

Speech Therapy Work On The Development Of Gross And Fine Motor Skills In Stuttering Preschoolers

Akhmedova Zuhra

Associate Professor, Nizami National Pedagogical University of Uzbekistan

Received: 26 August 2025; **Accepted:** 22 September 2025; **Published:** 24 October 2025

Abstract: Motor skills are a set of motor reactions characteristic of childhood. Purposeful and systematic work on the development of fine motor skills in stuttering preschool children contributes to the formation of intellectual abilities, speech activity, the preservation of the child's mental and physical health. This article discusses the reforms being implemented in the preschool education system in the Republic of Uzbekistan, in particular, the content and significance of the state program "First Step" ("Pervyy shag"). The program sets the main goal as the formation of the child's personal development, creative thinking and ability to act independently. The article also analyzes the specific features of the speech and motor development of gifted preschool children and discusses the system of corrective exercises aimed at developing their fine and gross motor skills. Effective ways to normalize speech motor skills, improve coordination, and ensure the child's socio-emotional adaptation through logorhythmic exercises, game activities, constructive and creative exercises are shown. The results of the study confirm that logopedic rhythmic and game technologies lead to positive changes in speech, motor skills, and personal development in gifted children.

Keywords: Preschool education, "First Step" program, children with disabilities, logorhythmics, fine motor skills, play activities, speech development, correctional work, psychomotor skills, speech therapy classes.

Introduction: In recent years, Uzbekistan has placed significant emphasis on all levels of education, including preschool. At the request of the Ministry of Preschool Education, state requirements for the early development of preschool-age children and the state educational program "Ilk Qadam" ("First Step") were developed and implemented for the first time. "First Step" is a modern educational system in which the defining values are the child's personality, their right to free choice, creativity, and self-expression. Its primary goal is to develop individuals capable of continuous development throughout their lives.

The key features of the "First Step" program are to develop children's desire to learn. They are built on five educational areas of child development and aim to unlock their potential through the development of key competencies. These include:

- Physical development and healthy lifestyle development;
- Social and emotional development;
- Speech, communication, reading and writing skills;

- Development of the cognitive process;

- Creative development. In today's socioeconomic conditions, pedagogical science and practice are faced with the challenge of finding the most optimal systems for educating and educating children with diverse educational needs and abilities. This is especially true given the increasing number of preschool-age children with speech impairments, including children who stutter, which manifests itself in difficulties developing fine motor skills.

Stuttering is characterized by motor dysfunction, which can range from poor coordination and mobility of the speech articulators to impaired static and dynamic coordination of the arms and legs. Muscle tone in stuttering is unstable, and movements are tense and disproportionate. There are impairments in arm and leg coordination, fine motor skills, and articulatory motor skills. The most pronounced impairments are observed in facial expression, articulatory, and fine motor skills of the hands.

The motor organization of all motor processes as a whole is a prerequisite for the proper development of

these processes. Consequently, a number of authors (L.I. Belyakova, E.V. Oganessian) argue that stutterers are characterized by specific motor organization of motor processes, such as general, bodily, facial movements, and fine motor skills. Therefore, experts suggest including the development of fine motor skills and motor functions in a comprehensive rehabilitation system for stutterers. In particular, fine motor functions are developed through the use of various types of hand activity.

The following exercises are suggested for developing fine and gross motor skills in preschoolers who stutter:

Construction: an effective means of developing fine motor skills. It also promotes the development and improvement of various cognitive processes: perception, attention, thinking, logic, memory, and spatial orientation. When working with construction set pieces, the child repeatedly compares them, selects, tries them on, manipulates them, makes mistakes, and corrects them.

Drawing: the more often a child holds a pencil or brush, the easier it will be for them to draw their first letters and words. To develop fine motor skills, complete shading exercises. You can shade various shapes with straight lines, trace drawings along the outline, copy a pattern, continue a given design, or complete the other half of the image.

Recognizing the need for a comprehensive approach to treating a child who stutters, it's important to emphasize the importance of a differentiated approach to the development and re-education of their personality and speech. The most promising approach in this regard is to utilize play, the primary activity of preschool children. It is through this activity that the child's development—speech, thinking, voluntary memory, independence, activity, motor skills—most actively occurs, and the ability to manage one's behavior is developed. Through play, children master the social experience of human relationships, enabling them to independently create various interacting groups. Any play is an activity. This understanding of play opens up broad possibilities for its use in remedial settings. Play as an activity encompasses a variety of games and a multitude of actions and operations directly related to achieving the goals of play. This approach to its use underlies the development of play-based methods, within and in connection with which the correction of personality deviations in children who stutter and the development of their speech occur.

Playing with small objects: By gradually reducing the size of the objects a child plays with, greater precision of movement and improved finger coordination can be achieved. By rotating a faceted pencil from the base of

the palm to the fingertips, the child can perform a self-massage.

"Magic Bag" Exercise: In this game, the child develops visual attention and memory, as well as their ability to recognize objects by touch. One of two identical sets of small toys is placed in a bag. Toys from the same set are shown to the child one by one. The child must select the matching toy from the bag by touch.

"Wooden Matryoshka Dolls" Exercise: Start with three matryoshka dolls of different sizes. Explain that a larger matryoshka doll cannot fit inside a smaller one, and that the bottom part must match the top one in size.

Ball Games:

1. Hit the target (toy) with the ball.
2. Roll the ball (bead) across the table: push with the right hand, catch with the left.
3. Hold the ball with the thumb and index finger, then the thumb and middle finger. Hold the ball with one bent finger.

"Mosaic" – this material promotes intensive development of finger movements. The idea behind mosaics is to assemble a complete image from small pieces. During the game, the child constantly manipulates the pieces, demonstrating ingenuity, observation, patience, and perseverance.

Bead Games: "Multicolored Beads" – helps coordinate the movements of both hands. The child is offered beads with holes of varying diameters and depths to string, which helps improve hand-eye coordination. This children's game develops not only manual dexterity but also sensory standards (color, shape, size). Training begins with easier tasks: large beads, a large diameter cord; then, alternating large and small beads; and a more challenging task: small beads of geometric shapes with a very small hole and a string.

Lacing games develop sensorimotor coordination and fine motor skills; develop spatial orientation, and promote the understanding of the concepts of "up," "down," "right," and "left"; develop lacing skills (lacing, tying a shoelace into a bow); promote speech development; develop creativity; and develop perseverance. The game helps improve hand-eye coordination, wrist flexibility, and ease of movement.

Games with clothespins develop fine motor skills, spatial imagination, and promote the development of intelligence and thinking, as well as speech. For example, the "Sun" game. Cut two circles out of yellow cardboard and glue them together. Draw eyes, a nose, and a smiley face on one side (a happy face); and on the other side, draw eyes, a nose, and a mouth, but with the corners downturned (a sad face). Turn the circle toward the child with the sad face drawn on it and tell

the child a story about a sun in the sky. One day, it lost its rays. Since then, it has become very sad. To cheer up the sun, you need to attach rays to it. Show how to make rays using clothespins. Then, when all the rays are in place, turn the sun over and see how cheerful it has become.

Christmas Tree Game: Cut a triangle out of green cardboard. This will be the Christmas tree. Invite the child to attach needles (or clothespins) to both ends of the tree. If you have green clothespins, encourage the child to use only them; this way, you will also be teaching them about colors. Then you can undress and dress the tree again.

Fine motor skills development games for children with stuttering:

Game "Where, where are our hands?"

Objective: To teach children to imitate adult movements.

Materials: handkerchiefs, boxes.

Game procedure: The speech therapist invites the children to repeat the following movements:

- Let's hide our hands – like this! (Children hide their hands behind their backs).

- Where, where are our hands? (The teacher tries to look behind the children's backs, "searching" for their hands).

- There, there are our hands! Here are our hands! (Children show their hands).

- The hands are hidden again. (Children hide their hands again).

- Where, where are our hands? There they are! (Children show their hands). The game is repeated several times. The children hide their hands in the same manner under a handkerchief, in a box, under the table. The main thing is that the children perform the appropriate actions on cue. The "Hide in the Palm" game: strengthens finger and hand muscles. **Materials:** pieces of foam rubber or rubber rings and other toys made of porous, flexible, or elastic materials that can be squeezed in the hand (according to the number of children).

How to play: The speech therapist hands out small pieces of foam rubber to the children and asks them to hide them in their palms so that the foam is not visible:

"Here are these sponges. They're magical; they can hide and become invisible. Hide them so no one can see or find them – squeeze them tightly in your palm!"

Applique is the simplest and most accessible way for children to create art. Applique, as such, is not considered manual labor, but it can be used to decorate

origami (folding paper figures) crafts and in collages.

Lacing games develop sensorimotor coordination and fine motor skills; develop spatial orientation, and promote the understanding of the concepts of "up," "down," "right," and "left"; develop lacing skills (lacing, tying a shoelace into a bow); promote speech development; develop creativity; and develop perseverance. The game helps improve hand-eye coordination, wrist flexibility, and ease of movement.

Games with clothespins develop fine motor skills, spatial imagination, and promote the development of intelligence and thinking, as well as speech. For example, the "Sun" game. Cut two circles out of yellow cardboard and glue them together. Draw eyes, a nose, and a smiley face on one side (a happy face); and on the other side, draw eyes, a nose, and a mouth, but with the corners downturned (a sad face). Turn the circle toward the child with the sad face drawn on it and tell the child a story about a sun in the sky. One day, it lost its rays. Since then, it has become very sad. To cheer up the sun, you need to attach rays to it. Show how to make rays using clothespins. Then, when all the rays are in place, turn the sun over and see how cheerful it has become.

Christmas Tree Game: Cut a triangle out of green cardboard. This will be the Christmas tree. Invite the child to attach needles (or clothespins) to both ends of the tree. If you have green clothespins, encourage the child to use only them; this way, you will also be teaching them about colors. Then you can undress and dress the tree again.

Fine motor skills development games for children with stuttering:

Game "Where, where are our hands?"

Objective: To teach children to imitate adult movements.

Materials: handkerchiefs, boxes.

Game procedure: The speech therapist invites the children to repeat the following movements:

- Let's hide our hands – like this! (Children hide their hands behind their backs).

- Where, where are our hands? (The teacher tries to look behind the children's backs, "searching" for their hands).

- There, there are our hands! Here are our hands! (Children show their hands).

- The hands are hidden again. (Children hide their hands again).

- Where, where are our hands? There they are! (Children show their hands). The game is repeated several times. The children hide their hands in the same

manner under a handkerchief, in a box, under the table. The main thing is that the children perform the appropriate actions on cue. The "Hide in the Palm" game: strengthens finger and hand muscles. Materials: pieces of foam rubber or rubber rings and other toys made of porous, flexible, or elastic materials that can be squeezed in the hand (according to the number of children).

How to play: The speech therapist hands out small pieces of foam rubber to the children and asks them to hide them in their palms so that the foam is not visible:

"Here are these sponges. They're magical; they can hide and become invisible. Hide them so no one can see or find them – squeeze them tightly in your palm!"

Applique is the simplest and most accessible way for children to create art. Applique, as such, is not considered manual labor, but it can be used to decorate origami (folding paper figures) crafts and in collages.

Motor, musical motor, musical speech, speech without musical accompaniment, and motor speech exercises and games normalize prosody and the motor sphere of a stutterer, which, in turn, helps them restructure their attitude toward communication, the other person, the environment, and their speech disorder. This restructuring is driven by the positive character and behavioral traits that emerge during psychomotor correction, namely: confidence in movement, control over it, initiative in communication, independence in resolving motor and speech difficulties, proactivity in activities, and a reorientation toward the significance of life situations due to a restructuring of the stutterer's attitude toward the speech disorder.

Thus, speech therapy rhythms are of great importance for the re-education of the stutterer's personality, social adaptation, as well as for training and correcting their gross, fine, and speech motor skills.

REFERENCES

1. Белякова Л.М., Дьякова Е.А. Заикание. - М.: В. Секачев, 2012.
2. Богомолова А.И. Устранение заикания у детей и подростков. - М.: изд-во «Просвещение», 2013.
3. Визель Т.Г. Коррекция заикания у детей / Т.Г. Визель – М.: АСТ: Астрель, 2012.
4. 4.Власова Н.А. О заикании детей дошкольного возраста //. Педиатрия. - 2014. - №7.
5. Волкова Г.А. Логопедическая ритмика: учебник для студентов вузов. - М.: Владос, 2002.
6. Волкова Г.А. Игровая деятельность в устранении заикания у дошкольников: Кн. для логопеда. – М.: Просвещение, 2013.