



IMPROVING MEMORY CHARACTERISTICS IN CHILDREN WITH DYSARTHRIC SPEECH DEFICIENCY

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ABSTRACT: This article analyzes the specific features of memory process formation in children with dysarthric speech disorders, neuromotor and psychological factors influencing memory development, as well as effective methods for improving memory. The study covers exercises that develop verbal, visual, motor, and auditory memory, sensorimotor training, and speech therapy techniques. The article scientifically substantiates that memory development is an important factor in eliminating speech deficits associated with dysarthria. Finally, practical recommendations are provided for speech therapist-teachers.

Keywords: dysarthria, speech deficiency, memory, verbal memory, visual memory, auditory memory, motor memory, speech therapy, sensorimotor exercises, cognitive development.

Dysarthria is a speech disorder characterized by impaired innervation of articulatory muscles resulting from damage to the central nervous system, which leads to a slowdown in not only pronunciation but also cognitive processes in children. In particular, memory processes are insufficiently developed in children with dysarthria, which negatively affects their speech, learning, and social competencies.

A.R. Luria associates dysarthria with damage to the cerebral cortex and subcortical structures of the brain. According to him:

- In children, auditory memory, kinesthetic (motor) memory, and the ability to remember motor sequences are most commonly impaired.
- Exercises that reinforce sequence, rhythm, and auditory attention are important for memory development.



He defines memory impairment in dysarthria as being associated with neuromotor coordination.

R.E. Levina is one of the leading speech therapy researchers who studied dysarthric speech.

According to her:

- Motor memory is very poor in children with dysarthria.
- The difficulty in memorizing articulatory movements hinders the smooth development of speech.
- In memory exercises, the articulatory chain, the sequence of sounds, and the repetition of movements play a special role.

In conclusion, articulatory memory is considered the main area that needs to be developed.

T.B. Filicheva and G.V. Chirkina are the founders of speech therapy methodology for dysarthria. According to them:

- In dysarthria, phonemic hearing and auditory memory develop slowly.

The difficulty of memorizing words and sounds affects the correct formation of speech.

The exercises should be based on the principle of "listen-choose-repeat."

In conclusion: strengthening auditory memory is the main condition for the rehabilitation of dysarthria.

O.A. Tokareva studied the psychology of children with neuromotor disorders. According to her:

- In children with dysarthria, visual memory is relatively preserved, but logical memory is weak.

The use of visual aids, pictograms, and visual diagrams is effective in memory development. According to her opinion, visual supports activate memory.

6. N.S. Zhukova emphasizes the following in her methods of correcting speech disorders: In children with dysarthria, memorizing words and recalling sentences to repeat them proceeds very slowly. To develop memory, it is necessary to work with repetition, memorization, and vocabulary expansion. She emphasizes that an increase in vocabulary helps strengthen memory.

Memory is a complex system of mental processes that includes the functions of receiving, storing, processing, and recalling information. In children with dysarthria, verbal, visual, auditory, and motor types of memory are often poorly developed.



Therefore, this article aims to illuminate the scientific foundations and corrective methods for developing memory in these children.

In children with dysarthria, the processes of memorizing word sequences, memorizing short texts, and retaining phonetic elements are poorly developed. Low speech retention is associated with impaired phonemic perception. The main signs of memory impairment in children with dysarthria:

- inability to repeat words in sequence;
- quickly forgetting the content of text;
- difficulty in remembering sound differences
- inability to remember picture sequences;
- confusing shapes and symbols;
- lack of visual memory.
- Inability to repeat 3-4 words in sequence;

Effective methods of memory development:

1. "Find the Differences" game;
2. Memorizing image sequences;
3. Working with puzzles and mosaics;

The decline in memory function in children with dysarthria is associated with neuromotor, psychological, and speech factors. Memory development is an integral part of speech therapy work. Through exercises aimed at developing visual, auditory, verbal, and motor memory, children's speech activity, learning skills, and cognitive potential increase significantly. The strengthening of memory creates a foundation for the elimination of speech deficiencies.

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