

Features of educational activities of children with severe speech disorders

Author:

Lecturer at the Department of Speech Therapy

Zlobitch Olga

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**

РЕПОЗИТОРИЙ

- ▶ 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.

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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**

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▶ 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.