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EFFECTIVE USE OF PLAY ACTIVITIES IN ADDRESSING DYSARTHRIA SPEECH DEFICITS IN PRESCHOOL-AGED CHILDREN

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Abstract: This article provides a scientific and practical analysis of the causal factors, clinical and pedagogical characteristics of dysarthria speech disorder in preschool-aged children, as well as the effectiveness of play activities in the correction process. Furthermore, it highlights the theories of scientists such as Vygotsky, Luria, and Leontiev, and the advantages of using foreign speech therapy technologies like "PROMPT," "Kaufman Speech Praxis," "Nuffield Dyspraxia Programme," and "DIR/Floortime" in speech development through play.

Keywords: dysarthria, articulation, play technologies, speech therapy rhythmics, PROMPT, motor development, preschool education, speech disorders.

Dysarthria, a speech disorder occurring in preschool children, arises as a result of organic damage to the central nervous system and is characterized by impairment of articulation, timbre, tempo, breathing, and phonemic hearing. The principles put forward by the President of the Republic of Uzbekistan for the *"New Generation Preschool Education System"* require new approaches to early detection and correction of speech deficiencies in preschool children.
Today, in speech therapy practice, play activity is considered the leading means of correcting dysarthria. This is because play, as L.S. Vygotsky emphasized, corresponds to the child's "Zone of Proximal Development" and naturally forms complex speech mechanisms. Through play, the child develops not only speech but also motor skills, social experience, and emotional-volitional qualities.
Dysarthria is a disorder of speech motor skills resulting from organic damage to the central nervous system. According to the research of A.R. Luria, N.A. Bernstein, and M.E. Khvatsev, dysarthria manifests through the following signs:

- weakness or hypertonia of the articulatory muscles;
- unclear speech, hoarseness, or nasal quality of speech;
- restriction of lip and tongue movements;
- weakness of phonemic hearing;
- disruption of the respiratory and vocal mechanism.

If dysarthria in preschool children is not corrected properly in a timely manner, it can subsequently lead to dysphonia, difficulties in reading and writing, and delays in overall development.
Play activity is considered the most natural and psychologically appropriate method for speech correction. According to A.N. Leontiev, play is the child's main leading activity and activates all mental processes. Advantages of play activities:

- develops speech and motor skills simultaneously;
- maintains the child's interest at a high level;
- helps to easily accept speech therapy exercises;
- strengthens social communication and motivation.

Speech therapy games are used in the correction of dysarthria in the following areas:

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1. **Articulation games - "Tongue gymnastics," "Find the lip," "Tongue twister."**
2. **Phonemic hearing games - "Find the sound," "Which sound was added?," "Isolate the sound."**
3. **Motor games - Sensory games that develop fine and gross motor skills.**
4. **Breathing and voice exercises - blowing games, "Blow out the candle," "Sail the boat" and others.**
5. **Rhythm and musical games - elements of logorhythmics.**

Debra Hayden developed a technology called PROMPT Therapy. In this technology, the speech therapist mechanically controls sound production by applying tactile pressure to the child's facial-muscle zones. It is recognized as one of the most effective methods for dysarthria. The advantages of this method:

- rapidly activates the articulatory apparatus;
- normalizes muscle tone;
- improves the rhythm and phonation of speech.

N. Kaufman's "Kaufman speech praxis method" was developed and is based on starting speech from step-by-step simplified models. Games to be played:

- syllable games;
- simplified articulation cards;
- visual-motor support.

Nuffield Dyspraxia Programme - The most effective program used in eliminating dysarthria and verbal dyspraxia. Advantages:

- forms pronunciation step by step;
- Exercises are given based on game activities;
- allows easy mastery of complex syllable structures.

Stanley Greenspan developed the "DIR/Floortime" technology. This approach is based on observing the child during free play and developing speech through natural social communication.Advantages:

- strengthens the emotional connection with the child;
- increases social communication;
- creates natural motivation for speech to occur.

The methodology of effective use of game activities in eliminating dysarthria speech deficiencies in preschool children follows these sequences:

1st stage - preparatory stage

- muscle tone normalization (massage, logorhythmics);
- breathing exercises;
- oral-facial gymnastics.

2nd stage - articulation games

- "Tongue Bridge,"
- "Tongue Wheel,"
- "Lip Pursing" games.

3rd stage - sound placement and differentiation

- Using PROMPT or Kaufman technology;
- Games for reinforcing sounds in syllables, words, and sentences.

4th stage - communicative games

- role-playing games (shop, doctor, transport);
- speech task table games;
- musical-logopedic games.

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5th stage - generalization

- connected speech development games: "We create a story," "We make the picture talk," "The adventure continues."

Play activity has high effectiveness in eliminating dysarthria speech deficiencies, having a complex impact on the child's speech, sensory, motor, and emotional development. Foreign technologies - PROMPT, Nuffield, Kaufman, DIR/Floortime - significantly increase effectiveness when applied in preschool educational institutions. Therefore, for speech therapists, an integrative approach based on play activity is considered one of the most optimal methods for eliminating dysarthria.

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