

MANIFESTATION OF THE ATTENTION PROCESS IN CHILDREN WITH SPEECH IMPAIRMENT

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Abstract

This article discusses the features of the manifestation of the attention process, one of the cognitive processes in children with speech impairments.

Keywords: Attention, productive, neurotic stuttering, neurosis stuttering, cognitive, cognitive and affective fronts, genetic, voluntary, involuntary.

Introduction

Currently, one of the main areas of defectology is the comprehensive psychological and pedagogical study of children with developmental disabilities. Especially in preschool defectology, this direction is very relevant, since it is at this age that the early detection and elimination of primary and secondary defects makes it possible to activate the process of corrective action. Voluntary attention in the study of psychological characteristics is of great importance in the child's cognitive activities and as an important factor in their organization.

L.S. The fact that Vygotsky occupies constant speech in the subject activity and in the process of his activities with adults indicates that they master voluntary attention. As the key to genetic understanding of attention, L.S. Vygotsky sees its roots not in the person of a child, but outside him. Vygotsky believes that adult verbal instruction plays an overly important role in the emergence of voluntary attention in a child, since focusing additional reflexes on certain objects has an asocial effect on the sign systems of attention.

Features of the attention of children with speech impairment O.N. Usanova, Yu.F. Garkusha et al. It turns out that in children whose speech is not fully developed, attention is characterized by a number of features: stagnation, a significant low level of voluntary attention indicators, difficulties in self-improvement. Children accumulate their attention with difficulty in calculating conditions, finding ways and means of solving the problem.

It has been found that involuntary attention is manifested differently depending on triggers of different modalities: in children with speech impairments, it is much more difficult to concentrate when performing a task through verbal instructions than visual tasks. When performing verbal instruction tasks, most of the gross shortcomings associated with the differentiation of color, shape, location of forms are observed. NTR the pace of activity in preschool children is reduced in the process of work. In children with speech impairment e.g., the distribution of attention to the Jarion of speech and amalish is a difficult, impossible task. At the same time in them, speech reactions are in a clarifying and emphatic character, while at



the same time complex additional effects are also observed that do not depend on the work being performed at the same time, such as children with meioric speech development.

Attention deficit in NTR children is observed throughout the work, and it is not always independently detected and corrected by them. The character of hatolites and their distribution by time differs qualitatively from Meyer.

All types of control over the activity are often considered unformed or significantly violated, in which often preparatory and current control (in the process of completing the assignment) are violated, which is associated with a lack of understanding of the condition for the assignment. Final control (control of results) , its individual elements appear mainly after additional assistance from the educator: the repetition of the instruction, the display of the sample, specific instructions, etc. are required.

Obviously, in children with speech impairments, involuntary attention disorders have been observed by many researchers (R.A.Belova-David), this category has an incompleteness and disruptive character in the entire psychic development of children. Some scientists see the lack of formation of voluntary attention in the study of some factor of children's psychic activities. R.V.Levina observes voluntary attention disorder in these and activities of three groups of children with speech impairments that she has isolated. The fact that some knowledge has not been formed and in particular cannot independently control their psychic activities V.L. Kovshikov, K.A. Elconins believe that many, in children with speech impairments, have an influence on thinking and outcomes. S.N. Shakhovskaya alalik showed that children are characterized by rapid fatigue, low development of various features of attention. Ya.F. Sobatovich believes that fatigue, stagnation of attention is not the leader of certain forms of thinking in educational activities and the absence of agility. Voluntary attention disorders by other scientists this category is studied in the process of analyzing the psycho-organic symptoms of children. So, R.A.Belova-David's speech studied children who were not fully developed in every way, finding that stagnation of attention and narrowness of scope, lack of activity and goal orientation, rapid fatigue are the sabsby of all psychic activities, as well as low productivity in speech. G.V.Gurovets divided children with motor alalia into two groups (motor - premotor and motor Central), which indicates that active attention is not stagnant in both groups, rapid fatigue in the first group and braking in the second group indicate the specificity of stagnation.

Accordingly, it can be said that children with various speech impairments experience a significant level of attention disorders than healthy children, but these disorders are determined by individual characteristics.

An analysis of the data obtained shows that the incidence of voluntary attention disorders in children with speech impairments is significantly lower than that of children developing speech in Meyer. Experimental data show that children with speech impairments take longer to complete most assignments than children developing speech in meior. For example, the children of the motor alalaik see the dictation in 8 minutes 41 seconds (in meior – 7 min. 8 sec), the time to collect attention to complete the task, 4 minutes 14 seconds to attract attention to uninteresting material (in meiore – 6 min 19sec.) were required, when a similar assignment was given in the form of a game, the indicators increased: for maximum attention gain, children



with speech impairments Required 4 minutes 37 seconds of total time and children whose speech was developing in meior, 7 minutes 24 seconds.

Other experimental data from the series also show low voluntary attention in children with speech impairments: 3 minutes were required for children with speech impairments to check for correction of the seen signs and 57.1 (in meior – 84.1), with the average errors allowed being 10.6; the mean dropped marks showed 3.5 and 5.8 times more than Meyer's, with the average separated elements being 200 when separating elements by color, and (in meior – 256) the errors allowed by children with speech impairments were 7 times greater in this than healthy children.

The results of the subsequent experiment show that children with speech impairments are characterized mainly by the reproductive type of activity, and for children whose speech is developing in meior - productive activity. For example, children with speech impairments also use the researcher's example when performing qkrish - making assignments. Children developing their speech in meior can independently make much more complex devices(train , House and hakoza), following only the instructions of the educator, at the same time they can meet the conditions of the assignment , if they allow mistakes (in color, in the number of details) they will find and correct it themselves. Children with speech impairments in task execution (Assembly of elements) during play use much more productive types of work, such as children developing speech in meior, which indicates their ability to rise to a higher level in these conditions.

The type of instructions of the researcher affects the concentration of attention of children with a speech defect: in the conditions of verbal instructions, the level of execution of assignments will be much lower. According to the results of the study conducted , children with speech impairments are not always able to accept assignments given by the researcher, for whom a partial, ambiguous perception of the pedagogical instruction is characteristic, performing tasks with various shortcomings. In addition, on the basis of studies, the character of shortcomings in the performance of assignments was determined in children with speech defects at a specified time interval and children with developing speech in meior (in 20 minutes).

If, in children whose speech is developing in meior , most malformations fall into a period of defecation (for the first 5 minutes), malformations from Region 10 to Region 20 are rare, in children with speech defects, malformations are observed throughout the entire period of the activity process, in 10-15 minutes the number of deficits is slightly reduced, in which children occupy

One of the important indicators in assessing the level of voluntary attention is the nature of distraction. In the course of the study, children of experimental and control groups in the degree to which the degree of disorientation character is formed depends on the degree of formation of the activity system. In children with speech impairment, the activity system is either not formed, or significantly impaired, which is one of the reasons for the low development of voluntary attention. For example; Bo, whose speech develops in meior, is characteristic of the researcher's chagrin (children learn, and in this they try to determine whether they are doing the task correctly or incorrectly, depending on his reaction), while in children with a speech



defect, these distractions manifest themselves as follows: “ looks in the mirror(in all directions)”, “ makes actions unrelated to the task” and hakozo.

In teaching children with speech impairments as a result of an educational experiment, regular gradual complication of assignments will have a great effect, and this category of children will need the help of a researcher in a greater number and quality than healthy children.

Accordingly, an analysis of the results of various studies can be based on the conclusion about the features of attention in children with speech impairments.

In children with speech impairment, the numerical indicators of voluntary attention characteristics are much lower than in children whose speech has developed in meiore . Children with speech impairments are characterized by low reproductive (meiorda - productive) activity and activity tactics. Children with speech impairments when completing a task in a game setting use much more productive tactics of activities such as healthy children, which indicates that their abilities are increased to a higher level in these conditions. Differences in the nature of children's distraction are associated with the formation of an activity system. Voluntary attention disorders lead to the non-formation or, significantly, disruption of activities as an important factor in the organization of activities.

Analyzing the sources of literature, we came to the conclusion that the underdevelopment of speech does not represent an independent nosological unit in the medical sense of the word. It is the sum of groups that differ in the mechanism, sign, system, weight of deviations in the development of children orally.

The mechanisms of speech underdevelopment in children have not been sufficiently studied. This makes it possible to talk about the cognitive and speech mechanisms of the formation of language capabilities in particular forms of speech development in children, on the one hand, about leading psychophysical conditions, and on the other-about language capabilities in children.

Speech activity is a systematic process that includes verbal and nonverbal components. Their unity is determined by a number of factors, first of all, the type and forms of non-speech activity, such as speech communication situation, the nature of practical or intellectual tasks.

In the context of speech dysontogenesis, higher psychic activity and the emotional - volitional circle of the child are transmitted in a specific way. Inadequate speech formation and complex interaction of cognitive functions are observed.

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