

THEORETICAL FOUNDATIONS OF THE METHOD OF FORMING DIALOGICAL SPEECH OF SENIOR PRESCHOOL AGE CHILDREN WITH GENERAL UNDERDEVELOPMENT OF SPEECH

Vepreva Anna Vyacheslavovna

BSPU, Master of Education Sciences, Minsk

Scientific adviser: Ph.D., associate professor Drozdova N.V.

In accordance with article 256 of the Education Code of the Republic of Belarus, one of the directions of the system, in which people with psychophysical development, including children with general underdevelopment of speech (GUS), participate. Children with OHR - one of the most extensive categories of people with special psychophysical development. The constant search for ways and means of correcting manifestations of GUS is one of the topical tasks of speech therapy. Timely initial correction-pedagogical work with children of preschool age with GUS leads to the use of compensation, helps prevent the difficulties of children in school.

The main directions of corrective-developing education and upbringing of children with GUS, based on the requirements of the program for special preschool institutions "Education and training of children with severe speech disorders", is the development of the communicative competence of children, i.e. the ability to communicate with others by means of linguistic and non-linguistic means. The formation of this competence plays a role in the socialization of children with speech impairments. GUS (N.M. Putkova [1], L.G. Soloviev [2], N.K. Usoltsev [3], etc.). Lexical replacements of interrogative words, which causes difficulties in the course of communication. The ability to ask questions in various communicative situations, as the basis for the formation of dialogical speech.

The methodology for the formation of dialogical speech in children of senior preschool age with GUS is built taking into account the principles:

- systems based on the concept of speech as a complex functional system, structural components that are in close interaction. In this regard, logopedic work assumes the influence on all sides of the speech functional system. In particular, when forming a dialogical speech, it is necessary to correct errors in the lexical-grammatical and phonetic-phonemic aspects of speech;

- ontogenetic, determining the accounting of regularities and elements of formation of various forms and functions of speech in ontogenesis. With regard to the work on the formation of skills to produce questions, takes into account the sequence of origin and development of questions in children's speech. So, at first reproductive questions arise, "Who is this?" "What is this?", "Where?", "Where?", "Where?", Then the problematic "Why?", "Why?". The following sentence offers are also available: simple one-part sentences, simple two-part non-distributed sentences, simple two-part distributed sentences, complex sentences);

- a differentiated approach, which is constructed taking into account the etiology, mechanism, symptoms, structures of speech disorders based on the age and individual characteristics of the child. When constructing the work on the formation of dialogical speech, and in particular the ability to ask questions, the

level of speech development, variants of the GUS should be taken into account in children of senior preschool age with GUS (uncomplicated GUS variant, complicated variant of GUS, motor alalia);

- communicative orientation in teaching, characterizing the development of dialogical speech, as a means of communication in children in various communicative situations. In the course of corrective activities, it is necessary to use different types of interaction: the teacher-speech therapist - the child, the teacher-logopedist - the children, the child - the children, the child - the child. To form a dialogical speech in children of the senior preschool age with OHP, in the social development plan that is relevant to them, in the process of playing as a leading activity of pre-school age;

- the clarity, the essence of which lies not only in the use of visual aids, but also in the use of indications of speech patterns and ways of speech behavior during speech therapy work, as well as modeling of speech situations.

- a sequence consisting in the accessible and gradual complication of speech exercises. Taking this principle into account in forming the skills to ask questions as the basis for dialogical speech, it is first necessary to form skills to conjointly use questions together with a speech therapist, then it is necessary to formulate the skills to repeat the questions of the speech therapist, and at the final stage to form the skills to ask questions independently.

When composing exercises on the formation of skills to ask questions, it is necessary to take into account the need to complicate the visual (subject pictures, single-scene and multi-plot pictures, lack of visual support, reliance on imitation of actions) and speech material (simple and complex sentences). It should be specially noted the need to vary the types and amount of assistance (stimulating, emotionally-regulating, guiding, organizing and teaching) the speech-therapist teacher in the process of forming the skills to ask questions in order to stimulate the growth of initiative questioning products of children with GUS.

Taking into account the leading type of activity, classes are held in a game form and are accompanied by the use of various means of encouragement (chips, stickers and others) with the proper performance of tasks. Evaluation of activities is carried out not only by the teacher-speech therapist, but also by children under his control.

Based on the analysis of psycho-pedagogical literature and taking into account the above principles, the directions of work on the formation of dialogical speech in children of senior preschool age with GUS are defined:

1. Formation of skills to respond (simple and complex proposals) to the questions posed (reproductive, search and problematic issues).

Tasks:

- to form the ability to answer reproductive questions "What is this?", "Who is this?", "What does?", "Who and what does?", "What did?", "What do?", "Who did what? ", Questions requiring the use of negative particles in the answers" He ";

- to create skills to answer search questions "Where?", "Where?", "Where?", "How?", "When?", "How much?", "What?";

- to form abilities to answer problematic questions "Why?", "Why?".

2. Forming skills to ask questions.

Tasks:

- to form the ability to ask questions with reliance on visibility (subject pictures, single-scene and multi-scene pictures), and also without visual support;
- to form abilities to use lexico-grammatical means of registration of offers.

3. Forming skills freely and at ease to conduct dialogues with adults and peers.

Tasks:

- to form an ability to conduct dialogues freely and at ease when carrying out joint activities (in various situations of communication, on various topics, facts and phenomena of the surrounding reality, on topics from personal experience, from the lives of close people, etc.)

- to form an ability to freely and naturally conduct dialogues about what is in sight (situational dialogue), as well as outside of it (extrasituational dialogue).

The proposed methodology will find application in the work of teachers-defectologists (teachers-speech therapists), as well as other professionals and parents interested in the formation of dialogical speech in children of senior preschool age with GUS.

Literature

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