APPLICATION OF PSYCHOMOTOR CORRECTION TECHNIQUES IN OVERCOMING COGNITIVE DISORDERS

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Annotation. *Comprehensive approach to the definition of "psychomotor correction" is relevant, along with a deep analysis of the components that form the system of neuropsychological correction for motor and sensory disorders in the structure of various conditions. An important point is the designation of the vector of development of a complex of psychomotor measures taking into account the psychomotor abilities.*

According to a large number of scientists, human psychomotor abilities (PA) are a basic fundamental system and, at the same time, a powerful core thanks to which all higher mental functions in a person function harmoniously.

Key words: *psychomotor abilities (PA), motor abilities (MA), psychomotor skills (PS), motor skills, sensorimotor skills (SS), habilitation, neuropsychological correction, sensorimotor activity, autism, speech disorder, impaired motor activity.*

ПРИМЕНЕНИЕ МЕТОДОВ ПСИХОМОТОРНОЙ КОРРЕКЦИИ В ПРЕОДОЛЕНИИ КОГНИТИВНЫХ РАССТРОЙСТВ

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Аннотация. *На сегодняшний день актуален комплексный подход к определению понятия «психомоторная коррекция». Глубокий анализ компонентов, формирующих систему нейропсихологической коррекции двигательных и сенсорных нарушений в структуре различных состояний показал, что важным моментом является обозначение вектора развития комплекса психомоторных мероприятий с учетом психомоторных возможностей.*

По мнению большого числа ученых, психомоторные возможности человека (ПВ) являются базовой фундаментальной системой и, одновременно, мощным стержнем, благодаря которому все высшие психические функции у человека функционируют гармонично.

Ключевые слова: *психомоторные возможности (ПВ), двигательные возможности (ДВ), психомоторные навыки (ПН), двигательные навыки, сенсомоторные навыки (СН), абилитация, нейропсихологическая коррекция, сенсомоторная активность, аутизм, речевое расстройство, нарушение двигательной активности.*

KOGNITIV BUZILISHLARNI BARTARAF ETISHDA PSIXOMOTOR KORREKCIYA USULLARINI QO'LLASH

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Annotatsiya. *"Psixomotor korrekciya" ta'rifiga kompleks yondashuv turli xil sharoitlar tuzilishidagi vosita va hissiy buzilishlar uchun neyropsikologik tuzatish tizimini tashkil etuvchi tarkibiy qismlarni chuqur tahlil qilish bilan bir qatorda dolzarbdir.*

Muhim nuqta - psixomotor qobiliyatlarni hisobga olgan holda psixomotor chora-tadbirlar kompleksining rivojlanish vektorini belgilash. Ko'p sonli olimlarning fikriga ko'ra, insonning psixomotor qobiliyatlari (PQ) asosiy fundamental tizim va shu bilan birga kuchli yadro bo'lib, uning yordamida insondagi barcha yuqori aqliy funktsiyalar uyg'un ishlaydi.

Kalit so'zlar: *psixomotor qobiliyatlar (PQ), harakat qobiliyatlari (HA), sensorimotor qobiliyatlar (SQ), abilitatsiya, neyropsikologik korrekciya, sensorimotor faollik, autizm, nutq buzilishi, harakat faoliyati buzilishi.*

Introduction. Along with the above, it is also relevant to build the principle of logical sequence for the development of "sensorimotor" techniques and practices, taking into account individual human capabilities. The study of the phenomenon of "psychomotor correction" requires a comprehensive approach, focusing on psychomotor abilities and thus developing various kinds of both theoretical material and practical developments, which in turn further emphasizes its relevance. It should be noted that the burden of psychomotor abilities (PS) is still a relevant aspect in neuropsychology, psychiatry, psychology and pedagogy, as well as in other interested sciences and disciplines. Even despite the fact that there is a wide range of its study and elaboration, today, many practitioners and scientists note a "debatable" interpretation of this subject. It is important to note that in the process of evolution, the psychomotor

ability (PA) of a person has gone a long way in its development. Well-known scientists have written about this in various literary sources.

"Phenomena" of psychomotor abilities (PA), as well as" psychomotor skills " were studied in the well-known works of I. M. Sechenov, K. K. Platonov, N. I. Ozeretsky, N. A. Bernstein, N. A., Rose, and others.

The very concept of "Psychomotor skills" became known thanks to the great scientist, known all over the world, I. M. Sechenov. He described to all mankind that human motor activity is inextricably and closely connected with the activity of the higher parts of the central nervous system.

It is important to recall that I. M. Sechenov emphasized that "psychomotor skills" provide one of the important conditions for effective functioning — this is the "integrity" of both the dynamic sphere and the mental spheres of activity in the process of human life.

A great scientist, the founder of a new way in the world science known as "activity physiology" - N. A. Bernstein, made a valuable contribution to the study of "psychomotor". In general, by "psychomotor" he meant the entire motor sphere of a person. The breakthrough concept he developed was a solid "foundation" for a comprehensive understanding of human behavior, the process of motor activity, and the skill of movement.

Outstanding scientist, academician N. I. Ozeretsky made a fundamental contribution to the development of psychomotor development of the individual. The breakthrough discoveries of the scientist were the first important steps, thanks to which the ideas about psychomotor skills received scientific justification.

The academician developed an important diagnostic tool for studying motor (motor) elements. Such as coordination of movement, rhythm and speed of movement, statics and dynamics in motion. He emphasized that the motor sphere and mental activity in humans are interrelated and interdependent.

In her research on human psychomotor development, N. A. Roze focused her attention on the fact that human psychomotor development (PR) is of particular interest for scientific and practical cognition, since the human body is able to find its individual, unique development as a person in a variety of psychomotor activities.

It represented the formation of psychomotor activity from the point of view of establishing psychophysiological capabilities. At the same time, she considered actions and fine motor skills to be the core of psychomotor development.

So, due to many years of experience in research of psychomotor abilities (PA) in sports and educational activities, V. P. Ozerov concluded that "psychomotor skills" are essentially a connecting component of human motor skills. "Psychomotor abilities", according to him, combine the motor sphere and self-control processes. B. B. Kossov made a significant contribution to the development and development of "psychomotor abilities" for students in primary school. He described the great importance of developing "psychomotor skills" for the overall development of students in general. In his methods, the scientist emphasized creativity in the consistent formation of "psychomotor skills"

S. G. Korlyakova studied the peculiarities of the formation of "psychomotor abilities" on the example of musical art. She came to the conclusion that "psychomotor abilities" are dynamically developing due to musical accompaniment. Also, in the process of such dynamic development, such qualities as motor memory, coordination, speed and endurance receive an additional boost.

Thus, it focuses attention on the fact that the auditory, visual, gustatory, tactile and other sensory organs are associated with movement (ideomotor acts).

Such "ideomotor processes", that is, the act of linking the idea of movement and the motor sphere itself. All psychomotor movements (psychomotor skills) in a person are connected with each other, that is, they represent integrity. And all "sensorimotor acts" are essentially an integral part of" psychomotor".

According to S. G. Korlyakova, psychomotor skills are the core of an individual's creative activity. M. A. Bezborodova, when studying "psychomotor abilities" on the example of younger schoolchildren, draw conclusions that the success of performing certain tasks depends on "psychomotor skills".

Describing the psychomotor sphere of a person, it defines three main interrelated components – motor, cognitive and sensory.

The purpose of psychomotor correction – is to influence the sensorimotor level, while taking into account the generale laws of the child's ontogenesis. As well as activating all higher mental functions (VPF). It should be noted that the "sensorimotor level" is the basis for the further development of higher mental functions (VPF), therefore, it is fair to note that at the initial stage of the "correctional and developmental" process, give preference to motor correction methods or "Psychomotor correction (therapy)".

It should be noted that the methodology of " complex neuropsychological correction and habilitation "(hereinafter referred to as "psychomotor correction (therapy)") is based on the modern teachings of A. R. Luria on "patterns of development and hierarchical structures of VPF in human ontogenesis". To be more precise, we are talking about the "theory of the three functional blocks of the brain." The second important component is the teaching of Tsvetkova L. S. about "neuropsychological rehabilitation and formative learning"; well, the third mainstay of psychomotor skills is, perhaps, the teaching of " replacement ontogenesis, developed by (A.V. Semenovich, B. A. Arkhipov).



Figure 1. **"Origami" technique for increasing sensomotor activity**

1. "The level of stabilization and activation of the body's energy potential. The main task is to increase the "plasticity of sensorimotor support" of the human VPF. This method is aimed at "eliminating" any "errors" and activating the work of subcortical structures.

In order to work with this block, we need to build a certain "set of breathing exercises", self-massage, massage, relaxation, stretching. In addition, it makes sense to expand the range of psychomotor (sensorimotor) techniques-correctional acts. This refers to the block of "oculomotor exercises" and correction of basic (basic) sensorimotor interactions.

2. "The level of operational support for verbal and nonverbalx CFS". The essence of this method is to ensure the integration of interhemispheric interactions, or rather, to increase the efficiency of their functioning of the right and left hemispheres of the brain. Thanks to this technique, the development of tactile, motor processes is achieved. In addition, visual gnosis improves, and ideas about spatial relationships develop.

Both tactile, так and kinesthetic (motor) processes are being developed. It is very important that visual gnosis is also involved in this process. And this is one of the main components. Thanks to this, IE is developed and spatial representations are improved. Thus, there is a positive trend in such domains as "logical-grammatical" and "speech constructions".



Figure 2. **Practical classes "Applied behavior analysis. Exercises for developing writing skills, speech, hand movements, orientation in the room"**

A very important positive aspect of the "psychomotor" methodology is that this technique is aimed at correcting the child's cognitive abilities, including such important areas as tactile, motor, visual and auditory.

Thus, for psychomotor correction, this blockcontains the following exercises: various types of crawling with a certain sequence. Also exercises for breathing, counting, tongue and eye motor skills.

I will give an example of a specific sensorimotor psychomotor technique called: "*Coordination of breathing together with eye movement".*

So, this technique begins with the fact that the initial position is lying on your back. Ball-like breathing. In this case, it is necessary to combine the act of breathing with the rotation of the eyeballs. It is important to move your eyes and simultaneously monitor the movement of the object. From the center, "inhale" is done, then "exhale" to the center of the eyes.

Exercise called "Rays". Method: "we conduct diagonally-vertical, then horizontal, that is, rotation to ourselves, then-from ourselves. "Performed at the level of the bent arm. Then we repeat the same thing-at arm's length."

Method 2. Its name is "Coordination of the act of breathing, together with the movement of the upper and lower extremities"

The mechanism of the sensorimotor technique is as follows: starting position "lying on your back». Ball breathing Combines breathing with the movement of the corresponding arm and leg. At the same time, it is very important that we raise our left or (right) hand on the "inhale" and lower them smoothly on the "exhale" ux. Then, while "inhaling", we raise the "left arm "and "left leg". Na "exhale" gently lower them.

Materials and methods: sensorimotor (psychomotor) technique, "Luchiki" technique, "Sharik" breathing practice technique

Result and discussion. Thus, we can conclude that the first group of respondents who had speech disorders and motor disorders and completed the course of "psychomotor correction". Compared to the second group, which did not take this course, demonstrated tests more successfully along with the respondents from the second group.

Conclusion. Thus, the course "psychomotor correction" increases the efficiency of work activities with a contingent with speech and motor disorders. It should be added that "Correctional and developmental classes on psychomotor correction (psychomotor, sensorimotor)" are an effective method that contributes to the development of VPF.

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