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Technologies For The Formation Of Voluntary Control Of Speech Activity In Stuttering Children During Drawing

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Abstract: The article analyzes the technologies for the formation of voluntary control of speech activity in stuttering children during drawing activities. The relationship between visual activity and speech development is revealed, as well as the importance of an integrated approach in eliminating the speech defect of stuttering. The results of the study indicate special methods and pedagogical technologies used in the drawing process.

Keywords: Stuttering, speech activity, visual activity, speech therapy, correctional pedagogy.

Introduction: From the point of view of modern special pedagogy, correctional and developmental work with stuttering children requires an integrated approach. Stuttering, a speech defect accompanied by a violation of the tempo-rhythmic aspect of speech, negatively affects not only verbal communication, but also the child's personal development.

Visual activity, in particular, the process of drawing, is an important tool in the formation of voluntary control skills of speech activity in stuttering children. This activity allows you to develop motor coordination, attention, and inner speech.

Stuttering is a tempo-rhythmic disorder of speech, manifested by the repetition, prolongation, or interruption of the flow of speech of sounds, syllables, or words. The complex nature of this defect is substantiated in the works of such researchers as L.I. Belyakova, E.A. Dyakova, R.E. Levina.

There are 3 types of muscle spasms in stuttering speech disorders:

Tonic - stretching of a sound or syllable as a result of a spasm of the speech muscles

Clonic - repetition of sounds, syllables or words

Mixed - a combination of tonic and clonic components

Scientific works by T.S. Komarova, T.G. Kazakova and other researchers have shown the role of visual activity in the general and speech development of a child. In the process of drawing, the following processes are activated:

Motor activity - the development of fine motor skills, processes directly related to speech centers are activated.

Visual-spatial perception - the ability to perceive and describe objects is activated.

Inner speech - the processes of planning and controlling activity are activated.

Voluntary attention - the skills of concentrating on the task are activated.

The first stage of the step-by-step system consists of preparatory exercises, the purpose of which is to psychophysically prepare the child for drawing. At this stage, general and special relaxation exercises, breathing exercises based on the A.N. Strelnikova method, and preparatory exercises for the hands and fingers are performed. For example, in the exercise “Clouds and Rain” children draw “clouds” in the air with wide movements, and then, relaxing their fingers, depict “raindrops”. This exercise serves to reduce muscle tone, control breathing, and facilitate

movement.

The second stage focuses on mastering spatial orientation. The child learns to distinguish between the upper, lower, right and left parts of the sheet, to develop visual-motor coordination, and to perceive direction and shape through graphic dictations. These activities strengthen spatial thinking, accuracy, and hand-eye coordination.

The third stage consists of drawing rhythmic images and simple shapes. The child combines repeating elements such as waves, zigzags, and circles with rhythmic movements. The "syllable-by-syllable" method is used, in which each movement corresponds to a specific syllable. This process combines the rhythm of speech and movement, forming speech fluency in a natural way.

At the fourth stage, the child creates complex compositions. By drawing thematic drawings, he orally plans the drawing process, describes the activity step by step, and finally describes the work done. At this stage, conscious control of speech, sequential expression of thought, and creative thinking are developed.

The technology of speech and movement integration is based on the principles of L.A. Pozdeva and V.A. Grinier. In the "Let's draw and say" method, each line corresponds to a certain sound or syllable. For example, a straight line is associated with a long sound (sssss, zzzzz), a wave with repeating syllables (ma-ma-ma), and a circle with a continuous sound (o-o-o). For example, in the process of drawing the "Sun", the child rhythmically draws a circle with the sound "o-o-o", the rays with the sound "sh-sh-sh", and the coloring with the sound "zu-zu-zu". This approach synchronizes the child's breathing, articulation, and hand movements, and allows for the integration of speech and motor skills.

The verbal control technology is based on the theories of P.Y. Galperin and L.S. Vygotsky of the gradual formation of mental actions. During the lesson, the child first plans his activity through external speech ("First I will draw a house, then a tree"), then exercises verbal control during its execution ("I am drawing a roof, it is triangular in shape"). Later, by whispering to himself, he moves to internal speech and eventually reaches the stage of mental control, that is, he draws silently, but internally controls the activity. This method forms the child's ability to hear, control and correct his speech. The introduction of game elements into the drawing activity increases the interest of stuttering children and creates an atmosphere of psychological relaxation. In the game "Magic Artists", each line is drawn with "magic power", children harmonize movement and breathing by saying "magic words". In the game "Talking Pen", the child speaks on behalf of the pen, expressing what he wants to draw, in which direction he is moving and what sound he makes. This process enhances the child's emotional activity, creativity and speech initiative.

The use of multimedia technologies is also of great importance in modern education. Using interactive drawing programs using a tablet or computer, video-descriptive instructions, sound alphabet and graphic elements, the child's activity is reinforced by seeing, hearing and performing. This activates the multimodal learning mechanism and facilitates the process of speech control.

When organizing a 30-minute lesson on the topic "Autumn Landscape" with stuttering children, the first part begins with a greeting with rhythmic movements, then the relaxation exercise "Autumn Leaf" and breathing exercises are performed. At the main stage, finger gymnastics ("Trees") and exercises in drawing "leaves" in the air are performed. Children, following the teacher's verbal instructions, express their plan in words: "First, I will draw a line of land, it is straight and horizontal." Finally, the children demonstrate, describe and evaluate their work based on the "You-Me-We" formula. Pedagogical conditions determine the effectiveness of the lesson. The physical environment should include a well-lit, quiet room, comfortable seating and visual aids. The psychological environment is based on a system of safety, the right to make mistakes and positive reinforcement. The teacher works with the child in a cooperative position, respects his pace, patiently guides and provides an individual approach. In the tonic form of stuttering, more relaxation and wide movements are recommended, in the clonic form, rhythmic exercises and a gradual structure, and in the case of logophobia, emotional support and success situations.

The effectiveness criteria of this technology are evaluated in three areas: speech, motor and cognitive-personal indicators. In speech indicators, an improvement in speech fluency, an increase in the ability to control speech are observed. In motor indicators, line accuracy, hand-eye coordination and normalization of graphic activity speed are noted. In cognitive-personal indicators, attention stability, self-control, communication activity increase, and the level of anxiety decreases.

In conclusion, visual activity with stuttering children, in particular, correctional and developmental work carried out in the process of drawing, is highly effective. The combination of speech and movement integration, a step-by-step system, game technologies and

methods for developing voluntary attention allows children to successfully form the skills of voluntary control of speech activity.

Studies show that regular (3-4 times a week) specially organized visual activity classes for 6-8 months significantly reduce stuttering speech defects and have a positive effect on the overall speech development of the child.

In the future, it is an urgent task to continue research in this area, widely introduce modern digital technologies and develop programs that are implemented in collaboration with parents.

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