

Physical education of preschool children and their peers with severe speech disorders

Questions:

1. Basic concepts: "physical education", "physical culture", "physical perfection", "physical development".
2. Unity of physical and mental development of the child.
3. Principles, purpose, objectives, conditions of physical education.
4. The content of physical education.
5. Means and forms of physical education.
6. Correctional orientation of physical education of preschool children with severe speech disorders

- ❖ **Physical education** is a pedagogical process aimed at improving the form and functions of the human body, the formation of motor skills, the skills associated with their knowledge and the development of physical qualities.
- ❖ **Physical culture** is the most General concept that can be seen as part of the overall human culture. The set of material and spiritual values of society, which are accumulated, created and used for the physical improvement of people.
- ❖ **Physical perfection** is rooted in the level of harmonic physical development, health and physical fitness of an individual that best meet the requirements of society, the profession.
- ❖ **Physical development** is a biological process of formation and changes in the structure and functions of the human body. (In the narrow sense-the astrometry and the biometric indicators(height, body weigh, poise)).

Unity of physical and mental development of a child

The link with nurturing:

Mental

- ❖ knowledge of surrounding objects and phenomena is enriched;
- ❖ the movements activate the work of all analyzer systems(orientation in space, development of the required brain) - play a leading role in the implementation of mental activity
- ❖ The movement of fingers and hands stimulate the development of speech.

Aesthetic

- ❖ The appearance of the child;
- ❖ during the exercises they learn to move at ease, beautiful, expressive;
- ❖ education of aesthetic feelings.

Moral

- ❖ developing volitional qualities(perseverance, self-reliance);
- ❖ during performing hardening procedures and outdoor games, children get an idea of moral actions(courage, honesty);
- ❖ the emotional intensity of exercise influences the formation of child's personality(formed activity, initiative, independence);

Labour

- ❖ the accumulation of movement experience;
- ❖ the development of coordination, the power of movement, eye work etc., have a positive impact on the mastery of labor actions and operations.

The goal of physical education:

- the development of basic motor skills;
- training of physical culture
- disease prevention and health promotion
- correction of motor skills.

Principles of physical education:

- versatile personality development
- Wellness orientation
- links of physical education with practical activities;
- correction-developing orientation.

Tasks of physical education:

Sanative:

- ❖ health promotion hardening of the body correct and timely development of all body systems, movement development.

Educational and correctional:

- ❖ formation of ideas about the body and health,
- ❖ instilling personal and General hygiene skills,
- ❖ mastering hygiene skills, formation and correction of abilities and skills of movement.

Correctional and educational:

- ❖ formation of moral and physical qualities;
- ❖ formation of needs for physical perfection;
- ❖ development of strong-willed qualities;
- ❖ education of culture of behavior.

Conditions of physical education:

- ❖ the creation of a hygienic environment;
- ❖ mandatory implementation of the regime, including good nutrition, recreation;
- ❖ protection of the nervous system;
- ❖ the development of movements and provision of physical activity of children;
- ❖ activities to hardening of children;
- ❖ control by medical personnel and carrying out preventive medical work;
- ❖ close contact of preschool institution and family.

The content of physical education includes:

- ❖ **knowledge** of norms and rules of sanitary and hygienic culture (body culture, food, housing, etc.);
- ❖ **ability** to comply with norms and rules of sanitary and hygienic culture;
- ❖ **skills** that ensure the preservation and promotion of human health;
- ❖ **motor culture** (involves mastering the developed standards of various movements and the development on this basis of qualities such as coordination, agility, speed, endurance, etc.).

Forms of work on physical education:

- ❖ physical training-the main form of training in physical exercises;
- ❖ recreational work (morning gymnastics, outdoor games, exercise, sports minutes, exercises after a day's sleep, hardening);
- ❖ independent motor activity;
- ❖ outdoor activity

Means of physical education:

- ❖ **hygiene factors** (correct mode of the day; hygiene of clothing, shoes, nutrition, hygiene environment, the formation of cultural and hygienic skills). They increase the effectiveness of physical exercise on the body of the child, also contribute to the recovery
- ❖ **natural forces of nature** (sun, water, air) enhance the positive impact of physical exercise on the body and improve the performance of the child, are used for fencing
- ❖ **physical exercises** - the main means of physical education. They are used to solve health, educational and educational problems, promote the implementation of mental, moral, aesthetic and labor education of preschoolers, as well as a means of treatment for many diseases.

The regime of children's life is a rational, clear alternation of wakefulness, sleep, nutrition, various activities that are repeated daily in a certain sequence.

The mode value:

- ❖ the process is often repetitive actions in a particular time and in a particular sequence, the child masters the easier to the most appropriate domestic, cultural and hygienic skills, which avtomatiziruet, note its features
- ❖ the result of independent action-the development of the most important qualities of the individual: independence, activity, initiative;
- ❖ the regime helps to educate preschoolers, moral qualities and habits: teach children to be organized and disciplined, to be able to respect
- ❖ contributes to a better organization of children.

The construction of a rational mode Built on the basis of:

- ❖ optimal ratio of wakefulness and sleep, during which there is a redistribution of functions between the areas of the tin brain troughs, processing of the information received;
- ❖ the ratio of mental and physical activity, taking into account the rhythm of digestion;
- ❖ accounting's:
 - age features of GNI,
 - age characteristics in the digestive system,
 - individual characteristic,
 - age requirements in movements,
 - the time of year, climatic conditions.

Tempering is the education of the greatest stability, adaptability of the organism to various physical influences that come from the environment (change in temperature, humidity, air velocity, the degree of solar irradiation, etc.).

The physiological nature of hardening:

- ❖ has wide ranging physiological effects on the body;
- ❖ produced a quick reaction to temperature, climate change; improve the immunological properties, it becomes less prone to any diseases and it is easier to cope with them;
- ❖ systematic carrying out of hardening procedures leads to the fact that the response of the body becomes more narrow, economical and is reduced to the fastest change of the lumen of the vessels, which ensures the maintenance of the required temperature in the body, its normal activity

Basic principles of hardening:

- ❖ hardening should begin in a state of good health;
- ❖ the intensity and duration of hardening procedures should increase gradually, taking into account their child's tolerance;
- ❖ the effect of quenching depends on the regularity of its conduct.

Requirements for tempering:

- ❖ **based on individual characteristics.** Children with excitable nervous system need to be more cautious the change of temperature and also soothing procedures before going to sleep (rubbing, talawanda). Inhibited children useful invigorating procedures after sleep (drenching, shower). Children with impaired health must necessarily be tempered, but the gradual change in temperature is maintained more carefully. Requires constant medical control;
- ❖ **all hardening procedures should take place against the background of only positive emotions of the child.** You need to use different techniques in order to make the procedure pleasant. Then it creates a good environment for the CNS;
- ❖ **hardening procedures should have a certain place in the mode of the day.** It is most convenient to spend them in the winter time in the afternoon after a dream and exercise, and in the summer-before a day's sleep, combining hardening with hygienic washing of legs. It is important to prepare the situation, to acquaint children with the order of performing hardening activities;
- ❖ **hardening should be part of a single complex of recreational and educational activities;**
- ❖ **the connection of hardening procedures with physical exercises, a variety of activities of the child in everyday life, which** gives better results both directly for hardening and for the overall strengthening of the body.

Hardening procedures for preschool children:

- ❖ washing: face and arms, neck and upper chest to the waist;
- ❖ foot bath, foot douche;
- ❖ daily total douche;
- ❖ shower;
- ❖ outdoor walks;
- ❖ walking barefoot;
- ❖ special measures of hardening: air and sun baths, wiping, bathing in natural waters;
- ❖ wiping your neck during the morning restroom.

Physical exercises are special movements, as well as complex types of motor activity aimed at solving problems of physical education.

- ❖ physical exercises have multiple physiological effects on the body. With the reduction of muscles, metabolism, blood circulation are activated, the work of all internal organs and systems is rebuilt
- ❖ improves blood supply to the brain, increases the overall tone of the cortex, thereby increasing the activity of all analyzers;
- ❖ under the influence of physical exercise improves the basic properties of the nervous system(its strength, mobility, balance);
- ❖ normal motor development contributes to the revitalization of the mind and speech of the child, which in turn stimulate the formation of motor functions, the link between the development of small muscle movements of the hands and speech(A. N. Plekhanov).

Features of physical education of children with severe speech disorders:

- ❖ poor coordination of complex movements;
- ❖ uncertainty in the reproduction of accurate dosed exercises, reducing the speed and agility of their implementation;
- ❖ difficulties in carrying out movements on verbal instructions;
- ❖ the gap from normally developing peers in the exact reproduction of the propulsion job at space-time points;
- ❖ violation of the sequence of action elements, omission of its components;
- ❖ lack of self-control when performing tasks.

The main document defining the content of the work in physical education, is a "Program of education and training of children with heavy speech disorders"

U. N. Kislyakova, L. N. Moroz.

The physical condition and motor capabilities of the child largely determine the compensatory reserves of the body in overcoming existing disorders. Children with severe speech disorders are often somatically weakened, physically unbearable, so it is important to pay attention to the correction of motor development of children:

- ❖ normalization of muscle tone;
- ❖ the development of statistical endurance;
- ❖ to streamline the pace of movements;
- ❖ of synchronous interaction between movements and speech;
- ❖ to memorize the sequence of actions;
- ❖ education responsiveness to verbal instructions;
- ❖ development of fine motor coordination.

Exercises for children with severe speech disorders:

- ❖ relaxation exercises after intense physical activity, between parts of the lesson, after outdoor games and at the end of physical education;
- ❖ moving games with rhymed text;
- ❖ exercises to improve cerebral circulation;
- ❖ exercises to develop lower diaphragm breathing;
- ❖ to strengthen the back and abdomen muscles, improve posture;
- ❖ for strengthening the shoulder girdle;
- ❖ exercises to improve blood circulation in the legs;
- ❖ breathing exercise;
- ❖ finger gymnastics.

Physical exercise break is a short-term exercise, usually within 1-2 minutes in order to relieve fatigue during long sessions.

Value:

- ❖ gymnastic minute warning fatigue preschoolers;
- ❖ serve as a means of emotional discharge;
- ❖ remove the static load;
- ❖ allow to achieve the greatest correction-training effect;
- ❖ during physical exercises children with general underdevelopment of speech become more confident, active motor, assimilate the rules of games, which are then transferred to independent gaming activities.

The specific use of the physical exercises in the work with preschool children with general underdevelopment of speech:

- ❖ is much more efficient to develop fine motor skills of the fingers, the motor skills of the speech apparatus in parallel with the general motor skills;
- ❖ depending on the age of the child with a general underdevelopment of speech and on the topic of physical education classes can be carried out once or twice for 2-3min;
- ❖ during carrying out it is necessary so to choose a place that each child saw the speech therapist's face, eyes and a mouth, could repeat mimic movements and articulation behind it;
- ❖ speech therapist should be able to see each child to assess the quality of execution of movements, rhythm, smoothness, coordination of movements with the speech;
- ❖ It is very important during the games with elements of relaxation psihogimnastiks to choose the correct selection of music and texts.

Speech therapy rhythmic is one of the forms of a kind of therapy based on the use of communication and words, music and movement. This is one of the effective means of influence in the complex of rehabilitation methods of education, treatment and training of children with speech pathology.

Goals:

- ❖ the development of auditory attention based on the formation of a sense of rhythm in the process of movement;
- ❖ organization of children's collective with the aim of developing the skills of working in a team;
- ❖ development of the ability to focus attention (auditory, visual, tactile-vibrational);
- ❖ development of motor response to acoustic and visual stimuli;
- ❖ development of auditory and visual memory;
- ❖ the development of a strong-willed impulse (braking activity, the ability to switch from one activity to another).

Speech therapy rhythmic of children with General speech underdevelopment should include:

- ❖ training of motor abilities with complete absorption of every movement and smooth transition movement from speech;
- ❖ special exercises with different tempo and rhythm changes;
- ❖ exercises on clear and accurate pronunciation of speech material with the implementation of the motion in the complex "motion-speech";
- ❖ it is necessary to apply special game exercises for the development of fine movements of fingers;
- ❖ to apply exercises that articulating the correct way to pronounce a particular sound;
- ❖ use of musical and didactic games ("Who sings? Who's here?" etc.) for the development of the dictionary and grammatical structure of speech.

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