



METHODOLOGY OF STUDYING THE SPECIFIC CHARACTERISTICS OF THE MOTORCYCLE OF CHILDREN WITH CEREBRAL PALSY

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ABSTRACT

The article presents a theoretical analysis of specific aspects of motor skills of children with cerebral palsy. Proposals for a new method of learning have been prepared.

KEYWORDS: Motor skills, children with cerebral palsy, characteristics, methodology, special pedagogy.

INTRODUCTION

The following 3 stages of examination of children with dysarthria were developed based on the scientific and theoretical study and analysis of special literature and the study of advanced pedagogical experiences.

1. Preparation stage (collect anamnestic data; studying the complaints and demands of parents; determining the initial individual-typological data of the child).

Anamnestic information was collected based on the study of pedagogical documents, interviews with parents and teachers. The parents' information was treated with a certain degree of criticism, taking into account the tendency to subjectively assess the child's abilities. Also, at the initial stage, we received information about the child with cerebral palsy (dysarthria), the educational conditions created in the family, the essence of "child-parents", "child-teacher" relationships.

2. Diagnostic (main) stage. Examination of pedagogical activities at this stage; psychological and pedagogical study; the state of motor mechanisms of speech was studied.

The purpose of the diagnostic (main) stage is to study the state of motor development of children with cerebral palsy (dysarthria) of preschool age. Examination of the general, fine motor characteristics and the structure and mobility of the articulatory apparatus. The expected goal of the examination of the articulatory apparatus is to determine clearly expressed anomalies in the structure and mobility of the articulatory organs, which are the cause of defects in the pronunciation of sounds.

Methodology for checking the state of general motor mobility in children

In children of preschool age, there are specific deficiencies in the development of the field of movement. Tasks were selected taking into account their general development, somatic conditions, spatial orientation during the examination of children's general motor skills.

The following tasks were selected to check the general motor condition:

1. According to the task, first run on 2 legs, then on one leg;
2. Stop at the signal when walking, jumping;
3. Throwing and catching the ball;
4. Walking straight along the drawn line;



5. Walking backwards;
6. Walking your snake from conventional signs;
7. Jumping on two legs (distance);
8. Drop the ball into the basket from a certain distance.

The extent to which the children performed the tasks related to checking the general motor condition was explained in the point system:

- 5 points - did it correctly;
- 4 points - performed slowly;
- 3 points - performs long with difficulty;
- 2 points - performed incorrectly;
- 1 point - failed at all.

Testing fine motor skills

We used the manual of A. D. Selezneva and M. I. Koltsova for verification.

1 - Task:

The purpose of "Collecting pencils into a pencil" is to check the movements of the child's fingers and palms, to determine the appropriateness of their movements.

2 - Task:

Fingers salute,

Instruction; The child is asked to open both hands wide and then to touch the two thumbs together so that the fingers alternately greet each other.

3- Task:

- Alternately bringing and opening the fingers into a fist:
- Expression of finger movements of pinching and sprinkling salt

4- Task:

Show the child how to sprinkle salt with the help of the index finger and thumb of the right hand.

Note: The speech therapist should demonstrate these movements himself and help the child perform the finger movement task.

- taking the toy in hand, squeezing the soft toy, making it sound.

5- Task:

Picking the beads in a line. So that the beads do not scatter and spread, a top object is prepared for picking, and the beads are picked on the line.

6- Task:

Pin the buttons. In this task, the examiner is asked to fasten buttons on a medium-sized, large-sized shirt or jacket.

Evaluation:

- 5 - points to complete all tasks independently and correctly.
- 4 points after completing the task again.
- 3- points performed with the help of a speech therapist.
- 2 - the score is incorrect.
- 1 - ball bajara olmadi.

- Checking the condition and mobility of the articulation apparatus
- When we examined the articulatory apparatus, we paid attention to the lips, tongue, jaws, teeth, palate, tongue. In this, the anatomical structure of the articulating apparatus was

checked and articulating exercises were selected to check the mobility of the articulating apparatus.

- Examination of the structure of the lips: normal, thick, thin, there are cracks (one-sided or 2-sided).
- Checking the mobility of the lips:
 - smile without showing the teeth;
 - lip smacking;
 - stretching the lips forward as in the pronunciation of the sound "o";
 - cover the lower lip with the upper lip;
 - covering the upper lip with the lower lip.
- Examination of the structure of the tongue: when examining the tongue, it is necessary to pay attention to its anatomy: the tongue is normal, long, thick, thin, and short.
- Language mobility test:
 - touching the tip of the tongue to the right lung;
 - touching the tip of the tongue to the left lung;
 - licking the upper and lower lips with the tongue;
 - moving the tip of the tongue from the 1st corner of the mouth to the 2nd corner like a clock.
- Examination of jaw structure:
 - Prognathia - the upper jaw protrudes forward.
 - Progeny - the lower jaw protrudes forward.
 - Anterior open pricus - when the upper and lower jaws are united, there is an open gap between the front teeth.
 - Open side pricus - when the jaws are together, the gap between the teeth on the side is left open. Right-sided, left-sided and 2-sided are possible.
- Checking the mobility of the jaws
 - open the mouth wide and hold for 5 seconds;
 - moving the lower jaw to the right and left.

The structure of the teeth: when examining the teeth, it is important that they are normal, absent, open, and large.

Palate structure: normal, narrow, deep, low, flat, clefts were taken into account.

The structure of the tongue: normal, absent, short, divided into 2.

We interpret the exercises for testing the mobility of the articulating apparatus according to the score system, depending on the level of performance of the children:

4 points - completed the task.

3 points - completed the task slowly.

2 points - completed the task incorrectly.

1 point - failed to complete the task.

When choosing speech material, we use the tested sound in different syllables, i.e. open and closed syllables, between vowels, one sound in different positions (at the beginning, in the middle, at the end of the word) and also in the child's independent speech. we took into account.

When choosing speech material, words that meet the vocabulary requirements of preschool children were chosen.

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