Features of educational activities of children with severe speech disorders

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On discipline: "Formation of skills of educational activity of children with severe speech disorders"
Formation of educational activity in children with normal speech development and in children with severe speech disorders
According to D.B. Elkonin, who was one of the first to start developing a theory of DD, learning activities are (see the Media Library):

- public in its content (it is the assimilation of all the wealth of culture and science accumulated by mankind);
- public in its meaning (it is socially significant and socially assessed);
- public in the form of its implementation (it is carried out in accordance with socially developed norms).
The formation of a DD is:
- improvement of each component of the DD, their interconnection and mutual transitions;
- improving the motivational and operational aspects of the exercise;
- the transformation of the student into the subject of the UD;
- the need for developmental and educational effects of the DD.

The formation of a DD is the management of an adult (teacher, parent, psychologist) the process of becoming a schoolchildren. A full-fledged management of the learning process always implies:
- working out at the schoolchild of each component of DD;
- interrelation of CA components;
- the gradual transfer of individual components of this activity to the student himself for independent implementation without the help of a teacher.
Features of educational activity in children with severe speech disorders.
Features of educational activity of children with speech pathology:
1) attentional imbalance
2) reduced performance
3) lack of focus activities
4) low level of self-control (slowness, disinhibition)
5) weakness of its speech regulation
Observation of the educational activities of children with speech pathology shows that they have a low level of need for self-testing related to their work, as well as a low level of development of self-control skills both during and after the activity.
Students have great difficulty in performing tasks related to switching from one activity to another. In the process of the lesson, the children do not catch the task change.

There is an inability to independently monitor the results of both our own and others' work. These children have certain difficulties in the process of mutual control.

For children with speech pathology, reduced observation of language phenomena, an imperfect set of speech means is characteristic.