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SPECIFIC FEATURES OF MEMORY IN CHILDREN WITH SPEECH IMPAIRMENTS

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Abstract

This article discusses the memory processes of preschool children with speech impairments, their development dynamics, and psychological and pedagogical characteristics. It is scientifically proven that speech disorders (dyslalia, dysarthria, rhinolalia, general speech development delay, etc.) affect not only the child's verbal communication, but also such memory functions as memorization, retrieval, and generalization of material. The study shows differences in children's auditory memory, visual memory, and voluntary memory, especially in the processes of memorizing speech material, with slowness, rapid distraction, and difficulties in processing information.

Keywords

speech defects, memory development, auditory memory, visual memory, voluntary memory, speech therapy correction, speech disorders, preschool age, psychological development, multisensory approach, developmental games, speech activity, memorization process, defectology.

Speech is the main tool in the mental development of a child, closely related to thinking, memory, perception and emotional processes. Therefore, various disorders that occur in speech also have a significant impact on the formation of children's memory activity. Since early and preschool age is a stage when memory processes develop rapidly and mental functions are actively formed, speech defects cause specific limitations in various components of memory.

Factors determining the impact of speech defects on memory development

Children with speech defects usually experience difficulties in the memory process due to the following reasons:

1.1. Slow processing of speech material

• Children have difficulty distinguishing words phonemically.

• It becomes more difficult to remember the composition of words, the sequence of sounds.

• To memorize a new word or sentence, more repetition is required than for a normal child.

1.2. Instability of attention

Rapid distraction of attention negatively affects the quality of memory processes, since memorization and recall depend on the stability of attention.

1.3. Insufficiently active functioning of the auditory analyzer

Along with the incomplete formation of speech, auditory memory also develops slowly. Children have difficulty hearing, distinguishing and remembering words.

1.4. Slowness in thinking processes

Insufficient development of intellectual processes such as analysis, generalization, comparison complicates the process of memorization.

Types of memory in children with speech impairments

2.1. Auditory memory: In children in this group, the most noticeable decline is usually observed in auditory memory.

• It is difficult to memorize a series of words, short texts, poems or commands.

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• It is not easy for them to remember more than 3–4 words in a row.
• Difficulty in distinguishing sounds directly limits auditory memory.

2.2. Visual memory: Visual memory is often relatively well developed.
• Pictures, objects, shapes are remembered faster.
• With the help of visual supports, memorization of speech information is facilitated.
• This feature creates an important opportunity in speech therapy work.

2.3. Mechanical memory: Repetitive actions or short visual materials are remembered well.
• However, it becomes more difficult to remember complex material with verbal content.

2.4. Voluntary memory:
• Targeted memorization processes are weak.
• There is a high need for adult support to complete the task to the end.
• Motivation and encouragement play a decisive role in the development of voluntary memory.

3. Manifestations of memory problems associated with speech defects:
1. Interchanging words.
2. Memorizing a poem or text in a jumbled manner.
3. Not fully following instructions and assignments (memorizing only the beginning or end).
4. Breaks in sentence construction, disruption of continuity.
5. Forgetting the sequence in the process of telling a story.
6. Distractions when completing the task and not completing the process.

The relationship of memory with speech
Speech function is directly related to the development of memory processes:
• Phonemic memory: when its system is disrupted, it becomes difficult to reproduce words.
• Lexical memory: a decrease in it slows down the expansion of vocabulary.
• Grammatical memory: its weakness worsens the ability to construct sentences.
• Logical memory: low level limits the ability to remember the content of the text.

Therefore, the process of eliminating speech disorders also includes working with memory.
Ways to develop memory in children with speech defects:
1. Speech therapy exercises:
• Exercises on distinguishing sounds.
• Games to strengthen phonemic hearing.
• Sequential repetition of syllables, sounds and words.
2. Use of visual aids
• Flashcards.
• Tables and diagrams.
• Subject exhibitions.
3. Multisensory approach
Simultaneous use of vision, hearing, movement and tactile senses:
• touching,
• drawing, coloring,
• connecting pictures and words,
• memorizing with actions.

The role of parents and educators
The family and pedagogical environment are of particular importance in the development of memory in children with speech disorders:

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• A daily schedule and a stable routine strengthen memory processes.
• Active communication between parents expands vocabulary.
• A joint work plan between a speech therapist, educator and psychologist increases efficiency.
• Regular training changes the dynamics of memory.

Conclusion

Speech disorders significantly affect many factors of a child's mental development, in particular, memory processes. In particular, there is a slowdown in the development of auditory memory and voluntary memory. However, the memory of such children can be effectively developed through the use of visual materials, correctional pedagogical technologies, speech therapy exercises, and a multisensory approach. When complex speech processes are gradually formed, significant positive changes occur in the child's speech, thinking, and memory.

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