

Ludza Special Pre-school "Rūķītis"

# Logorhythmic exercises



## **Introduction**

Nowadays the society is changing rapidly, creating new conditions for children to develop themselves in the third millennium.

Full-fledged language mastering plays a significant role in development of child's mental processes and personality, in possibilities to cognize the surrounding world and to adapt themselves.

Speaking fulfils the generalising and regulating function and it is a specific operation way that is appropriate only to a human being and can be characterised as a communication process with help of a language.

Lately, under the influence of various unfavourable conditions the number of children with speech disorders and language delay has increased. These children need correction of their speech apparatus, fine motor and finger movement muscles and general motor skills.

Special pre-school institutions use logorhythmic activities in their work with children, who have speech and language disorders. Logorhythmics is a way for improving the child's language and general development with help of speech, movement and music.

Every pedagogue can develop his/her own exercises taking into account particular child's language disorders in the respective logopathy group. Exercises must be developed according to the main principles of logorhythmics and rhythmic depending on children's physical and intellectual abilities and development disorders.

The logorhythmic exercises that are shown below can be applied in speech therapist's activities; they are used at Ludza Special Pre-school "Rūķītis".

### **Palm and fine finger skill exercises**

Many pre-school children suffer from insufficiently developed motor function and muscles in general; it also concerns palm and fine finger skills.

The problem of development of fine finger and palm motor functions is crucial for acquiring writing skills, because it facilitates the learning quality, as well as ensures acquiring of school materials by children.

Scientists' research proved that child's first results in acquiring writing skills are directly related to development of fine motor functions. For instance, M.Bezrukov and S.Yefimov in their investigation proved that children with fine motor function disorders experience troubles in acquiring letter configuration – they are not able to comprehend the connection of letter parts, as well as their placement in a line.

L.Milostivenko singles out the development of fine motor functions for hands as one of the tasks, which are necessary for studying at school.

O.Bot mentions the significance of systematic development of fine motor functions for fingers in speech therapist's work.

When performing and analysing experiments M.Koltsova came to the conclusion that systematic exercises for fingers movement together with stimulating influence in speech development is a powerful way for increasing the capacity of the head brain cortex. We can evaluate the significance of exercises in development of memory, thinking, observation and imagination.

Hereunder we offer some exercises for development of fine finger and palm motor functions, which are used in speech therapy with children, who suffer from speech and language disorders. These exercises are performable also at home, together with parents.

1. First, children are taught to train their fingers – move them, stretch, bend, make a fist, clench and loosen the fist. Children clench the stretched fingers and spread them.



2. Hands are rubbed with cones (or balls).



3. Rub, rub, rub

Rub the tiredness away.

Quickly rub palms together. Repeat 3-5 times.



4. "Tom Thumb" (repeat 10-15 times). Lift the thumb and press it to other fingers.



5. "Fists". Children clench and loosen fingers.



6. All fingers "say hello" to the thumb. Each finger, starting with the index, touch the thumb, squeeze a little and loosen.



7. "Roof". Fingers of both hands are put together alternately as a roof; then finger joints are bent and stretched, clenched by sides and loosened.



8. "Flower". Hands are held vertically, palms are pressed together. Then loosen palms, fingers make a round.



9. "Deer" ("Antlers"). Raise hands with crossed palms, fingers are spread. Fingers are strained like deer's antlers. Hold hands in such a position for some time, then quickly lower hands and relax them.



10. "Spider". Stir fingers.



11. Orange". Put the fingers in such a form as if you were holding an orange. With the thumb and index of the left hand rub every finger of the right hand from top to bottom.



## Breathing exercises

For speech development you have to breathe correctly – inhalation/exhalation and control.

Logorhythmics usually includes the following exercises:

1. Children are asked to inhale through the nose and exhale through the mouth and vice versa.
2. Children do different blowing exercises.



3. Children imagine that they smell a flower (if possible, the pedagogue may give an aromatic flower) – then inhalation is done correctly.

## **Development of articulation apparatus**

When learning articulation of sounds, some children do awkward lip and tongue movements. In such cases, children need articulation apparatus development exercises. At speech therapy lessons all articulation exercises are mainly performed in front of the mirror, slowly, precisely and evenly, but there are also exercises that are included into logorhythmic lessons, for example:

1. "Fish". Open the mouth wide, and close it.
2. "Cat lapping milk". Quickly put the tongue out and in the mouth.
3. "Stopping the horse". Pronounce "prrrrr".
4. "Click" (click one's tongue).
5. "Woodpecker". Open the mouth wide, the end of the tongue touches the upper teeth, pronounce d – d – d – d).

These exercises must be done regularly also at home. Correction work usually goes on more successfully in cooperation with pedagogues and parents.

Owing to plasticity and normal operation of speech organs, all necessary language sounds are produced.

## **Phoneme articulation exercises**

When developing these exercises, it is necessary to imagine, how it is better to imitate sounds of the most known and most interesting environment phenomena, and how these exercises would help to develop correct articulation of phonemes.

At logorhythmic lessons, pedagogues often use imitation of nature sounds.

### **Articulation of [ s ] and [ ʃ ]**

Sound [ s ]

- slow wind, only tree leaves are moving: hands are bent in elbows; palms are shaken in accordance to music accompaniment.
- grasshopper's chirring. Children make a round and with music accompaniment are jumping and uttering "si – si – si".

### Sound [ ʃ ]

- children are told how the strong wind blows. Children are standing with their hands up, music is playing, children are waving their hands and stooping left and right.
- "Snake". Children are standing, raising their hands by turns, trying to imitate snake's movements and hissing to music – [ ʃʃʃʃʃ ].

### Articulation of [ z ] and [ ʒ ]

#### Sound [ z ]

- "Beetle". Children are moving their hands and imitating the beetle's wings and pronounce the sound [ z ].
- "Log sawing with a motor saw". Children are imitating that they are holding a log with both hands and sawing them, continuously pronouncing the sound [z].

#### Sound [ ʒ ]

Bumblebee or wasp flying.

Children are moving their hands as if they were flying, and are uttering the sound [ ʒ ].

### Sound [ r ]

- More often learners imitate the bear's growling. Children are toddling and growling like a bear – [ rrrrrr ].
- Children are imitating driving a car – rumbling like a motor and pronouncing the sound [ r ].

### Articulation and imitation of other sounds

Similar to the exercises above children may imitate other movements and pronounce sounds of natural phenomena and animals, for example:

- a cow – Moo!
- a cat – Miaow!
- a chicken – Peep-peep!

- a sheep – Baa!
- a duck – Quack-quack!
- a goose – Honk!
- a crow – Caw!
- a donkey – Hee-haw!

It is necessary to note that at individual lessons the pedagogue corrects the sound that the child pronounces incorrectly, but during logorhythmic lessons necessary phonemes are being automated.

### **Exercises promoting mental and physical development**

The collection of exercises that are used in the pre-school "Rūķītis" includes the following exercises:

- jumps on two feet;
- jumps on one foot;
- jumps over the rope;



- walking zigzag.

When performing these exercises, it is necessary to follow the children's posture. They must include elements of correcting sport exercises.

### **Relaxation moment**

If the first part of the lesson was tense enough, with sufficient physical and mental load, the pedagogue can organise a relaxation minute at the end of the lesson.

Children relax a couple of minutes. It is silent in the hall, music is playing. Children are woken gradually.

*The aid is prepared by speech therapist Sarmīte Upīte*

*Photos: Irina Timofejeva*

*In the photos: children of Ludza Special Pre-school "Rūķītis"*

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