

GAME-BASED TECHNOLOGIES FOR OVERCOMING STUTTERING IN PRESCHOOL CHILDREN

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Abstract: This article analyzes the theoretical and practical aspects of using play-based technologies in the correction of stuttering in preschool children. The psychological, pedagogical, and speech-therapy characteristics of stuttering are examined, and the corrective potential of breathing exercises, voice exercises, articulatory gymnastics, rhythmic activities, and role-playing games is revealed. The study highlights the significant role of play activities in improving speech fluency, enhancing communicative competence, and reducing speech-related tension in children.

Keywords: stuttering, speech disorder, play-based technologies, speech therapy correction, articulatory gymnastics, speech breathing, rhythmic activities

Preschool age is considered a crucial stage in a child’s speech, cognitive, and social development. The full formation of speech during this period serves as an essential prerequisite for successful learning and social adaptation in subsequent stages of education. However, some children experience various speech disorders, including stuttering. Stuttering is characterized by disruptions in the tempo, rhythm, and fluency of speech caused by spasmodic contractions of the speech apparatus muscles.

Stuttering negatively affects not only speech activity but also the emotional-volitional development of the child, communication with peers, and the process of socialization. Therefore, early identification of this disorder and the organization of effective corrective interventions constitute one of the most important tasks of modern pedagogy and speech therapy.

Since play is the leading activity of preschool children, the use of play-based technologies in speech therapy correction has proven highly effective. Play corresponds to the natural needs of children, creates a positive emotional environment, and increases the effectiveness of corrective activities.

Research in the fields of special education and speech therapy demonstrates that overcoming stuttering requires a comprehensive approach involving the integration of medical, psychological, pedagogical, and speech-therapeutic interventions. In this context, play-based technologies serve as an effective tool for naturally stimulating children’s speech activity.

During play activities, emotional tension decreases, the need for communication increases, and speech barriers are significantly reduced. Therefore, play occupies an important place among corrective and developmental technologies.

The development of speech breathing is one of the primary directions in stuttering correction. Impairments in breathing mechanisms during speech negatively affect fluency. Consequently, fostering diaphragmatic breathing skills in children is of great importance.

Games such as “Blow Out the Candle,” “Fly the Snowflake,” “Soap Bubbles,” and “Sail the Boat” help children develop deep inhalation and prolonged exhalation skills. These exercises expand the physiological capabilities of the speech apparatus and contribute to greater speech fluency.

Children who stutter may also experience difficulties in voice production. Therefore, exercises aimed at developing voice strength, pitch, and intonational expressiveness constitute an essential component of corrective work.

Games such as “Bells,” “Ball,” and “How Does It Speak?” enable children to control their vocal range, use intonation appropriately, and enhance the emotional expressiveness of speech. As a result, speech tension is reduced, and free communication is encouraged.

Improving the mobility of the articulatory apparatus is another important condition for correcting speech disorders. Insufficient development of the muscles of the lips, tongue, and soft palate may hinder clear and fluent speech production.

Exercises such as “Smile,” “Tube,” “Tasty Jam,” “Clock,” “Little Horse,” and “Nut” contribute to the development of coordination and mobility of the articulatory organs. Consequently, pronunciation becomes more accurate, and the functional capabilities of the speech apparatus are enhanced.

One of the primary manifestations of stuttering is the disruption of speech tempo and rhythm. Therefore, rhythmic exercises form an integral part of corrective work. Activities such as moving to music, clapping, repeating rhythmic patterns, and reciting poems according to a specific rhythm help children develop a sense of rhythm.

The use of rhythmic facilitates the coordination of central nervous system activity and promotes the synchronization of speech and movement. As a result, speech tempo becomes more regulated, and manifestations of stuttering decrease.

Role-playing games represent one of the most important forms of activity for preschool children. Games such as “Shop,” “Doctor,” “Receiving Guests,” and “Kindergarten” satisfy children’s communicative needs and enhance their speech activity.

Through these games, children model various communicative situations, express their thoughts more freely, and acquire valuable social experience. This contributes significantly to reducing the psychological barriers associated with stuttering.

Conclusion

The use of play-based technologies in overcoming stuttering among preschool children significantly increases the effectiveness of corrective speech therapy work. Breathing exercises, voice exercises, articulatory gymnastics, rhythmic activities, and role-playing games contribute to the development of speech tempo, rhythm, and fluency. Furthermore, they enhance communicative activity, stabilize emotional well-being, and support successful social adaptation. Therefore, the systematic implementation of play-based technologies in preschool educational institutions and speech therapy practice should be regarded as an essential pedagogical condition for the effective correction of stuttering.

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