

FEATURES OF THE SPEECH DEVELOPMENT OF CHILDREN WITH LAGGING PSYCHIC DEVELOPMENT AND THE MAIN DIRECTIONS OF SPEECH CORRECTION

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Annotation

In preschool children with lagging psychical development of future logopedists, a non-gross speech defect is manifested in such difficulties as impaired sound pronunciation, dictionary ambiguity and insufficient differentiation, mastering lexical-grammatical constructions. In most children, phonetic-phonemic perception is insufficient, hearing-speech memory decreases, the implementation of the process of development of speech is aimed at regulating its interrelated elements, following logopedic games in logopedic training, targeting, focusing more on logopedic games in the process of logopedic training

Keywords: children with lagging psychic development, "lagging", preparatory period, main period, neuropathy, psychogenic, perception, thinking, memory, dictation.

Introduction

Today, the problem of actively differentiated assistance to children with educational difficulties, which accounts for 20-30% of small school-age students, remains relevant, socially and pedagogically significant.

A large part of students with dressings in education are formed by children with lagging (PROQ) psychic development, who, according to the level of formation of a number of psychic functions, are at the stage of development, as if for some time ahead. The term "lagging" defines the temporary nature of the backwardness, in which psychic development does not correspond to the age of the child, as well as psychic development is gradually terminated in the process of education and upbringing specially organized with backward children.

In children with lagging mental development, cognitive activity, including attention, memory, speech, is observed in combination with immaturity of the emotional-volitional sphere. The decrease in cognitive activity of such children is manifested in the limited and age-appropriate reserve of knowledge about the knowledge gained from the environment and insufficient practical skills necessary to start school education.

In addition to the slow development of general somatic weakness and locomotor functions, the field of movement for children is characteristic; a certain lag in the development of general motorics, motor skills of the palms and fingers, motor skills of articulation. In children with lagging psychic development, an island Praxis study showed that they have difficulties in completing tasks related to the dynamic organization of movements. In children with lagging mental development, the motor skills of the hands, palms and fingers are impaired, especially in the performance of subtle cognitive actions, which

negatively affects the formation of writing skills. Clinical and psychological-pedagogical studies show that children with a lagging psychological development at school age will not have adequate maturity: there is a lack of knowledge and qualifications, the level of development of mental operations necessary for education, involuntary management, motivational readiness has not been formed.

The uniqueness of the lag in personal development of children with a lag in their mental development is largely determined by the level of their communicative Hulk, the level of formation of communication activities with adults. In addition to the situation of communication for most older students with lagging psychic development - the cognitive form is characterized in normal children it is formed at a young age (3-5 years old). In addition to the situation in children whose psychic development is lagging behind - communication at the level of cognition is formed late, it is based on personal motives, it is realized with the help of speech means of communication, it is necessary to understand the social world of people to know (behavioral criteria, rules, manifestation of personality, etc.) are served.

In preschool children with lagging mental development, a non-gross speech impairment is manifested in difficulties such as impaired sound pronunciation, dictionary cambagality and insufficient differentiation, mastering lexical-grammatical constructions. Most children experience insufficient phonetic-phonemic perception, and decreased auditory-speech memory. Although Hatto oral speech is more successful than outside speech, it is often observed that there is not enough eloquence, or rather the expression. Such children have difficulty in human control of activities (A.D.Koshelova, V.I. Lyubovsky, YE. S. Slepovich, S. G. Shevchenko and b.).

The tasks of correctional and speech therapy for preschool children, whose psychic development is lagging behind, are as follows:

- development and improvement of general and manual motor skills;
- development and improvement of articulatory motorics (static, dynamic organization of movements, movement movement, hajm, tone, pace, accuracy coordination) ;
- auditory perception, attention Development;
- visual perception, memory development;
- rhythm development;
- formation of pronunciation skills and qualifications, correction of separated sound disorders, automation of sounds in Bogin, speech, vocabulary, sentences, connected speech, differentiation of sounds (differentiation), correction of sound-joint structure disorders;
- improving the lexical and grammatical means of the language;
- develop communication skills.

At the preparatory stage, for the development of speech at the sensomotor level, defects in the formation of psychic vagismonial factors are completed, the necessary basis for the correction of speech disorders is created in preschool children with lagging psychic development, work is carried out on general, hand, speech motor, visual, auditory perception, memory, attention, rhythm development, pronunciation skills and skills formation. When determining the system of corrective work of movement disorders, it should be taken into account that the immaturity of the personality of the child with a lagging psychic development is manifested in insufficient formation of educational motivation, weak volitional skills, emotional lability, therefore, the desired assignment should be offered in the form of a game.

It is recommended to regularly carry out work on the development and improvement of fine motor skills of the palms and fingers of the hands in three directions: 1) Gymnastics of the fingers; 2) work in a notebook - work of elementary graphic skills; 3) Exercises for the fingers of the palms of the hands using various objects.

Finger gymnastics takes the form of a moment of physical education in the middle of either the beginning of training. Her hand fingers tangled wrote exercises start with the fist ending and spreading. Then exercises are performed that involve relaxing the palms and fingers of the hands. ("We rub the kitten", "cheerful painters", "cheerful Orchestra", etc.). Then hand-to-hand assignments, first in imitation and then in oral instruction ("Rabbit", "Ring", "Silent goat", etc.).

Finally, children are offered exercises consisting of a series of sequential movements ("fingers greet", "Rabbit-ring", "Palm-fist" vab.).

Album graphic works in vadaftar: waves, rainbow, smoke and so on. k. drawing, drawing out the missing element in the pred mat and flowers, makeup and barking contour images, painting pictures on albums to paint. Various exercises with objects can be used as wet finger and Palm training: button Cup and stripping, shoelace tying, Mosaic and work with constructors.

In children with a lagging psychic development, the phonetic side of speech acquires various defects: the absence of a clear pronunciation of a series of sounds, the non-strictness of distorted sounds in speech, the replacement of some sounds with others-easy to pronounce. In addition, a general weakness of articulation is observed, which is the result of a decrease in the tone of the articulatory muscles.

Disorders in sound pronunciation in children: lack of sound, sound disorders, sound substitution, and sound mixing. During admission to school, many children with a lagging psychic development experience the combination of sound pronunciation defects (blur-replace), (blur-distort). Sounds can be the result of a lack of control over sound pronunciation by the child, as are distortions of such a frowning phonemic perception, in which the child's main focus is on the meaning side of the sentence phonetic-phonemic speech disorders associated with immaturity can be brought to replace sound and letters when teaching reading and writing, therefore, when preparing a child Correction of sound pronunciation disorders in children with lagging psychic development should be carried out with a holistic correction of speech, that is, the development of the phonematic side of speech, vocabulary wealth, grammatical construction of the language. In training exercises for teaching Savod, images of the sound composition of a word are formed in children; at the first stage, children learn to distinguish sound in a word, determine the position of sounds in a word, clarify the task of distinguishing the meaning of speech sounds; in the second stage-learns to consistently distinguish sounds.

Tasks of the main stage of Correctional-logopedic education for children whose mental development is lagging behind:

- improvement of vocabulary and grammatical means of the language;
- development of communication skills;
- enrich the communicative experience (surprise, joy, sadness, thinking, etc.) consists of.

During the preparatory period, children learned to recognize and distinguish sounds, initially non-colloquial, then vowels and consonants, compare sounds according to their articulation, and distinguish sound from others from familiar and separate. Work has been carried out to distinguish similar consonants according to their acoustic-articulatory properties separately, with the help of signal cards in the joints.

At the main stage of speech correction, speech material is complicated: play - exercises are recommended to distinguish phonemes that blend in words, in which children choose words in which a certain sound is folded, choose pictures and similar forms of work are used.

Thus, the correction of speech of preschool children, whose psychic development is lagging behind, is determined not only by the speech defect character, but it is also necessary to take into account the psychological characteristics of children. It should be carried out in connection with the development of children's cognitive processes, the correction of psycho-physical defects.

Logopedic work with children, whose lag in the development of the psyche is complicated by speech defects, is organized taking into account the following factors:

1. The relationship of speech correction work with the development of cognitive processes (perception, hotira, thinking).
2. The relationship of the logopedic work with the program of teaching basketry, acquaintance with the surrounding world, growing speech, rhythmic, teaching music.

Speech correction of preschool children, whose psychic development is lagging behind, is carried out with the cooperation of a speech therapist, a defectologist teacher, an educator, a music leader.

3. Systematic approach to the formation of speech: the work of speech is carried out in any boskich on the speech system in a holistic (phonetic-phonemic, lexical, grammatical) way.
4. The use of exhibitionism in order to increase cognitive and speech activity, stimulate thought operations, gain interest in training.
5. The inclusion of play exercises in each session (in order to increase the emotional and mental activity of children).
6. Maximum use of various analyzers (hearing, vision, speech-movement, kinesthetic) in the correction of speech defects in preschool children with lagging psychic development; consideration of the specifics of interanalyzer contacts; taking into account the characteristics of psychomotorics of children with lagging psychic development.

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