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PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN WITH SPEECH IMPAIRMENTS

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ABSTRACT

Recently, the number of preschool children who need help from a speech therapist, psychologist, speech pathologist and other specialists has sharply increased. Subsequently, these children fail to master the primary school curriculum.

Keywords

Speech, psychologist, speech pathologist, logo neurosis, fine motor skills, emotional instability, motor disinhibition.

NTRODUCTION

Children with speech disorders do not tolerate heat or travel in public transport well, and often complain of headaches, nausea and dizziness. Many of them have problems with balance and

coordination of movements. and have underdeveloped general and fine motor skills. Often such children quickly become exhausted and become satiated with any type of activity, that

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is, they quickly get tired, and fatigue accumulates during the day towards the evening, as well as towards the end of the week. Fatigue can affect a child's general behavior.

Children are characterized by irritability, increased excitability, and motor disinhibition, i.e., they cannot sit quietly, fidget with something in their hands, and dangle their legs. They are often emotionally unstable, that is, their mood quickly. Mood disorders changes manifestations of aggression or restlessness or anxiety may occur. Lethargy or lethargy is much less common. It is difficult for such children to maintain perseverance, efficiency and voluntary attention throughout the entire lesson. As a rule. such children have instability of attention and memory, especially speech, a low level of understanding of verbal instructions, a low level of control of their own activities, and impaired cognitive activity.

The mental state of these children is unstable, and therefore their performance changes dramatically. Features of the development of mental functions in a child with speech disorders Many children with speech impairments have a unique development of mental functions, which leads to varying degrees of retardation in mental

development and learning difficulties, as indicated by a number of authors.

Feelings and perceptions:

- violations of phonemic perception:
- poverty and undifferentiation of visual images;
- fragile connection between the word and the visual representation of the object;
- insufficient formation of a holistic visual image of an object;
- comparison with a sample mainly through trying on, rather than visual comparison;
- violations of optical-spatial gnosis; (Gnosis is recognition, thanks to which a person orients himself in space. With the help of gnosis, a person learns the size and shape of objects, their spatial relationship.)
- low level of development of letter gnosis (they do not recognize superimposed letters, poorly differentiate between normal and mirror spellings of letters, have difficulty naming and comparing graphically similar letters);

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 spatial disturbances (difficulties in orientation in space, when writing, when drawing, when designing).

Attention:

- unstable nature of attention;
- lower level of voluntary attention;
- difficulty under verbal concentrating instructions;
- switching difficulties;
- difficulties in distributing attention between practical action and speech

(children are characterized by speech reactions of a clarifying and ascertaining nature);

- frequent distractions from the task;
- low self-control (children do not notice their mistakes and do not correct them on their own).

Memory:

- decrease in auditory memory and memorization productivity;
- delayed playback is low;

- the volume of visual memory in most cases does not differ from the norm:
- semantic, logical memorization is relatively preserved.

Imagination:

- low level of productive imagination;
- rapid exhaustion of imagination processes;
- the products of activity are characterized by cliches and monotony;
- verbal creativity is reduced (answers are monosyllabic, stories are poor).

Thinking:

- lag in the development of visual-figurative thinking (in most cases associated with the severity of the speech defect);
- difficulties in analysis, synthesis, comparison, generalization, classification. inference by analogy;
- insufficient formation of internal speech, which manifests itself during the transition of speech formations into mental ones and vice versa:

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- insufficient information about the environment. about the properties and functions of objects;
- difficulties in establishing cause-and-effect relationships.

Motor skills:

- balance disorders;
- impaired coordination of movements;
- lack of differentiation of finger movements;
- differentiation lack articulatory movements.

Features of the activity. Game activity:

- difficulties interacting with peers;
- difficulties in games with rules; games are often imitative in nature:
- the game plot, as a rule, is simple, monotonous, and does not have a purposeful nature.

Visual activities:

- violations of fine motor skills, affecting the ability to draw, sculpt, design, etc.;
- poverty of plots, narrowness of topics.

Educational activities:

- low overall organization;
- absent-mindedness:
- weakness of switching attention;
- avoiding difficulties;
- low self-control:
- difficulties in analyzing the sample;

Features of the development of the emotionalvolitional sphere and personality. Many children with speech disorders have:

- dependence on others;
- passivity;
- low performance;
- reduced level of aspirations;
- inadequate self-esteem;
- · mood disorders.

All this indicates a special state of the central nervous system of children suffering from speech disorders.

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Conclusion

In conclusion, we can say that every child has enormous potential, our task is to reveal the child's reserves at each stage of formation and not to waste time, to develop the personal characteristics of the child - a preschooler. It is during this period that it is important:

- 1. Maintain initiative and independence in all types of activities;
- 2. Create emotionally comfortable an environment in the family;
- 3. Develop communication and creative abilities;
- 4.Develop the ability for voluntary behavior and volitional efforts:
- Develop curiosity and interest in the environment:
- 6. Accept the child calmly and patiently, love him for who he is:
- 7. Set a positive example through personal experience and get involved in work.

Thus, a favorable speech environment, timely detection of violations, properly organized correctional work, interaction of all specialists, creates in the child emotional responsiveness and a desire to participate in verbal communication with both adults and peers, during the game, to easily and naturally develop and improve their speech skills, thereby facilitating the adaptation of children with speech impairments to the conditions of a preschool educational institution. In this case, the child will be ready not only for school, but also for later life.

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