

# Rhythm is the Basis of Proper Speech Forging in Schoolchildren with Stuttering

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**Abstract:** The article deals with the features of rehabilitation of stutterers, directions of rehabilitation work development in stutterers rhythmized speech with the help of various psychological, psychotherapeutic and corrective pedagogical influences.

**Key words:** stuttering, neurosis-like, anxiety, suspiciousness, fearfulness, social adaptation, personality education, psychotherapy, correction, rhythmized speech, sudorgi, rehabilitation.

In modern speech therapy, stuttering is defined as a violation of the pace, rhythm and smoothness of oral speech, due to the convulsive state of the muscles of the speech apparatus [22, p. 95].

It is important to differentiate violations of the tempo - rhythmic side of speech of a non-convulsive nature and violations of the tempo - rhythmic side of speech of a convulsive nature (stuttering). Externally, stuttering is expressed in the fact that speech is interrupted by forced stops, hesitations, repetitions of the same sounds, syllables, words. This is due to convulsions in the speech apparatus, which, as a rule, spread to the muscles of the face, neck. They can be different in frequency and duration, shape and location. There is no strict pattern in the occurrence of stumbles. They can be at the beginning of a phrase, in the middle, at the end, on consonants or on vowel sounds. However, hesitations, stops and repetitions that disrupt the smooth flow of speech do not exhaust the concept of "stuttering". When stuttering, breathing and voice are upset: children try to speak on the inhale and in the phase of complete exhalation, the voice becomes squeezed, monotonous, quiet, weak. The speech of a stuttering child is usually accompanied by concomitant movements (shaking the head, torso, etc.) [17, 88].

The complexity of this speech pathology is also expressed in the fact that stuttering, making it difficult for the child to communicate freely with other people, unfavorably distinguishing him from normally speaking peers, leaves an imprint on the entire behavior of the child, on his entire personality. At the same time, some etiological factors can contribute to both the development of stuttering and directly cause it.

From a neurolinguistic point of view, stuttering is the result of discoordinations in the work of: a) the nervous structures that control the speech act; b) executive bodies of the speech apparatus that carry out the rhythmic-melodic, rhythmic-plastic side of speech. Discoordination of brain structures is manifested in a hemispherical conflict. The definition of stuttering as a violation of the smoothness and cohesion of speech implies an inferiority of the speech rhythm. The speech rhythm should be considered a uniform alternation of speech units, the distance between which is the same, and marked with a pause [2, p.191].

The rhythm of speech is one of the least studied phenomena. In any statement, speech units of different order are presented: syllables, words, syntagmas, phrases. Each class of speech units included in the statement (syllable, word, syntagma, phrase, text) has its own rhythmic features.

The initial level, the syllable rhythm, is iterative, i.e., uniformly repeated. It is carried out mainly due to subcortical structures (extrapyramidal departments) and coincides with the heartbeat, breathing, step, etc. The syllable rhythm is "woven" inside the verbal one. The word rhythm is manifested in the selection by the voice of the percussive center of the word, is realized through ascending or descending voice modulations. The word-by-word rhythm provides intonation and melodic expressiveness of speech, is realized mainly by the temporal parts of the right hemisphere of the cerebral cortex, which, along with the differentiation of natural and

objective sounds, ensure the development of an impressionable and expressive musical ear. It is with the musical ear that the ability to melodic design of the phrase, the allocation of speech beats in it, the use of pauses, etc. Thus, the "quality" of the functioning of subcortical structures underlies the function of the verbal speech rhythm implemented by the cerebral cortex. With stuttering, the subcortical level of the syllable rhythm is primarily disturbed, with which the difficulties of the tempo-rhythmic organization of speech are associated. For the second time, its intonation and melodic design suffers.

The researchers studied the effect of rhythmic photostimulation on the speech of stutterers, which improved significantly against the background of photostimulation at low frequencies (1.2-2.3 Hz). These data were obtained in the study of adult stutterers (L.Z. Andronova, M.I. Lokhov, 1983; M. I. Lokhov, 1994).

Artificial control connections, formed by a combination of light and sound influences, are supported using portable metronomes "Rhythm" or "Tempo". According to the authors, the use of a metronome in the code frequency protects speech from breakdowns and provides a decrease in the number of relapses. In the process of mastering new speech stereotypes, the development of the articulatory apparatus, the mastery of rhythmized syllabic speech, the relaxation of the muscles of the body and the articulatory apparatus, the elimination of concomitant movements, the development of psychotraining exercises, including elements of autogenic training against the background of a given rhythm, are carried out.

It is now generally accepted that stuttering should be eliminated as soon as it occurs. The more time passes since the onset of stuttering, the more often it turns into a severe, persistent defect and entails changes in the psyche of the child. In addition, stuttering deprives the child of normal communication conditions and often hinders his successful studies. Therefore, it is important to eliminate this defect even before the child enters school. But it is necessary to influence the speech of the stutterer, but also on his personality and motor skills in general. The impact on different aspects of the body, speech and personality of the stutterer and by various means received in our country the name of a complex method of overcoming stuttering. It is understood as a therapeutic and pedagogical effect on different aspects of the psychophysical state of a stutterer by different means and efforts of different specialists. The content of the examination may include the study of anamnestic information, pedagogical, psychological and medical documentation and the study of the stutterer himself. This allows you to fully identify all the existing symptoms of stuttering, none of which in the process of corrective work should not be ignored. Preventive work plays an important role on the way to overcoming this speech disorder: from a conversation with parents, the most significant events that occurred in the family are clarified, and in this regard, the features of the general, motor and speech development of the child are clarified. Attention is paid to the study of issues of education [5].

One of the priorities of the integrated method of overcoming stuttering is the impact of others on the personality of the stuttering child, on his relationship with the environment, on his emotional-volitional sphere. Surrounding people should cultivate in the child self-confidence, awareness of his worthiness, a healthy view of the speech defect, the desire to get rid of it: constantly maintain the consciousness of success at each stage of overcoming the speech disorder and the conviction that in the end success will be complete. Of great importance in the process of working with stuttering preschoolers is the speech of others - quiet, calm, unhurried. Then stuttering children begin to imitate this manner of speaking. Attitudes towards children should be affectionate, without censure. The slightest success should be immediately encouraged. Speech is an integral part of the social existence of people, a necessary condition for the existence of human society. According to the definition of M. R. Lvov: "Speech is a type of human activity, the realization of thinking based on the use of the means of language (words, phrases, sentences, etc.)." Various disorders can lead to the formation of speech disorders. Speech disorders should be understood as the complete or partial inability of a person to use written or oral everyday speech, which limits cognitive activity, disrupts spiritual exchange and impairs the aesthetic perception of speech. One of the serious speech disorders is stuttering. It affects about 2% of younger schoolchildren and 1.6% of preschoolers. Stuttering is one of the few speech disorders, the mechanisms of which are

not fully disclosed, not explained to such an extent that it is possible, based on them, to develop a highly effective method of its prevention and elimination.

In this regard, stuttering is today one of the most acute problems of special (correctional) pedagogy and psychology both theoretically and practically. Interest in the problem of etiology, pathogenesis of stuttering, as well as in the organization of correctional, pedagogical and psychotherapeutic work is growing, moreover, since 1994, international symposia on this problem have been regularly organized and held in our country and abroad.

Thanks to the fundamental research carried out in special pedagogy (speech therapy), Tarasova K.V. (1988), Belyakova L.I., Dyakova E.A. (2001), it was possible to take serious steps towards the prevention and correction of stuttering.

The experience of observations for many years, for preschoolers suffering from severe speech disorder - stuttering, showed that these children suffer from the tempo-rhythmic organization of speech, which interferes not only with the work of a speech therapist, but also with other specialists. Despite the good level of development of fine motor skills of the fingers, articulatory motor skills, general coordination in individual children, all stutterers are characterized by a violation of rhythm and pace. Therefore, an important component of correctional work with stuttering children is the unification of articulatory and general motor skills, which is achieved by special classes and exercises. Therefore, the basis of experience in overcoming stuttering in children is correctional and developmental work on the formation of the tempo-rhythmic side of speech. Rhythmic ability is a universal category, considered by specialists as a prerequisite and at the same time a condition for the implementation of various activities - speech, intellectual, etc. Each movement, carried out in the system of spatial coordinates, the development of hand-eye coordination is provided by the combined activity of visual and motor analyzers.

The method of forming a sense of rhythm is based on the methodological basis of psychophysiology about rhythm as a motor-modulating ability to perceive and reflect rhythmical processes.

Many domestic researchers dealing with the problem of rhythm note the motor nature of the sense of rhythm.

are a prerequisite for rhythmic experience. The level of development of inter-analytical activity is determined by the degree of formation of rhythmic ability. In ontogeny, the consistent development of interanalytical interaction of coordination creates the basis for the sensorimotor mechanisms of speech, determines the success of the formation of the most complex speech functions and language processes that form the basis of the sound side of speech, the function of writing and reading, etc. Thus, the development of rhythmic ability should be an important component of correctional and developmental speech therapy classes.

Rhythm is the basis for the correct formation of speech and its perception. The ability to correctly reproduce a variety of rhythms contributes to the adequate reproduction of the rhythmic pattern of words, their syllabic structure, accelerates the development of other linguistic abilities.

Thus, rhythmic speech can be used to create optimal conditions for the perception and implementation of speech without stuttering.

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