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METHODOLOGICAL FOUNDATIONS FOR USING A SYSTEM OF PHONOLOGORHYTHMIC EXERCISES IN THE CORRECTION OF DYSLALIA

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Abstract: This article provides general information about speech and its importance in human life, as well as speech disorders. In particular, it gives a detailed overview of dyslalia, one of the most common types of speech disorders. The article analyzes the concept of dyslalia, its types—functional and mechanical dyslalia, its causes, and main symptoms. It also highlights the importance of phonologorhythmic methods alongside speech therapy approaches in correcting dyslalia.

Keywords: Dyslalia, speech disorder, phonologorhythmics, speech therapy, pronunciation, sound, articulation, functional dyslalia.

Speech disorders manifest in various forms, each affecting the process of communication differently. Some speech disorders are related to sound pronunciation, while others affect sentence construction or correct word usage. Therefore, studying and accurately identifying speech disorders is one of the key areas of speech therapy. Among these disorders, dyslalia is one of the most common. Dyslalia is a condition in which certain sounds are pronounced incorrectly despite the absence of physical defects in the speech apparatus. In other words, even if the structure of the tongue, lips, teeth, and jaw is normal, a person may still be unable to pronounce some sounds correctly.

Dyslalia is divided into several types. Functional dyslalia is the most common form, where a child incorrectly learns sounds or develops incorrect pronunciation due to environmental influences. Mechanical dyslalia, on the other hand, is associated with structural abnormalities of the speech organs, such as misaligned teeth or a short lingual frenulum. Various factors contribute to the development of dyslalia, including an improper speech environment, weak hearing ability, incorrect pronunciation by parents, and insufficient development of speech organs. As a result, a child may substitute, omit, or distort certain sounds. The main symptoms include incorrect pronunciation, unclear speech, and inability to pronounce certain sounds at all. This issue often becomes especially noticeable when a child reaches school age.

Speech therapy sessions play a crucial role in correcting dyslalia. Through special articulation exercises, correct sound pronunciation is taught. If the issue is caused by mechanical factors, assistance from a dentist or other specialists may be required. Articulation exercises and phonologorhythmic approaches are essential components in this process. By developing the muscles of the tongue, lips, jaw, and soft palate, correct pronunciation is formed, and incorrect speech movements are gradually corrected. When such sessions are conducted systematically and adapted to the child's age and individual characteristics, and combined with phonologorhythmic elements, their effectiveness significantly increases.

Dyslalia is particularly common in preschool-aged children and manifests through omission, substitution, or distortion of sounds, negatively affecting communication and

literacy skills. Therefore, it is important not to rely solely on articulation exercises but to integrate them with phonologorhythmics.

Phonologorhythmics ensures the unity of speech, movement, and rhythm, naturally and effectively developing the child's speech activity. When articulation exercises are combined with rhythmic movements, music, and games, the child learns not only correct pronunciation but also how to use sounds in harmony with intonation and tempo. This contributes to the development of fluency, expressiveness, and phonemic awareness. Such a комплекс approach enhances the functioning of articulatory muscles, improves coordination, and develops auditory attention and phonemic perception. Conducting exercises through play and rhythm increases the child's interest and active participation, accelerating the correction process and strengthening speech skills.

The integration of articulation exercises and phonologorhythmics creates a comprehensive and effective speech therapy approach for correcting dyslalia. This approach helps develop not only correct but also fluent, clear, and expressive speech. Research shows that speech therapy sessions enriched with articulation exercises lead to noticeable improvements in sound pronunciation in children with dyslalia in a relatively short time.

Scholars in the field of speech therapy, including Lev Vygotsky and Alexei Leontiev, emphasized the importance of active practice, movement, and communication in speech development. These theoretical views later formed the basis for articulation and phonologorhythmic approaches in speech therapy practice. In particular, neuropsychological studies by Alexander Luria demonstrated the connection between the motor system and auditory analyzer in speech processes. This highlights the importance of not only articulation exercises but also phonologorhythmic approaches based on rhythm, movement, and auditory integration.

The use of articulation exercises in children with dyslalia follows specific methodological stages determined by the condition of the speech apparatus, the type of disorder, and its severity. The initial stage focuses on general preparation of the articulatory organs, developing mobility, strength, and precision of the tongue, lips, and lower jaw. Subsequent stages involve preparatory exercises for forming specific sounds, where articulatory positions are combined with rhythmic movements. Phonologorhythmics plays a crucial role in this process by ensuring the unity of speech, movement, and rhythm. When exercises are accompanied by music, clapping, stepping, and rhythmic games, children acquire sounds not only mechanically but also consciously and emotionally. It is recommended that exercises be performed in front of a mirror, based on visual models, and with direct guidance from a speech therapist. This process also aligns with Jean Piaget's theory of cognitive development, where knowledge is acquired through practical activity.

Experimental studies conducted in preschool institutions to assess the effectiveness of articulation exercises showed that children diagnosed with dyslalia who participated in sessions integrating phonologorhythmic elements demonstrated faster and higher-quality improvement in pronunciation compared to control groups. They showed increased mobility of speech organs, improved phonemic hearing, and better rhythm perception. These findings also support Elkonin's theory that development is enhanced through play activity.

Parental involvement is another key factor in improving the effectiveness of corrective work. Regular practice of articulation and phonologorhythmic exercises at home, as recommended by speech therapists, helps reinforce correct pronunciation. When parents organize these activities in a playful manner, children's motivation and interest increase.

Exercises enriched with phonologorhythmic elements not only correct pronunciation but also positively influence overall speech development. During these activities, speech

breathing, auditory attention, rhythmic movement, and articulatory coordination develop simultaneously. As a result, the child's speech becomes clear, fluent, and expressive. Research confirms that a комплекс approach—combining articulation exercises with phonologorhythmics—is the most effective method in working with dyslalia. This approach not only eliminates speech defects but also enhances social activity, self-confidence, and communication skills.

Conclusion:

The combined use of articulation exercises and phonologorhythmic approaches is one of the most effective methods for correcting dyslalia. Studies show that such an integrated approach leads to rapid and качественный improvement in sound pronunciation, development of articulatory muscles, and formation of phonemic hearing. The scientific views of scholars such as Lev Vygotsky and Alexander Luria also confirm the interconnection of movement, hearing, and social environment in speech development.

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