



IMPROVING ATTENTION CHARACTERISTICS IN CHILDREN WITH DYSARTHIC SPEECH DISORDERS

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ABSTRACT: This article explores the psychological characteristics of the attention process in children with dysarthria, factors leading to its decline, and effective methods for developing attention. Dysarthria significantly affects not only the function of the articulatory apparatus but also cognitive processes, particularly the stability, capacity, distribution, and shifting of attention. The article analyzes the importance of sensorimotor exercises, methods for developing visual and auditory attention, games that activate speech-related attention, and speech therapy training. Practical recommendations are also provided for speech therapists and teachers.

Keywords: dysarthria, speech disorder, attention process, cognitive development, speech therapy exercises, sensorimotor training, auditory attention, visual attention, speech-related attention.

Dysarthria is a defect observed in the pronunciation, timbre, rhythm, and prosodic features of speech due to impaired innervation of the articulatory muscles resulting from damage to the central and peripheral nervous systems. Dysarthria negatively affects not only phonetic-phonemic processes but also general psychological functions - perception, memory, thinking, and attention.

Psychological studies show that children with dysarthria have significantly lower stability, capacity, mobility, and distribution of attention. This condition reduces the effectiveness of speech therapy sessions. Therefore, developing attention is one of the main directions in the methodology for working with dysarthria.

Psychological characteristics of the attention process in children with dysarthria

1. Lack of attention stability - children find it difficult to focus their attention on a task for a long time. Fatigue is observed quickly during sessions. The reasons for this are:



- weakening of the nervous system,
- limited motor activity,
- slowing down of speech processes.

Children with dysarthria respond quickly to external noise, light, movement, or changes in these stimuli. This complicates the process of focusing attention. They have difficulty perceiving 2-3 signs simultaneously. For example, it is challenging for them to distinguish a phoneme and a picture together, or to perform two tasks in parallel. The transition from one activity to another occurs slowly. This indicates a low level of mental adaptation in the learning process. The process of attending to phonetic, morphological, and semantic elements is slow. This makes it difficult to differentiate sounds, analyze syllables, and work with words.

The main factors leading to decreased attention in children with dysarthria are:

1. Neurological disorders
2. Low activity of the articulatory apparatus
3. Psychological state
4. Social factors

Below are the main methods that can be used in practical classes with children with dysarthria.

1. Sensory-motor exercises
2. Rhythmic movements (clapping, stepping, keeping rhythm with a stick).
3. Drawing numbers and letters in the air.
4. "Find the Differences" picture game.
5. Working with mosaics and construction sets.
6. Finding objects depicted in an image.

In children with dysarthric speech impairment, attention processes are impaired in many aspects. The development of attention is one of the most crucial factors in increasing the effectiveness of speech therapy sessions. Sensory-motor exercises, games that develop visual and auditory attention, methods that enhance speech-related attention, and speech therapy training significantly improve attention stability in children.



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