International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 03 ISSUE 12 PAGES: 28-31
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY



Publisher: Oscar Publishing Services

Journal Website: https://theusajournals.com/index.php/ijp

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Research Article

MEMORY CHARACTERISTICS OF CHILDREN WITH SPEECH IMPAIRMENTS FORMATION OF

Submission Date: November 29, 2023, Accepted Date: December 04, 2023,
Published Date: December 09, 2023
Crossref doi: https://doi.org/10.37547/ijp/Volume03Issue12-06

Sevara Y. Shamsieva
Lecturer, Department of Speech Therapy of Tashkent State Pedagogical University named after Nizami, Uzbekistan

ABSTRACT

The article describes the characteristics of memory of speech-impaired children and various forms of memory, and describes the research and opinions of foreign scientists.

KEYWORDS

Speech, defect, memory, character, severe speech disorders (SSD), stuttering.

INTRODUCTION

Memory characteristics in children with incomplete speech development G.S.Gumennaya, L.I.Belyakova, Yu.F.Garkusha. It has been researched by scientists such as Usanova. Studies have found that the volume of visual memory in such children is practically no different from the norm. Only in dysarthria, the chances of effectively remembering the series of geometric shapes by children will not be so high.

Low results in such experiments are associated with a violation of the perception of a brightly manifested form, a weakness of spatial representations.

There is a general decrease in auditory memory. In this, it is manifested that the level of auditory memory is directly related to the level of general development of speech. For example, in lagging behind speech

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development, there are no obvious differences in the volume of auditory and visual memory in children. Studies aimed at appropriate memorization have found that in severe speech disorders, slow orienting to the conditions of the task and their effectiveness is low compared to the norm.

The main results and findings

Children with Motor alalia are able to recall only some of them when the material is first presented (for hearing), in which they may also repeat some words several times or utter new words (paramnesia). Verbal paramnesies are indicative of the instability of the childlike bolted speech thinking system in this category. Children with dysarthria do not experience paramnesia.

Children with speech impairments will not be able to correct their mistakes in recall, nor will they be noticed by mistake. The low level of recall in long-term memory is characteristic of children of all categories. For example, remembered material, i.e. 5 words of 10 words when recalled after 10 minutes, can only tell 2-3 of them the next day. In children with Motor alalia, it is especially difficult to recall the 10-word Middle.

The structure of memory disorders depends on the dominant (dominant) type. Memory volume disorders are affected by left hemisphere dysfunction of the brain, while difficulties in re-remembering the material presented in order are affected by disorders of right hemisphere fuchsia.

Children especially often forget complex instructions, omitting some of their elements, changing the sequence of actions. Usually they do not use speech communication to clarify the instruction. This is due to the attention features. However, despite these qiuinchisms, the possibilities of spiritual, logical recall remain in children with speech impairments.

Thus, in children of this category, the following features of memory are observed:

- Visual memory, in addition to remembering geometric shapes, is almost consistent with the norm;
- General decrease in hearing memory function;
- Low recall in long-term memory;
- Low level of memorization efficiency;
- Relative retention of meaningful, logical recall.

In functional dyslalaia and mild dysarthria, children's memory is characterized by the narrowness of the volume of memorization, errors in recall. These characteristics are associated with the weakness of attention and phonemic hearing. R.I.According to Martinova's research (1975), defects in Mnestic activity are especially evident in dysarthria.

In severe speech pathologies, speech auditory information recall has the following characteristics: recall is achieved slowly, the amount of remembered words in repetition has signs of a decrease, there is a significant decrease in the volume of auditory memory in quantitative terms.

In children whose speech is not fully developed, it is possible to see a decrease in the chances of remembering verbal material and a decrease in the productivity of remembering. Errors increase when recalling, children forget more complex structured words and the traceability (sequence) of given assignments.

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Logically bound material, such as the task of retelling a story, is able to handle almost half of the children involved in the investigation in an independent manner; roughly one-fifth of them were able to tell the story's content if an additional savoar was given.

It is clearly manifested in children whose speech is not fully developed when the needless memory is not sufficiently productive, when the task of memorization is not set, when it is asked to recall it. They quickly tell the remembered stimuli, but do not try to bring to mind the rest of them. Instead, they begin to count the words they came up with.

The condition for the high efficiency of memorization is that it is aimed at the goal. Due to insufficiently stable attention, children experience distraction from the material being memorized, and this negatively affects the effectiveness of memorization (O.R.Danilenkova, 2000).

L.S.Svetkova (1995) argues that the specificity of visual memory in severe speech defects is that there is little memory capacity (only 1-2 objects); visual imagery is inert (slowly generated).

In bradylylia, Mnestic activity is characterized by a slow course of Mnestic processes. Especially in stuttering, memory properties are associated with the state of focusing on their own defect. Visions of stuttering States in speech associated with non-UTIs, and then with voluntary memory, are preserved (V.I.Seliverstov, 1994).

CONCLUSION

Memory disorders in neurosis-like stuttering are associated with the presence of cerebrostenic and hyperdynamic syndromes. In cerebrostenic syndrome, the decrease in memory also applies to three stages (fixation, attention to information, in which attention is held, that is, storage and processing), but the preservation of information is more fraught. In hyperdynamic syndrome, a decrease in memory will be associated with inability to hold attention, decreased selectivity, inability to accumulate attention and high distraction.

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