

## DEVELOPMENT OF ACTIVE AND PASSIVE VOCABULARY IN PRESCHOOL CHILDREN WITH MOTOR ALALIA USING ART THERAPY ELEMENTS

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**Annotation.** This article is devoted to ways of enriching and correcting the vocabulary of adjectives with the help of art therapy in preschoolers with motor alalia. Underdevelopment of speech in alalia covers all its components: phonetic-phonemic and lexical-grammatical sides. Children have significant difficulties in mastering the vocabulary, even in conditions of special remedial education. When using these techniques for art therapy, preschoolers with alalia develop phonetic-phonemic and lexical-grammatical aspects of speech, as well as fine motor skills, which contributes to the development of thought processes.

**Keywords:** speech, connected speech, motor alalia, sensory alalia, dictionary, preschool age, art therapy, art therapy, fairy tale therapy, expressive speech.

Care for the younger generation is the basis of the social policy of Uzbekistan. Since gaining independence, targeted measures have been taken in our country to implement the policy of social protection of the most vulnerable segments of the population, especially children and adolescents who have developmental disabilities. All age categories of children are covered with attention and care, but the preschool age is especially important, when the formation and education of the personality is underway, preparation for studying at school. The guaranteed right of a child to preschool education, the rights and obligations of his legal representatives and teachers are stated in the law “On preschool education and upbringing”. An important task in our country is the prevention of violations in children, the timely identification of these children and the provision of assistance to them in appropriate correctional and educational institutions.

The education and upbringing of children with special educational needs is part of general education aimed at ensuring the harmonious development of the child, socialization, rehabilitation and integration into society. Uzbekistan has an extensive network of preschool and school educational institutions for children with various developmental disabilities. The concern of our State for children with speech disorders is manifested in the creation of a differentiated network of preschool institutions, in raising the level of education of such children. In multidisciplinary specialized preschool educational organizations, in mass kindergartens, as well as in speech therapy centers, polyclinics, assistance is provided to children with speech development disorders.

Speech is one of the complex higher mental functions, however, it is not an innate ability, but develops in the process of ontogenesis in parallel with the mental and mental development of the child. For a child, speech is the main means of cognition, with the help of which the child not only receives new information, but also assimilates it. The speech of the child is formed under the influence of the speech of adults and to a large extent depends on speech practice, normal speech

environment and education, which begin from the first days of his life. In order to understand the pathology of speech, it is necessary to clearly imagine the entire path of consistent speech development of children in the norm, it is also necessary to know the patterns of this complex process.

Speech is the leading process of a child's mental development. Recently, there are more and more children with speech development disorders. As a result, children with speech disorders are not able to fully master the program of mass preschool and school institutions, and experience significant difficulties in social adaptation. L.F. Spirova, N.A. Nikashina, R.E. Levina proved that 25-30% of students with speech impediments experience difficulties in mastering reading and writing at school. Most often, this occurs with such a severe speech disorder as alalia, in which hearing and intelligence are preserved. Alalia is difficult to diagnose due to the fact that pathological changes most often occur in fetal development or early childhood up to three years. Another reason for the difficulty of diagnosis is the fact that parents start to sound the alarm late and go with the child for examination to specialists. The disease is characterized by the almost complete absence of speech.

Alalia is usually divided into motor and sensory. Most children with alalia do not acquire language and remain non-speaking or barely speaking even by the time they enter school. Their complex linguistic and non-linguistic disorders have a negative impact not only on speech communication, but to a certain extent on the development of cognitive activity, some aspects of the personality, and often prevent the achievement of needs and aspirations that are significant for the emerging personality.

A child with alalia has noticeably limited opportunities for mastering the system of linguistic signs and the very inventory of linguistic means at various levels. The operations of generation, formulation of the utterance turn out to be unformed, in particular, along with the selection of phonemes, intra-syllable and inter-syllable programming (i.e. articulatory program) is violated, and operations that implement the deep syntactic and deep semantic level, the level of inner speech. With alalia, various degrees of severity are observed: from relatively mild forms, in which speech develops, although slowly and distortedly, from about 3-4 years old, to severe ones, when the child does not use speech even at 10-12 years old. Later, with systematic and special help, they master speech, but very inferior and poor.

Motor alalia is a complex set of speech and non-speech symptoms, characterized by agrammatisms, insufficiency of speech production or its complete absence, while speech understanding is preserved. In addition, in children with motor alalia, not only speech development suffers, but also the characteristics of the child's personality as a whole, his interests, and compensatory capabilities. In their mental development, these children for the most part lag behind their peers, the formation of the psyche is disturbed, pathological character traits, neurotic states develop. Thus, with low speech activity in motor alaliks, general cognitive activity also suffers. Thus, motor alalia is a complex syndrome, a complex of speech and non-speech symptoms, the relationship between which is ambiguous. In the structure of the speech defect in motor alalia, the leading ones are language disorders. Difficulties in independent pronunciation of sounds are

explained by the weakness of traces from the reproduction of sounds in speech in the motor system of the brain or the weakness of the connections of this system with others. Speech underdevelopment in motor alalia covers all its components: phonetic-phonemic and lexical-grammatical sides. It has been proven that the development of the phonetic side of speech in motor alalia largely depends on the development of the dictionary and is even determined by it. Therefore, it is so important in working with motor alalia to enrich the vocabulary of children, to consolidate and activate it in speech. For the development of speech, the correct use of adjectives in speech is of great importance. The use of adjectives gives speech not only expressiveness, accuracy, accuracy, but also a special colorfulness. They help to more fully characterize the distinctive properties of the object, to reveal the object from different angles, to give the description brightness, imagery. Adjectives occupy an important place in a child's vocabulary. In his works, N.S. Rozhdestvensky pointed out that enriching the child's vocabulary with adjectives is important because with their help the child singles out those qualities in objects, persons and phenomena that he perceives as the most important for him in terms of their vital significance in connection with his interests and needs. The formation of adjectives in preschool children with underdevelopment of speech is carried out at a later date, when children have mastered the system of inflection of nouns, since adjectives "accept" one or another grammatical meaning, one or another form, depending on the form of the noun. Adjectives denoting signs, properties of objects appear in children at that level of their intellectual development, when the child becomes able to single out any sign from the image of an object, which in turn causes the need to designate the selected property with a word. Having studied a large number of studies by scientists in the work on enrichment and activation of the vocabulary of adjectives, we gave our preference to the methodological recommendations of V. V. Gerbova, since in her works she relies on the age of children. Thus, from two to three years, it is necessary to enrich the vocabulary of children with adjectives denoting the color, size, taste, temperature of objects (red, blue, sweet, sour, large, small, cold, hot);

From three to four years old, continue to expand and activate the vocabulary of adjectives in children. Learn to distinguish and name the qualities of color and its shades, shape, size, surface features (smooth, fluffy, rough).

From four to five years, learn to use the most common adjectives in speech. To replenish the children's dictionary with adjectives that characterize the emotional state (angry, sad), ethical qualities (cunning, kind), aesthetic characteristics (smart, beautiful, various properties and qualities of objects). Learn to use antonyms (clean - dirty).

From five to six years old, exercise children in using adjectives of different degrees of comparison (heavy - very heavy - easier - the lightest), as well as designating shades of colors (lilac, lilac, raspberry, etc.). To improve in children the ability to use adjectives - antonyms and adjectives - synonyms in speech in accordance with their meaning.

From six to seven years old, enrich the speech of children with figurative adjectives and through acquaintance with works of fiction.

Thus, adjectives play a very important role, they complement, accurately describe, decorate the noun, without them it is impossible to create a complete image of the subject.

The development of speech in alalia is characterized by the following features:

Speech may not occur at all or be formed extremely slowly. So by the age of ten (or even twelve) the child will speak, almost like a two-year-old or three-year-old, very illegibly - an inferior, grammatically unformed phrase with numerous violations of the pronunciation of sounds;

- Speech can begin, more or less actively, to develop after five or six years. But by the time the child enters school, he still will not reach normal levels, so schooling will be difficult for him. For the correction and development of the speech of children with various disorders, including the violation of alalia, it is of great importance in speech therapy classes to use various speech therapy games, art therapy, logo rhythm, logo massage. One of the most common and effective methods for the development of speech, cognitive processes and the development of fine motor skills in children is art therapy.

Art therapy is a method of influence through the use of artistic use of creativity, which allows developing coherent speech in conjunction with creative imagination. Today, preschool institutions widely use art therapy in correctional work. There are many directions in this technique, so the content of art therapy can be chosen for any preschooler. Every child can participate in art therapy work that does not require any visual abilities or artistic skills. In addition, the products of fine art are an objective evidence of the moods and thoughts of a preschooler, which allows them to be used as diagnostics. Art therapy allows you to learn about the world around you and yourself. Art therapy work evokes positive emotions in children, helps to overcome lack of initiative and passivity, to form a more active life position. In corrective work, the method of art therapy allows to achieve positive results: it helps to develop all aspects of the child's speech, enriches and activates the children's vocabulary. Gives the opportunity for non-verbal contact (mediated by the product of art therapy), helps to overcome communication barriers. Facilitates the process of communication for shy and withdrawn children with disabilities. Creates favorable conditions for the development of the ability to self-regulation. It helps the child to realize his feelings, experiences and emotional states, creates the prerequisites for the regulation of emotional states and reactions. Significantly increases personal value, promotes the formation of a positive "I-concept" and self-confidence through social recognition of the value of the product created by the child. During corrective work on overcoming speech disorders in children, it is necessary to develop general, fine and articulatory motor skills, form phonemic processes and pronunciation skills, skills, develop a sense of rhythm, improve grammatical and lexical means of the language, and also enrich the child's communicative experience.

One of the most common types of art therapy is isotherapy - a therapeutic effect, correction through visual activity. Visual activity is directly related to the most important functions - vision, motor coordination, speech, thinking - and therefore contributes not only to the development of each of these functions, but also connects them with each other. Iso-therapy promotes the development of coherent speech, the development of non-traditional drawing techniques helps to reveal the personality of children, their creative abilities, and the child is in the constant process of

discovering new knowledge. The use of isotherapy effectively contributes to the correction of coherent speech in preschool children with speech underdevelopment. Drawing on the plot of a story, followed by verbalization of your drawing, is an effective technique for working on a coherent speech of children. Drawing on a certain plot contributes to its better comprehension and improves the quality of retelling: its coherence, consistency, completeness, information content. Children learn speech material faster and more fully if drawings created by children are used as visual support, as they play the role of visual support for speech exercises. Iso-therapy includes several drawing methods:

- finger painting;
- hand drawing;
- subject monotype;
- regular blotting.

When creating drawings, children learn to answer questions, form practical skills, develop speech and vocabulary. Since the leading activity of preschool age is a game, it is necessary that each correctional lesson for the development of coherent speech has the nature of a game activity, be emotionally colored. Thus, isotherapy develops sensory-motor coordination, as it requires the coordinated participation of many mental functions.

In speech therapy work, apply this method in the development of coherent speech in the following options:

- drawing according to the plot of the story, followed by the presentation of your drawing;
- drawing on a certain plot contributes to better understanding and improves the quality of retelling;
- activities with coloring, where children can first color the picture, and then tell a fairy tale or story related to a lexical topic;
- using drawing in various ways (palm, fingers, printing various objects, cotton swabs), fine motor skills of the hands develop, which contributes to the development of coherent speech.

Thus, for children with motor alalia, the use of elements of isotherapy in speech therapy classes is effective not only as a development of their creative abilities in a certain type of activity, but also in terms of the development of speech activity. The basis for the development of speech is not just a picture and explanations of the teacher, but the personal experience of the child, because in the course of visual activity, he himself does something, creates, fantasizes. Various types of fine arts have a positive effect on the development of speech and the fact that it is easy to create problem situations that contribute to the emergence of speech activity. Problem situations form the communicative orientation of speech. So, if one of the children specifically “forgets” to offer any material, the child is forced to ask for the missing, that is, to show speech initiative. The child tries to pronounce all his actions (why he took this particular color, what mood he has when he draws). After the child has drawn, it is discussed what he drew, whether he likes what he used in his work.

In addition, in speech therapy classes with a child with motor alalia, fairy tale therapy is often used, which provides a complex effect on the child's speech sphere. Fairy tale therapy

contributes to the effective integration of the individual, the development of creative abilities, the expansion of consciousness, the improvement of interactions with the outside world. This method in the system of classes for the development of coherent speech plays an important role and fulfills the following goals:

- creation of a communicative orientation of speech statements;
- improvement of lexical and grammatical means of the language;
- correction of the sound side of speech;
- development of dialogic and monologue speech;
- development of active and passive vocabulary.

Using elements of fairy tale therapy in speech therapy work, the following features of children are necessarily taken into account:

- speech status of children (complicated by neurological symptoms, including attention deficit hyperactivity disorder);
- insufficient development of cognitive processes (especially auditory attention and memory; insufficient desire for cognitive communication with adults; rapid exhaustion of voluntary attention; low performance);
- specificity of age (high emotionality, spontaneity, increased excitability).

The above features of children bring their own specifics to the activities of a speech therapist. Therefore, I would like to note the features of the choice of a fairy tale:

- simple fairy tales well known to children are used, for example: "Ryaba the Hen", "Turnip", "Three Bears", "Teremok", "For Yushkin's Hut"; "Geese - swans", etc.
- the plot of the fairy tale should be interesting, evoke an emotional response in children;
- the possible use of plot elements, rather than the whole tale;

Another type of art therapy that allows you to make speech therapy work more efficiently is sand therapy. Sand games for children with severe speech disorders are a very effective tool in educational and correctional development work with children.

Firstly, the desire of the child to learn something new, to experiment and work independently increases.

Secondly, tactile sensitivity develops in the sandbox as the basis of "manual intelligence".

Thirdly, in games with sand, all cognitive functions develop more harmoniously and intensively: perception, attention, memory, thinking, and, most importantly for us, speech and motor skills. Thus, for children with motor alalia, the use of elements of art therapy in speech therapy classes is effective not only as the development of their creative abilities in a certain type of activity, but also in terms of the development of speech activity. The support for the development of speech becomes not just a picture and explanations of the teacher, but the personal experience of the child, because in the course of visual activity, fairy tale therapy and sand therapy, he himself does something, creates, fantasizes.

Based on the statement of V.A. Sukhomlinsky: "The mind of a child is at his fingertips!", we believe that the use of elements of art therapy in remedial classes will have a positive effect on expanding and activating the vocabulary of adjectives in children with motor alalia. L. S. Vygotsky

emphasized the great importance of play for the child. He spoke of play as a zone of proximal development of a child, where all his mental processes develop. At preschool age, in the implementation of playful and productive activities, children develop strong, concrete ideas about various subjects.

We have proposed the following didactic games with which you can develop the vocabulary of adjectives in children with motor alalia.

Developing a passive vocabulary of adjectives with the help of art therapy:

1) Game "Zoo" (sand therapy).

Purpose: development of a passive vocabulary of adjectives.

Content: Children are invited to find animals in the sand, according to the description.

For example:

I am tall, with a thin neck, spotted (giraffe).

I am short, fat and gray (hippo).

I am small, grey, with a long tail (mouse).

I am formidable, big, with a long mane (lion).

I am humpbacked, with a long neck and thin legs (camel).

2) Fairy tale therapy "Kolobok"

Purpose: enrichment of the passive vocabulary with opposite adjectives.

Content: The speech therapist shows the children a puppet theater and tells the fairy tale "Gingerbread Man":

There lived an old man with an old woman. The old man asks:

- Bake, old woman, bun!

- What is the oven made of? There is no flour, - the old woman answers him.

— Oh, oh, old woman! Scratch the box, mark the barrel; maybe flour and typed.

The old woman took a wing, scraped it on the box, swept it in the bottom of the barrel, and there was a handful of flour from two. Kneaded on sour cream, fried in oil and put on the window to cool.

Kolobok lay down - lay down, and then suddenly rolled - from the window to the bench, from the bench to the floor, along the floor and to the doors, jumped over the threshold into the passage, from the passage to the porch, from the porch to the yard, from the yard through the gate, further and farther.

A bun rolls along the road, and a hare meets it:

— Gingerbread Man, Gingerbread Man! I will eat you.

"Don't eat me, slanted bunny!" I'll sing you a song, - said the bun, and sang:

I'm Gingerbread Man, Gingerbread Man!

I'm scraped in a box,

According to the bottom of the barrel,

On sour cream bag

Yes, yarn in oil

There is a frost on the window;

I left my grandfather  
I left my grandmother  
And from you, hare, do not cunningly leave!  
And rolled himself further; only the hare saw him!  
A gingerbread man rolls, and a wolf meets him:  
— Gingerbread Man, Gingerbread Man! I will eat you!  
Don't eat me, gray wolf! I'll sing you a song, - said the bun, and sang:  
I'm Gingerbread Man, Gingerbread Man!  
I'm scraped in a box,  
According to the bottom of the barrel,  
On sour cream bag  
Yes, yarn in oil  
There is a frost on the window;  
I left my grandfather  
I left my grandmother  
I left the rabbit  
And from you, wolf, do not cunningly leave!  
And rolled himself further; only the wolf saw him!  
A bun rolls, and a bear meets it:  
— Gingerbread Man, Gingerbread Man! I will eat you.  
"Don't eat me, you bastard!" I'll sing you a song, - said the bun, and sang:  
I'm Gingerbread Man, Gingerbread Man!  
I'm scraped in a box,  
According to the bottom of the barrel,  
On sour cream bag  
Yes, yarn in oil  
There is a frost on the window;  
I left my grandfather  
I left my grandmother  
I left the rabbit  
I left the wolf  
And from you, bear, do not cunningly leave!  
And again he rolled away, only the bear saw him!  
Rolling, rolling "kolobok, and towards him a fox:  
— Hello, kolobok! How pretty you are. Kolobok, kolobok! I will eat you.  
"Don't eat me, fox!" I'll sing you a song, - said the bun, and sang:  
- I'm Gingerbread Man, Gingerbread Man!  
I'm scraped in a box,  
According to the bottom of the barrel,  
On sour cream bag

Yes, yarn in oil  
There is a frost on the window;  
I left my grandfather  
I left my grandmother  
I left the rabbit  
I left the wolf  
And left the bear

And from you, fox, and even more so I will leave!

- What a lovely song! - said the fox. "But I, little bun, have become old, I can't hear well; sit on my muzzle and sing it louder one more time.

Kolobok jumped on the fox's muzzle and sang the same song.

- Thank you, bun! Nice song, would love to hear it! Sit on my tongue and sing for the last time, "said the fox and stuck out her tongue; The bun jumped on her tongue, and the fox - am him! And ate a bun...

Then the speech therapist invites the children to show the opposite signs:

"Show me where the tree is high and where it is low."

"Show me where the path is long and where the path is short."

"Show me where the thick wood is and where the thin one is."

"Show me a straight path, a curve."

3) The game "Palms and fingers" (iso-therapy)

Purpose: development of a passive vocabulary of adjectives in color, shape, etc.

Content: The child is offered various images, then the speech therapist offers to depict them with the help of fingers and palms on a piece of paper. The speech therapist gives instructions to "paint your palms in gray", "draw long and short branches near the flowers", "draw round spots on the butterfly", etc.





A) "Bird on a branch"



B) "Butterflies"



B) "Peacock"



#### D) "Flower meadow"

Development of an active vocabulary of adjectives with the help of isotherapy.

1) The game "Understand me" (sand therapy).

Purpose: development of an active vocabulary of adjectives in color, shape, taste.

Content: The speech therapist shows the children sand and says that this sand is not simple, but magical. It contains various gifts for children. Only those who know how to keep secrets can receive a gift. What does it mean? (This means not telling ahead of time). Then the speech therapist explains to the children that when he approaches someone, this child should close his eyes and, without looking, pull out a picture from the sand, look at it, but not show or tell anyone what is on it. After all the children draw one picture for themselves, the speech therapist asks the children if they want to know who got what? Then the speech therapist says that you can't show gifts, but you can talk about them. It is necessary to describe the object without naming it, and the guys must guess what kind of object it is. For example, a child says: "Green, long, crispy", the rest of the children guess (Cucumber). After that, the children talk about their gifts in turn and, when the gift is guessed, open their picture.

2) Fairy tale therapy "Ryaba Hen"

Purpose: enrichment of the active vocabulary with possessive adjectives.

Content: The speech therapist shows the children a puppet theater and tells the fairy tale "Ryaba the Hen":

Once upon a time there was a grandfather and a woman in a house with a straw roof

And they had a hen Ryaba.

The Ryaba hen loved to peck grains from wheat.

The hen laid an egg.

Not simple, but golden.

Grandpa rejoiced.

Grandma rejoiced.

They began to beat the testicle.

Grandfather beat, beat with a wooden spoon

Didn't break.

Grandma beat, beat.

Didn't break.

The mouse ran.

She waved her tail.

The egg is broken.

Crying grandfather.

Baba is crying.

And the hen says:

"Don't cry, grandfather."

"Don't cry, grandma."

"I'll lay a new testicle for you."

"Not golden, but simple"

Then ask the children to answer the following questions:

"The egg that the hen laid"? (egg)

mouse tail? (mouse tail)

Spoon made of wood? (wooden spoon)

"Thatched Roof"? (thatched roof)

"Grains from wheat"? (wheat grains)

3) The game "Spots" (iso-therapy).

Purpose: development of an active vocabulary of adjectives in color, shape, etc.

Content: the child scoops gouache with a plastic spoon or a large brush and pours it onto paper. As a result, spots appear in random order. Then the sheet is covered with another sheet and pressed (you can bend the original sheet in half, pour paint on one half, and cover it with the other). Next, the top sheet is removed (or half of the sheet is opened). The image is examined and determined what it looks like. Missing details are added.

In the process of isotherapy, the speech therapist asks the children:

"What color did you make the stain?"

"What shape is the drawing?" etc.

Summing up, we can conclude that in preschoolers with motor alalia, the speech therapy correctional work carried out with elements of art therapy on the formation of a dictionary of adjectives indicates that preschoolers have stepped forward in relation to these areas. The level of proficiency in the dictionary of adjectives in impressive and expressive speech became higher in all children.

The methods we selected showed the children's interest, the children willingly entered into a dialogue. These tasks help create problem situations, which encourage children to want to express their thoughts. In addition, thanks to the elements of art therapy, children not only hear, but also visually see, feel the signs of objects. Thus, speech therapy impact with the help of fairy tale therapy, sand therapy and isotherapy helped preschool children with motor alalia to expand and activate the vocabulary of adjectives. Nevertheless, children with motor alalia need to continue specially organized speech therapy classes for the formation of a dictionary of adjectives, which are advisable to be carried out systematically in the educational process, as part of a variety of activities, including art therapy.

Children, feeling objects in the sand, drawing with fingers and palms, began to better understand the signs and qualities of objects. During the game, children formed a tactile memory, which made it possible to use adjectives more often in speech, the children's vocabulary expanded, and connected speech became more developed. Objective data confirm the hypothesis about the effectiveness of using elements of art therapy in enriching the vocabulary of adjectives in preschool children with motor alalia.

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