

**OPEN ACCESS**

SUBMITTED 31 March 2025

ACCEPTED 29 April 2025

PUBLISHED 31 May 2025

VOLUME Vol.05 Issue05 2025

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Development of Graphomotor Skills in Children with Speech Impairments as A Key Factor in Preparing for School Education

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Abstract: Topical issues of the development of graphomotor skills in children with speech disorders cover complex processes and show the importance of the development of graphomotor skills at preschool age in the success of school education of children in the process of writing.

Keywords: Graphic motor skills, speech, process, development, graphic abilities, auditory perception, fine motor skills.

Introduction: The worthy upbringing of the current young generation, which will decide the future and prospects of our Motherland, is associated with the continuous improvement of the education and upbringing sector at a modern level. Today, all spheres of life in New Uzbekistan have become areas of deep reforms. In this process, it is impossible not to speak enthusiastically about the changes in the education system, which is considered the basis of the social sphere. Our President Sh.M.Mirziyoyev, on his initiative, is paying attention to the issue of radically improving the activities of preschool educational institutions, studying the most advanced foreign experience, and creating a modern system in all respects. Taking into account the interests and aspirations of children, he emphasized that providing them with comprehensive education and upbringing in the preschool period, broadening their worldview, developing the ability to think independently, instilling national and universal values in their hearts and minds, thereby bringing them up in the

spirit of love for the Motherland and pure dreams, is one of the most important and urgent issues today.

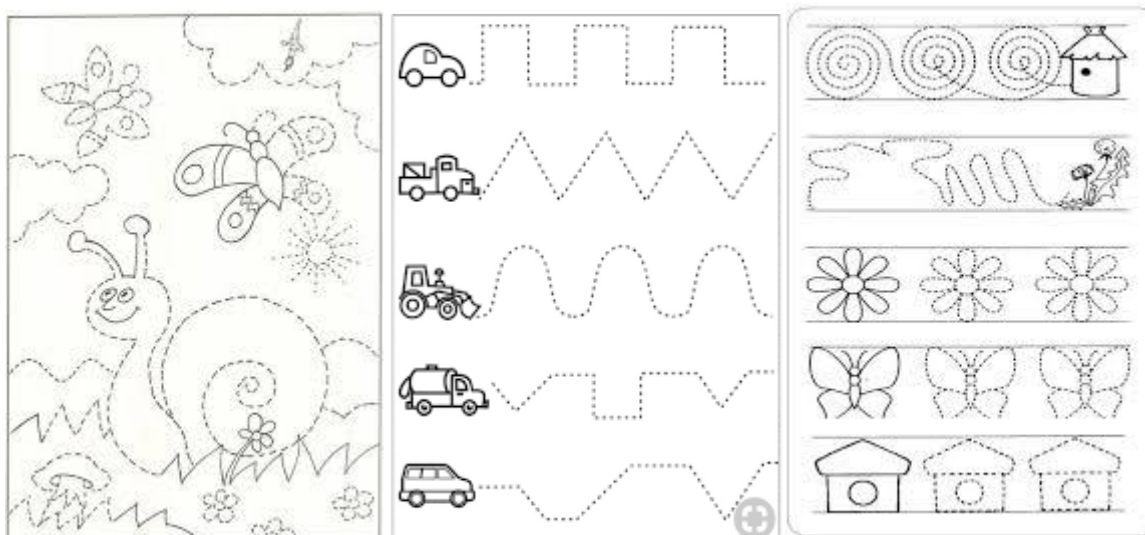
As our President noted: "The more educated our children are when they leave school, the faster the high-tech sectors of the economy will develop, and many social problems will be solved. Therefore, when I say that the threshold of a New Uzbekistan begins with school, I think that all our people will support this idea." After all, how our children study at school and what lofty goals they will achieve largely depend on the education they receive in preschool institutions. Expanding the coverage of children with preschool education, further improving the use of preschool education services, ensuring favorable conditions for their full-fledged life activities and actively involving them in social life are the most urgent tasks we have set for ourselves. The issues of preparing children raised in preschool institutions for school are becoming increasingly important. The thorough preparation and successful mastery of the primary school education process of children entering the first grade depends on the consistency of the preschool education. Unfortunately, the level of their preparation does not always meet these requirements. Practice shows that children aged five to six years have a low level of general motor skills and finger motility, which is most clearly manifested in the ability to hold a pencil in the palm of their hand, the child's ability to perform in situations where the role of movements is changed. Special attention should be paid to the development of children's graphomotor skills. Difficulties in the development of graphomotor skills occur not only in first graders, but also in all primary school students. Therefore, work on the development of fine graphomotor skills should be started as early as possible.

In the works of O.B. Inshakova, a number of characteristic features of graphomotor skills in children of older preschool age with underdeveloped general speech are studied: children with speech disorders are

described as a kind of "risk zone", and the general motor sphere of children with speech disorders is characterized by inactive, limited, undifferentiated movements. The state of fine motor skills of the fingers is manifested in impaired accuracy of movements, a decrease in the speed of execution and transition from one position to another, a slow onset of movement, and insufficient coordination. These features are manifested in the child's play and educational activities. With mild manifestations of dysarthria, a preschool child cannot easily draw, sculpt, or manipulate with motor skills. At the beginning of school, children often have difficulties with writing: the hand quickly gets tired, the letters are not spelled correctly. These difficulties are associated with the weakness of finger motor skills and insufficient formation of visual-motor coordination, voluntary attention, analytical perception and auditory attention. This determines the purpose of work on the formation of graphomotor skills in preschool children:

1. Development of fine coordinated movements of the hands.
2. Development of auditory attention and graphic reproduction.
3. Development of graphic movements, visual perception, hand-eye coordination.

To solve these problems, speech therapy work is carried out through a system of games and exercises that form the ability of children to build a pattern through kinesthetic sensations. The gradual assimilation of new knowledge, the development of hand movement skills, together with the development of fine motor skills that provide graphic movements, correctly form the mental abilities of cognitive activity, develop hand-eye coordination. The main task of the exercises is to make it easy and convenient to perform all tasks related to the need to use fine motor skills of the hands. This can only be achieved gradually. We will consider examples such as "Draw a picture by dots", "Connect the dots":



These game exercises increase the child's activity in hand movements and allow him to perform more complex tasks in the future. Graphic movements allow the child to learn various drawing techniques, drawing lines from top to bottom and from left to right, copying over lines evenly without leaving the contour, without gaps, tracing contours along dotted and dotted lines, while at the same time learning the correct methods of movement.

Another activity that helps develop graphic skills is finger gymnastics. Performing exercises with the fingers, the child achieves good development of fine motor skills of the hands, which not only has a beneficial effect on the development of speech (since it inductively stimulates the speech centers), but also prepares the child for drawing and writing. The hands acquire good mobility, flexibility, stiffness of movements disappears, which makes it even easier to master writing skills. The development of fine motor skills is determined not only by the clarity and beauty of the image of the lines, but also by ease and freedom: hand movements should not be constrained, not sharp. For the development of beautiful and accurate handwriting, correct observance of graphic proportions, smooth and symmetrical writing are important.

Summarizing from the above points, the main principles of the correctional and pedagogical work system include a number of methods and require an early start of work, the gradual development of unformed graphic skills, as well as organization based on the principles of systematicity, consistency, activity and creativity. All principles are closely interconnected. They are widely used in correctional work, always taking into account the compensatory abilities and individual characteristics of children with speech

defects. In particular:

1. Children have difficulty copying a pattern on a sheet of paper, which is associated with visual-spatial difficulties;
2. When performing exercises with fingers, children quickly get tired, cannot perform some contrasting positions, their speed is disturbed when changing movements;
3. When drawing graphic combinations, they do not take into account the height, width and line of the pattern, the clarity, smoothness and consistency of the lines are not sufficient;
4. Insufficient coordination of the fingers is manifested by slowness, getting stuck in one position, difficulty in transitioning from one movement to another;
5. Carelessness when writing, drawing, shading, etc.;
6. Weak pressure on the pencil during writing due to weakness of the hand muscles;
7. Children violate the sequence of movement elements.

In eliminating the above situations, the excellent organization of the correctional process in the preschool education system is important. In the preschool education system, great attention is paid to the comprehensive development of the child. It includes the development and activation of cognitive processes, the development of speech, the maintenance of physical health, and.

Writing and the simultaneous implementation of graphomotor skills are a very complex function in terms of organization and implementation.

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