

The methodical aspect of formation the ability to ask questions of senior preschool children with general underdevelopment of speech

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The article reveals sequence in work on the formation of skills to ask questions of senior preschool children with general underdevelopment of speech on corrective lessons. This work should taking into account: a gradual decrease in help from speech-language therapist and increasing independence of children and consequent complication of speech and didactic material.

For children with general speech underdevelopment, difficulties in understanding instructions "ask, ask a question", lack of skill in asking questions, lexical replacements of interrogative words (NM Putkov, LG Soloviev, NK Usoltsev, etc.) .). An actual problem in speech therapy is the formation of the skills to answer and ask questions as the basis for the development of dialogical speech in children of senior preschool age with general speech underdevelopment in correctional occupations. Her decision is purposefully carried out in classes on the formation of the lexical and grammatical means of the language and the development of coherent speech, taking into account the requirements of the program for the upbringing and education of children of preschool age with severe speech disorders [2].

The methodology of forming skills to answer and ask questions as the basis for the development of dialogical speech in children of senior preschool age with includes the following areas:

1. Forming skills to respond (with simple and complex proposals) to the questions posed (reproductive, exploratory and problematic issues). Tasks: to form an ability to answer reproductive questions "What is this?", "Who is this?", "What does?" "Who and what does?" "What did?" "What are they doing?" "Who and what did?"; form the ability to answer the search questions "Where?", "Where?", "Where?", "How?", "When?", "How much?", "What?"; to form an ability to answer the problematic questions "Why?".

2. Formation of skills to ask reproductive, searching, problematic questions. Objectives: to formulate the ability to ask questions on the demonstration of actions, with reliance on visibility (subject pictures, plot pictures), and also without reliance on clarity, using various types of simple and complex sentences.

The following kinds of games are used in the classes: "Ask a question and give an answer", "Who and where should I go?" "Travel sheet with a question", "Ask a question for" inanimate "and" live "words," "What was collected and what was filled?", "The flower-girl asks questions", "Who will ask more questions", "The chain of questions", "Guess-ka", "The Little Teacher" and others.

Taking into account the results of an experimental study of the dialogical speech of children of senior preschool age with general speech underdevelopment the methodical recommendations of O.A.Kapitovskaya, M.G. Plohotniuc [1], V.V. Konovalenko, V.S. Konovalenko [3], N.M. Putkova [4], T.A. Tkachenko [5], etc., fragments of corrective exercises are composed. When they were constructed, the step-by-step complexity of the visualization was taken into account (subject pictures, subject pictures, lack of visual support), speech material.

Initially, during the logopedic work, the task is to form the ability to understand the questions asked by the teacher-speech therapist, then the transition to the conjugate use of questions, then their active use in independent speech in various

communication situations. Fragments of classes are built taking into account the need to use stimulating, emotionally-regulating, guiding, organizing and teaching types of help for a speech therapist. In order to orient children to the forthcoming activities, it is advisable to place a question mark on the board. It is necessary to emphasize the children's attention to the instructions of the speech therapist: "Please, I will ask a question", "Ask a question". In the course of developing skills to produce questions, two interrelated and interdependent principles are required: gradual reduction of aid and increasing children's autonomy; successive complication of speech and didactic material (subject pictures, plot pictures, lack of visual support).

Formation of the skills of posing questions in children of senior preschool age with OHR, on the example of the lexical theme "Spring" includes:

I. The setting of the questions "Who?", "What?" ("Who is this?", "What is this?") On the subject picture: for this model: two subject pictures depicting the animated object "Starling" and an inanimate object "Lily of the Valley" (Each child has such pictures), then the teacher-speech therapist, showing the picture, gives a sample question "Who is this? Or" "What is this?". Then he offers the children in turn, showing his picture, asking a question on the model; without a sample, this kind of questions is fixed in subsequent sessions, as well as in the play and household activities of children.

II. The formulation of the questions "What does?": The demonstration of the action, according to the model; on the elementary 1-figured plot picture depicting the subject and the action. Several groups of pictures are selected: I group "Bird arrives", "Bird sings", "Bird blows". II group "The boy is digging", "The boy is planting", "The boy is sowing". Then the teacher-logopedist puts the first group of pictures on the board (panel, flanne- graf), gives a sample of the question to one picture from the first group: "What does a bird do?" And invites children to formulate questions collectively to the two remaining pictures from group I ("Bird sings", "The bird blows").

II group "The boy is digging", "The boy is planting", "The boy is sowing". Then the teacher-logopedist puts the first group of pictures on the board (panel, flanne- graf), gives a sample of the question to one picture from the first group: "What does a bird do?" And invites children to formulate questions collectively to the two remaining pictures from group I ("Bird sings", "The bird blows"). Then each child chooses one picture for himself and, by analogy, asks a question; securing skills to use this type of question ("What does?") is carried out both in the pictures, and in demonstrating the actions.

III. The setting of a series of reproductive questions to paired 1-figure plot pictures, selected according to the principle of opposing actions: "The creek runs" - "The snow lies". "The girl is planting" - "The boy is digging up". "The bird flies away" - "The bird arrives". We consider a couple of pictures "The Creek Runs" - "The Snow Is Lying", pointing to the picture "The Creek Runs", gives a sample of questions to it: "What is this?", "What is running?", "What does the stream?". Next, two pictures from the pair are compared, which makes it possible to complicate the questions, transforming them according to the type of comparison according to the model: "What is running and what lies?" "What does the stream do and what does the snow do?". This model is used to work with each subsequent pair.

IV. The setting of a series of reproductive questions to a group of complicated plot pictures (an object-action-object) with one changing object (A boy holds a boat, A boy starts a boat, A boy plants a tree, A boy plants flowers, A girl plants flowers):

a) the first and second pictures are considered, the actions of the boy on them with the installation for memorization are called. The pictures are turning over. The children are invited to recall the actions of the boy on each picture and ask about them from a speech therapist or peers: "What does the boy do?" (The first picture) - "The Boy Holds a Boat". "What does the boy do?" (The second picture) - "The boy starts up a boat";

b) the third and fourth pictures are considered. The speech therapist closes the tree and flowers (they "hide") and asks the question to be put in such a way that the boy again has a "hidden" tree and flowers: "What does the boy plant?" (The third picture) - "The boy is planting a tree". "What does the boy plant?" (Fourth image) - "The boy plants flowers";

c) after examining the fourth and fifth pictures, the boy and the girl are shown, the teacher-speech therapist closes his eyes, the children move the pictures, then they ask him, pointing in turn to the pictures, who plant flowers; in case of difficulties, children are given a sample question or a hint in the form of a word bearing the main meaning of the question;

d) in conclusion, the material is fixed - the children produce questions to the whole group of pictures in the form of a contest "Who will ask more questions";

V. Similarly, work is being done on the formulation of reproductive questions in a multi-figure plot picture: several subjects - several actions - several objects. For example, subject pictures, "March", "April", "Plant a garden", "The birdhouse and starling" - in this case there is a proportional increase in the number of reproductive issues and there is the possibility of setting the search question "How much?".

VI. If the plot pictures become more complicated with elements of the landscape or the environment for reproductive issues that children can already ask themselves, questions of a search nature ("Where?", "Where?", "Where?", "How?", "What?", "How much?"), which are formulated by children with the help of a clue (keyword or indication of the direction of the question). For example, the storyline "Snowman melted" after children's reproductive questions ("What's melting?", "What does a snowman do?") Should be asked to ask the children about the location of the snowman (Where is the snowman?). It is suggested to ask questions about the properties of the picture objects: "What puddle?". The search questions are asked with the value of the quantity: "How many birds are there in the picture?" "How many children are on the picture?". It is also proposed to ask a question about various objects of a picture with the complexity of the structure of the question, according to the principle of contrasting: "What do birds do, and what does the dog do? Who flies and who drinks?". The following questions are asked: "Why is the snowman melting? Why were the children surprised?".

VII. The formulation of causal questions "Why?", "Why?" With the help of a clue (the keyword ("Why?", Etc.) or indication of the direction of the question (Ask about the reason)) with the support of pictures with the problematic plot "Why did the boy take the umbrella?" ("The boy took an umbrella because it was raining).

Thus, the successful implementation of systematic and consistent work on the formation of skills to ask and answer questions will promote the development of coherent speech in children with general speech underdevelopment, the ability to freely conduct dialogues with peers and adults about the facts and phenomena available in the child's experience.

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