

Use of the project method in the process of teaching preschool children with severe speech disorders

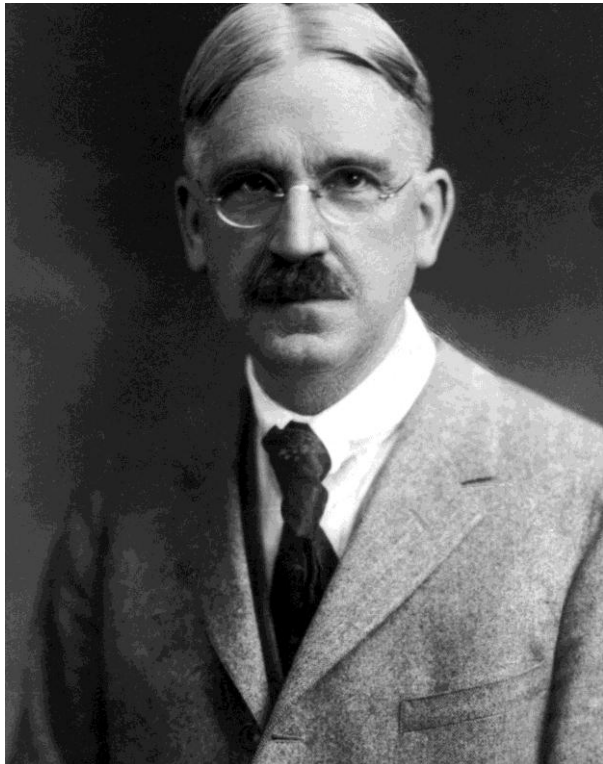
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Content

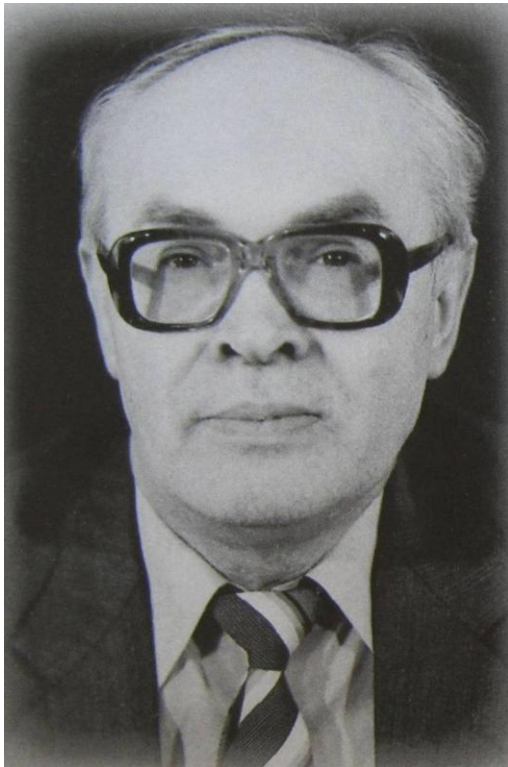
- ▶ The concept of "project method", its history.
- ▶ Stages of work on projects.
- ▶ Basic requirements for the use of the project method.
- ▶ Types of projects used in working with children with severe speech disorders.
- ▶ Tasks implemented in the process of working on the project with children of preschool age with PR.
- ▶ The importance of the project method for preschool children with severe speech disorders.
- ▶ Methods used to carry out project activities.

The concept of "project method"

- ▶ The project method is understood as creative independent and collective work, which has a socially significant result. The project is based on a problem that requires a research search in various directions, with a synthesis and consolidation of the results into one.
- ▶ The method of projects is a pedagogical technology, the core of which is the joint activity of children with adults, during which the child learns the world around him and embodies new knowledge in real products.
- ▶ The method of projects is a set of methods, actions of children in their specific sequence to achieve the task - solving the problem, personally significant for children and designed in the form of some final product.



The project method developed in the first half of the 20th century by **John Dewey** becomes especially relevant in the modern information society.



The prerequisite for the development of the theory and practice of organization of project activities were the **studies of N.N. Poddyakova** in the field of child experimentation.

Purpose of the project method

is to provide children with the opportunity to independently acquire knowledge in the process of solving practical problems or problems requiring the integration of knowledge from different subject areas.

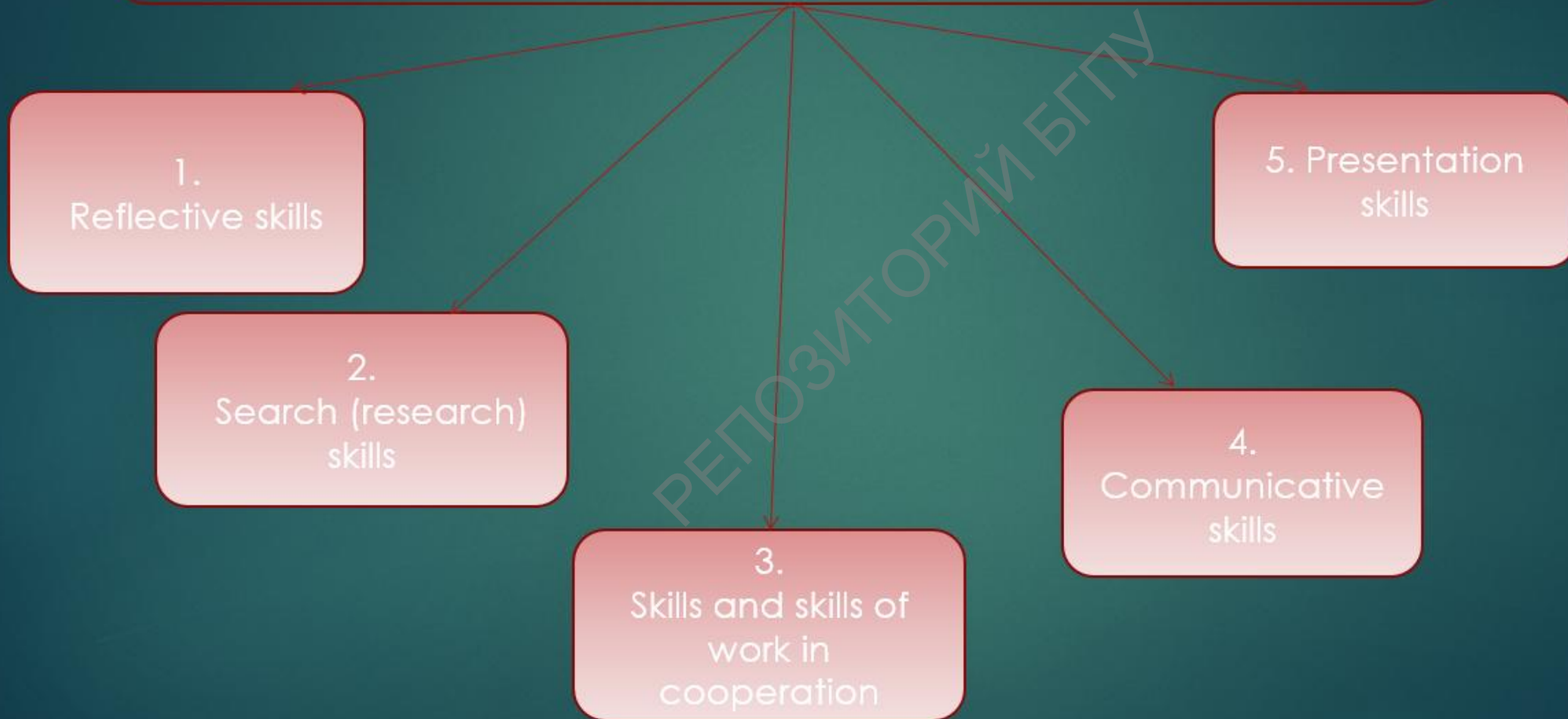
The project method is based on: 1) development of the cognitive skills of the preschooler, 2) the ability to independently design their knowledge, 3) the ability to navigate the information space, 4) the development of critical thinking.

The method of projects always **involves solving a problem** that involves, on the one hand, the use of various methods and means of instruction, and on the other, the integration of knowledge and skills from various fields of science, technology, technology, and creative fields.

The goal of the project method is to form **communicative, reflexive, search (research), presentation skills among children, as well as work skills in the team.**

In the course of the project activity, skills are formed:

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Significance of the project method

1. Opens the possibilities of forming his own life experience of the child in interaction with the surrounding world.
2. Brings out the pedagogical process from the walls of the children's institution to the surrounding world, the natural and social environment.

3. The interactive nature of the project makes it possible to include in it various forms and methods of working with children, including those with severe speech disorders, to update their knowledge and skills obtained in different fields of knowledge, to establish partnerships, to develop communicative abilities.
4. Gives to children with severe speech impairment a real understanding of the various aspects of the studied object, its relationships with other objects and with the habitat. The design of a modern child is attracted by the process itself, the possibility of manifesting independence and freedom, the realization of ideas, the ability to choose and change something yourself.

Stages of work on projects

Work on projects includes the following stages: **preparatory, basic and final.**

The preparatory stage consists of:

- a) choosing the topic with due regard for the interests of the children;
- b) working out a plan;
- c) selection of exemplary content, forms, methods of working with children;
- d) discussing the plan with preschool children (designating a child's goal); e)
- e) making a plan - a scheme of the project, the organization of the developing subject environment.

In the main stage, there is:

- a) the division of children into microgroups;
- b) distribution of tasks, organization of a search practice with teachers, parents and children;
- c) activity of microgroups (experiments, observations, labor, art and other activities).

The final stage involves:

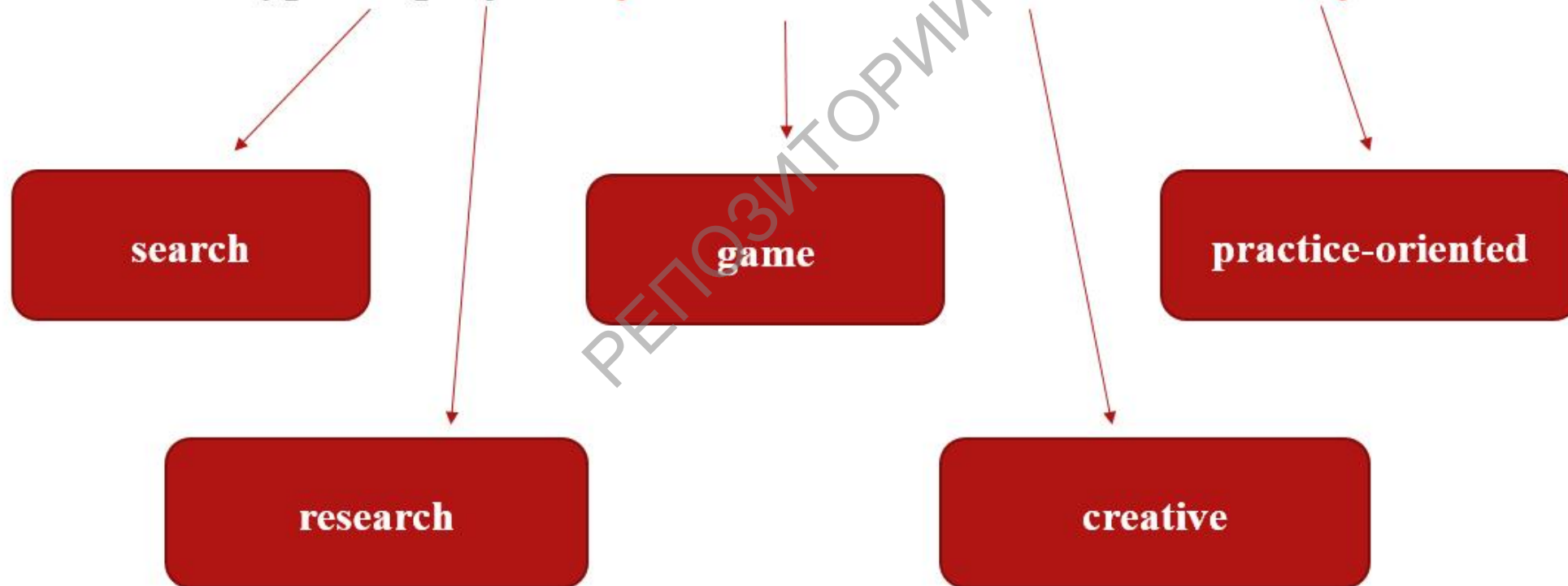
- a) discussion of the results of the project;
- b) the way it is designed and presented;
- c) Practical use of project results.

Basic requirements for using the project method:

1. The existence of a significant / research / creative problem / problem requiring an integrated knowledge, research search for its solution.
2. Practical, theoretical, cognitive significance of the expected results.
3. Independent (individual, pair, group) activities.
4. Structuring the substantive part of the project (indicating step-by-step results).
5. Use of research methods.

Types of projects used in working with children with severe speech disorders

Types of projects by the nature of the dominant activity:



The tasks implemented in the process of working on the project with children of preschool age with severe speech disorders:

- to generate interest in the proposed activity;
- to involve children in the process of cognition;
- to form an ability to prove your point of view;
- to form various representations;
- involve children in the reproduction of images, using various options;
- Encourage children to work together;
- develop communication skills;
- to form, enrich and activate the dictionary;
- to form intonational expressiveness of speech.

The duration of projects can be:

short-term
(from 1 lesson to 1 day)

long
(from 1 week to 3 months)

The work of the teacher on the project takes place in several stages:

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The role of parents in working on a project

Each parent can speak:

- as an accomplice, organizer of various events;
- as a child's companion in solving the problem;
- a professional in a certain social sphere;
- as a reliable friend and assistant in the search for information, collecting the collection of the experiment, assessing what is happening, and so on.

Methods used for the implementation of project activities

- ▶ Observation;
- ▶ Excursions;
- ▶ Experimentation;
- ▶ Modeling;
- ▶ Games;
- ▶ Heuristic conversations;
- ▶ Solving problem situations.

So, the application of the project method introduces a new tendency to construct a correctional-developing work with children of pre-school age with severe disabilities:

- a) develops skills of research, speech activity;
- b) develops cognitive activity;
- c) develops independence;
- d) develops creativity;
- e) develops communication skills.