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Lecture

Motor (expressive) alalia.

РЕПОЗИТОРИЙ БГПУ

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Theme: Motor (expressive) alalia.

Motor (expressive) alalia is a systemic underdevelopment of expressive speech of a central organic character, due to the formation of language operations of the process of generating speech utterances with relative preservation of semantic and sensory operations (Speech Therapy: A Textbook for Students Defectol. Fact. Pedagogical Universities / Edited by L.S. Volkova, S.N. Shakhovskoy. — M.: Humanitarian ed. Center VLADOS, 1998. - p. 336).

Expressive alalia is a language disorder, which is characterized by impaired learning in the ontogenesis of expressive speech of an inventory of linguistic units and the rules of their functioning, which in the process of generating speech manifests itself in the impossibility or discrepancy in the production of grammatical, lexical and phonemic operations with complete or relative preservation of semantic and motor (articulatory) operations (V.A. Kovshikov).

According to N. N. Traugott, 70% of children with motor alalia fully understand the addressed speech, 20% have some insignificant decrease in understanding and 10% understand poorly, but children's own speech in these cases always turns out to be worse than their understanding.

This form of alalia is characterized by a violation of the assimilation of linguistic units and the rules of their functioning, which is manifested in the disruption of the production of grammatical, lexical and phonemic operations with complete or relative preservation of semantic and motor (articulator) operations (V. Kovshikov). A characteristic violation of all subsystems of the language:

- syntactic
- morphological
- lexical
- phonemic
- phonetic

Typical manifestations of motor alalia.

Agrammatism, disorders of the search for words, the difficulty of choosing phonemes and establishing the order of their following, violation of the order of words. The degree of these manifestations can be different: from a complete (or almost complete) lack of expressive speech to a slight deviation in the functioning of the language subsystems (3 levels of speech development according to R.E. Levina).

«The absence of common speech» (level 1 of speech development):

The first level is characterized by the lack of common means of communication.

The dictionary consists of onomatopoeia, babbling words, a small number of commonly used words, grossly distorted in structure and sound composition. The passive dictionary is wider than the active one, but the understanding of speech outside the situation is very limited.

Phrase speech is absent.

The sound side of speech is grossly disturbed. Correctly pronounced sounds unstable.

«The beginnings of common speech» (II levels of speech development):

The second level is characterized by the beginnings of common speech.

The state of vocabulary improves not only in quantitative, but also in qualitative parameters: the volume of common nouns, verbs and adjectives is expanding, some numerals and adverbs appear.

Children use simple sentences of two, three, and sometimes four words with the rudiments of grammatical construction.

The sound pronunciation and syllable structure of the word is grossly disturbed. Unpreparedness of children for mastering sound analysis and synthesis is detected.

«The extended phrasal speech with elements of lexico-grammatical and phonetic-phonemic underdevelopment» (III levels of speech development):

In free statements, children use few adjectives and adverbs, do not use generalizing words and words with a figurative meaning, hardly form new words using prefixes and suffixes, mistakenly use conjunctions and prepositions, make mistakes in matching the noun with the adjective in gender, number and case .

Most children at this stage still have deficiencies in the pronunciation of sounds and violations of the structure of words, which creates great difficulties in mastering sound analysis and synthesis, which leads to specific violations of writing and reading.

Pathogenesis of motor alalia.

The question of the mechanism of motor alalia is currently debatable, the least studied.

Most authors associate alalia with kinetic or kinesthetic apraxia.

But this motor concept is objectionable. Apraxia may explain various articulatory disorders. The remaining language disorders (vocabulary, grammatical structure, coherent speech) can not be explained only by motor failure. Not all children with alalia have motor deficiency (apraxia).

Types of motor alalia (localization of the lesion site):

The Motor efferent alalia is associated with damage to the postcentral cortex. The main mechanism of violation is kinetic apraxia.

The motor afferent alalia is associated with a lesion of the primotor region and the Roland groove. The main mechanism of violation is kinesthetic apraxia.

Modern views on the mechanism of motor alalia: With alalia, there are mild, but multiple damage to the cerebral cortex of both hemispheres, i.e. bilateral lesion. Apparently, in case of unilateral brain damage, speech development occurs at the expense of the compensatory capabilities of a healthy, normally developing and functioning hemisphere. With bilateral damage compensation becomes impossible or sharply hampered.

Symptoms of motor alalia.

Motor alalia is a complex syndrome that includes speech and non-speech symptoms. The complex of speech and nonverbal symptoms changes with age, so many of the symptoms of preschool and preschool children may be absent or otherwise manifest in children of older age groups.

Neural symptoms: motor, neurological and psychopathological disorders. Actualization of knowledge in the discipline "Logopsychology".

Speech symptoms:

- Lexical violations
- Morphological disorders
- Syntactic violations
- Phonemic disorders
- Phonetic disorders
- Writing disorders

Lexical violations:

Poverty, vocabulary poverty (the dictionary may consist of onomatopoeia and sound systems). The discrepancy between the quantitative composition of the passive and active vocabulary. Violation of the actualization of words causes different forms of errors:

- lack of words,
- their replacement and interchange,
- abnormal words.

Violation of the actualization of words is explained not by articulatory difficulties, but by disorders of the complex of language operations.

Typical substitutions for words related to subject vocabulary:

- by external similarity;
- by semantic similarity;
- on a situational basis;
- replacement of the name of the part of the object or its parts with the name of the whole;
- replacement of the word denoting a general concept with a word denoting particular concepts;
- replacing a word with a description of the situation or action with which the designated object is associated;
- replacement of words with imitation;
- replacement of words with abnormal words.

Morphological disorders:

- the roots of words and the end of the original forms of words remain intact (for most children)
- many prefixes and suffixes are not used or are used incorrectly
- inconsistency in gender and number
- incorrect use of plural endings

In the declension system:

- replacement of the endings of the oblique cases with the endings of the nominative

- interchangeable case endings

Errors in verb forms:

- instead of the shape of a certain person and number, an indefinite form is used,

- verb endings are mixed when changing by faces and numbers,
- the return particle is often skipped —
- not taken into account changes occurring in the word when conjugating

Syntactical violations:

- limited number of syntactic structures,
- violation of word order,
- omission of the necessary members of the constructions (mainly predicate words),
- replacements and omissions of prepositions and conjunctions,
- violations of coordination and management,
- violations in the structural design of syntactic links (case replacements, preposition omissions),
- frequent replacements of the missing elements of intonation sentences with mimic-gestural means.

Syntactic violations at the text level:

- violation of the sequence and consistency in the presentation of thoughts,
- a large number of repetitions,
- the absence or uniformity in the use of lexical and syntactic means of communication between sentences.

Phonemic underdevelopment:

It is manifested in the lack of formation of the differentiation of sounds that are close in acoustic-articulatory features. At the same time, children sometimes cannot distinguish the correct sound of a word from a word with transposed or omitted elements.

Weak orientation in the sound and syllable composition of the word:

1. Mixing phonemes:

- soft and hard,
- hissing and whistling sounds
- voiced and deaf.

2. Difficulties in distinguishing the hearing of words with similar contour and sound composition.

Violations of syllabic structure:

- permutation of syllables inside words
- reducing the number of syllables
- add extra syllable
- increase syllable composition

The inconstancy of violation of the syllable composition of the word is characteristic. The violation of the syllabic structure of the word is less pronounced when the individual words are pronounced and more pronounced when the sentences are pronounced. Mastering the syllabic composition of the word is not in direct proportion to the mastery of the individual sounds of speech.

Phonetic disorders:

Violation of sound pronunciation is polymorphic, i.e. there is a violation of sounds from different phonetic groups, which can manifest itself in gaps, substitutions, mixing, distortion of sounds of both articulatory and articulatory simple sounds. Mixing and replacing sounds are often intermittent. Characteristic is the misuse in speech, even those sounds that the child is able to isolate in isolation in the correct way.

The sound side of speech largely depends on the development of the dictionary. At the first level of speech development, which is characterized by a complete or almost complete lack of verbal means of communication, it is difficult to determine the nature of the violation of sound pronunciation, because the pronunciation of individual sounds is devoid of constant articulation. At the second level of speech development, a more accurate characterization of the sound side of speech is possible. According to R.E. Levina the number of wrong sounds reaches 16-20. At the third level of speech development, the former diffusion of mixes, their random nature disappear, and only difficulties in the pronunciation of articulatory complex sounds are found.

The degree of violation of the language system (V.A. Kovshikov):

The leading criterion is the formation of the grammatical subsystem and the main communicative unit - the sentence. Most children of preschool age reveal three degrees of language impairment, which are characterized by the following main indicators (description of uniform types of impairment is given).

First degree. In expressive speech, a limited number of words (one-word sentences) and sounds-pseudo-words (sounds-pseudo sentences) are used. Most of the words in their external form are "subject" words, nouns, in function - usually predicates (for example, Aunt! (Candy) - Give candy! Ava (dog) - Dog barks). Inflections are absent. The syllable structure of words is mainly built on the models of SG and SG-SG (for example, the book - no; flowers - titi). Often, only a stressed syllable or a vowel from a stressed syllable is pronounced in a word (window - but, a roll - y). Vowels are usually present, the number of consonants is minimal. Among the latter, most of the children have only some closed ones [n], [n'], [b], [b'], [t], [t'], [d], [d'] and sonorous [m], [m'], [n], [n']. The main means of communication are expressive components of intonation, kinetic speech, onomatopoeia, sound gestures and non-verbal sounds, such as shouting, squeaking, laughing, etc.

Second degree. The speech is dominated by one-word and two-word sentences. In the surface structure of a one-word sentence, the subject is more often expressed (in function, it is usually a predicate), less often - a predicate, an object and a circumstance (for example, Iga (play) - Children play; Iba (fish)- Uncle caught fish, Tyat (garden) - Children walk in the garden). The surface structure of a two-word sentence is more often built on the model of "subject-addition", less often - on models of "subject-predicate", "subject-circumstance" and others. At the same time, the necessary members of the syntactic structures are usually skipped, and the sentence structures become deformed (for example, Boy ball - Boy plays ball, Cat drinks - Cat drinks milk; Book table - Book on table).

The inflection and word formation systems do not function or are in the "embryonic" state. Pronounced agrammatism. Active dictionary is limited. The process of searching for words is broken, which leads to the absence of many words in speech or to their substitutions (glass → cup, newspaper → book, lake → river, etc.). The syllable structure of words includes not only the universal type of syllable (SG), but also other types (HS, SGS, sometimes - SSG), which, however, are rarely used. There is a tendency to note the syllable structure of many words and the design of SG or SG-SG (for example, crocodile - di, cody). Speech permutations, syllable approximation abound in speech. Children have a rather large number of sounds, but sounds are often replaced, skipped and rearranged. Non-verbal communication is widely used.

Third degree. Children can use verbose sentences of various types and designs. But the constructions of sentences in many cases are deformed. The set of syntactic links and means of their expression is limited, and the expression of links itself is often broken. Systems of inflection and word formation are also grossly violated. The consequence of all these disorders is diverse agrammatism. The active vocabulary is relatively large, however, when searching for words, there are often difficulties that mainly lead to the replacement of words. The syllable structure of words includes different types of syllables with the exception of the most complex (SSSG, SSSS, etc.), but there is a desire to simplify the syllable. There is a syllable approximation, numerous permutations and omissions of syllables. Most children have all or almost all sounds (some of them are pronounced distorted), but in speech they are constantly replaced, rearranged and skipped. Non-verbal means of communication are used to a limited extent.

Writing disorders:

Most children of school age have all the main forms of dyslexia and dysgraphia. Often there is a combination of several forms with a predominance of:

- dysgraphia on the basis of violation of language analysis and synthesis
- phonemic dyslexia
- Agrammatic dyslexia and dysgraphia.

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