with cerebral palsy is explained by the specificity of the disease. Due to movement disorders and limited social contacts, the child's conscious attitude to the environment is somewhat limited. In cerebral palsy, these children have difficulties in forming complex associations with a general disorder in the development of analyzer activity.

The child does not have the ability to independently distinguish the similar and different aspects of objects. Complex associations forming the basis of general perception and understanding of surrounding objects can be formed only during practical activities. The development of perception and imagination of a preschool child is carried out in various types of activities (subject-practical, work, visual arts), games.

Thus, the main importance of developing and enriching children's vocabulary is the formation of concepts and ideas about the events and phenomena around them.

In the early stages of speech development training for preschool and school-age children, we need to understand and pronounce the things and events around us and the actions that happen with them, to understand their different and similar qualities, to understand the relationship between parts and wholes in objects. (like parts of the human face and body, certain parts of other objects) are taught to learn. Children's vocabulary is developed in these activities. They are taught to understand and remember well the objects that we encounter more often in our





daily life, in particular, such as dishes, furniture, clothes, toys. At the same time, the child's level of perception, understanding and imagination become concrete. During special training, children are taught to distinguish similar objects, their main characteristics (the difference between a truck and a car), and to group objects according to their purpose.

For the development of a child's vocabulary, initial corrective measures aimed at expanding the child's practical and emotional experience are of great importance. It is necessary for the child to actively seek to form practical actions of the subject from the early stages of his life. The speech therapist should involve the child's mother in games that can be played together with the child. In this process, his speech develops somewhat.

Work on the formation of the dictionary is carried out step by step. At the first stage, children are introduced to the objects with their image and the work done with them. In this place, a number of methods are used that help attract the child's attention and provoke his response: that is, when the object is not picked up, it suddenly appears, disappears, its movement.

The most important thing is the child's actions with the object. When the child focuses on an object or action, the speech therapist says their name.

It is desirable to create situations that require searching and searching in activities with the child.

In the second stage of the work, children are introduced to objects, their quality and unique aspects a little deeper and wider. The child's understanding of the subject, the relationship between its parts, as well as its construction and components, what they are intended for, is formed and strengthened.

In the third stage of the work, due to the increase in the signs and characteristics of the objects, the exercises become somewhat more complicated. The main task of the dictionary work is to strengthen the ability to find concrete words that express the distinguishing features and characteristics of objects, and to use their place.

In the fourth stage of work, generalizations and concepts are formed. In children, based on the words that distinguish the main features and characteristics of objects, similar and similar generalizing thoughts are developed. Children have special difficulties in developing the concepts of size, time, distance, number meanings (bigger-smaller, nearer-closer, earlier, earlier-later, like, etc.).

In order to strengthen and enrich the vocabulary, daily conversations, didactic games and game-style exercises are carried out.





Thus, as a specification of improving and enriching the lexicon of children with cerebral palsy, it should be carried out in connection with the subject-practical and game activities, as well as the development of sensory functions and their correction in close connection with their conscious activities. can be shown. The important direction of logopedic works on the study of the word as a language unit and especially its multiple meanings is of great importance. In order to successfully form grammatical knowledge and skills in children with cerebral palsy, it is necessary to take a comprehensive approach to their mental and speech development.

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