

THE METHOD OF TEACHING OF PRESCHOOL CHILD WITH SEVERE SPEECH DISORDERS CREATIVE GAMES

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1. Types of creative games, their distinctive features and significance for the speech development

Creative games play an important role in the child development.

Through playing actions children:

- try to satisfy an active interest in the ambient life;
- impersonate in the adult heroes of works of art.

Creating, thus, a game life, children:

- believe in truth;
- sincerely rejoice;
- distressed;
- worried.

These games reflect the children's impressions of the surrounding life, the depth of their understanding of certain life phenomena. Freedom, self-organization, self-organization and creativity in this group of games appear with particular completeness.

The creative game develops valuable qualities for the future pupil:

- activity;
- independence;
- self-organization.

Creative games:

- *subject-role* (with elements of labor, with elements artistic and creative activity);
- theatrical activity (director's, play-dramatization);
- design.

2. Features of creative games of preschool children with SSD

Features of the story-role game of preschool children with SSD:

- ✓ children's games are monotonous, imitative;

- ✓ more often they make manipulative , not playful actions with a toy;
- ✓ the game has no intention and purposeful actions;
- ✓ children perform only subordinate roles, do not enter verbal relationship;
- ✓ can not play collectively;
- ✓ the word in the game is used mainly for naming objects, there is no name for the actions with them;
- ✓ the child has difficulty mastering the skills of using objects- substitutes in games;
- ✓ they can not immediately switch from one activity to another other;
- ✓ the game disintegrates under the influence of any external influences;
- ✓ the results of the game are not productive, they are conditional;
- ✓ during the game, the child don't change surrounding reality.

3. Characteristics of the role-play game (structure, originality content, levels of development)

1. Subject-role-playing creative game - the first test of social forces an important part of the creative games is the story- role playing in "someone" or "in something". Interest in creative role-playing games develop in the *age of 3-4*. Therefore, in the creative role-play game child performs *symbolic actions* ("as if"), real objects replace by the toys or conditionally those items that have, attributing them necessary.

When a child realize that the game is not a real life, they really experience their roles, frankly show their attitude to life, their thoughts, feelings, perceiving the game as an important and responsible work .

The structure of the role-playing game, according to DB.Elkonin:

- ✓ roles that children play in the game;
- ✓ play actions, through which children realize the roles and relationships between them;
- ✓ playful use of objects, conditional substitution of real items available to the child;
- ✓ the real relationship between playing children, expressed in various replicas, through which the whole course of the game is regulated.

The storyrole game is the main kind of play of the preschool child, it has all the main features of the game.

The plot of the game is a series of events united by life-motivated connections. The plot reveals the content of the game.

The gamecore:

- 1) the role is expressed in actions, speech, facial expressions, pantomime;
- 2) the role of children are selective, take on the roles of those adults or children, whose actions or actions have made a big impact on them emotional impression;
- 3) Interest determines both the role of the role in the game, and the nature of the relationship:

- equality;
- subordination;
- management.

During the preschool age, the development of a role in the plot game occurs from the execution of role-playing actions to role-models.

Taken role:

- ✓ gives a certain focus;
- ✓ meaning of action with objects.

There are *two types of actions*:

- operational;
- figurative(which corresponds to the actions of the role).

The subject-role game has *specific motives*:

- 1) the general motive - the desire of the child for joint social life with an adult;
- 2) a particular motive - interest in events, actions with objects, striving for joint activity, the desire to become a subject of one's own activities.

Conditionally, all the plot games can be divided into three groups *in depending on the plot*:

- household games;
- games on the topic of work;
- games with a public theme.

During the preschool age, development and complication of the game content should be carried out in *the following areas*:

- ✓ intensification of purposefulness, and hence of consistency, connectedness of the depicted;
- ✓ gradual transition from a deployed game situation to a collapsed, generalization depicted in the game (the use of conditional and symbolic actions, verbal substitutions).

4. Guide of role-play games for preschool children with SSD (tasks, basic methods, originality of leadership in different years training)

The direction of role-playing games is carried out in two directions:

- ✓ formation of the game as an activity;
- ✓ use of the game as a means of raising a child, becoming children's collective.

When forming a game as an activity teacher:

- ❖ it affects the expansion of the subject-role-play games;
- ❖ deepens their content;
- ❖ promotes the mastery of role behavior.

In the process of developing the game, the child *moves from simple, elementary, ready-made stories to the complex, independently invented*:

- 1) does not play alongside other children, but with them;
- 2) does not have multiple game attributes;
- 3) master the rules of the game and begin to follow them, no matter how complex and uncomfortable for the baby they were.

This is the most accessible and understandable for us, the adult, the kind of game.

In other words, *a certain plot is taken - a theme and played out, animated with the help of roles. The combination of these two lines (plot and roles) and gives the name of the game - story-role.*

Story line. In 2-3 years the child suddenly begins to behave strange. He suddenly puts various objects in front of him on a chair or on the table, starts to manipulate them in turn, mutter something to themselves under the nose. Parents usually do not pay attention to such activities child, what in it can be useful? However, this is the game.

The first component of the plot-role-playing game is the director's.

Indeed, the child's actions are extremely similar to actions director:

- ✓ the child himself is already composing;
- ✓ the child himself decides who will be who;
- ✓ the child learns to transfer the properties of one object to another;
- ✓ the kid himself composes the mise-en-scenes;
- ✓ the child in such a game performs all the roles himself or, at least, becomes a speaker, narrating about what is happening.

The plot-role game is a model of an adult society, but the connections between the children in it serious. It is often possible to observe conflict situation on the basis of the unwillingness of a child to play a role.

- 1) the role of younger preschoolers is often given to those who this moment is necessary from the point of view of the children for her attribute;
- 2) in children of middle preschool age, roles are formed already before the beginning of the game;
- 3) for older preschoolers, the game begins with a contract, with a joint planning who will play who.

Children's games are:

- joint, based on a common interest in them;
- the level of children's relationships improves;
- the coherence of actions becomes characteristic;
- preliminary choice of topic;
- a more relaxed distribution of roles and game material;
- mutual assistance in the game.

With the management of story-role games in front of educators *are tasks*:

- the formation of the game as an activity (expansion of the themes of games, deepening of their content);
- use of the game in order to educate the children's collective and individual children, the management of the plot-role game requires great skill and pedagogical tact.

The methods used by the teacher to guide children's games can be conditionally divided:

- indirect effects;
- receptions direct leadership.

Indirect methods - without direct interference in the game, enriching the social experience of children through all activities; involving children in making attributes and decorating playing fields.

Direct techniques - direct inclusion of the teacher in the game.

The integrated management method is a system pedagogical influences that promote the development of an independent story game of children, based on its age and potential development of the child's intelligence.

The complex method of leadership of the game includes interrelated components:

- familiarization with the environment in the active activity of the child;
- organization of the object-game environment;
- communication of an adult with children in the game.

The tasks of learning the game activity at different years of training:

1st year of study

Tasks:

- ❖ formation of subject-mapping activity: motivation
- ❖ children perform simple imitative play actions;
- ❖ the use not only of gestures, but also of meaningful onomatopoeia;
- ❖ identifying the links between the object, action and word.

2nd year of study

Tasks:

- ❖ the implementation of a number of interrelated actions, combining several toys for the implementation of the game task;
- ❖ display in the game simple life situations that include familiar domestic activities;
- ❖ enriching the life experiences of children, organizing observation actions in everyday life, own actions for the development of the game plot.

3rd year of study

Tasks:

- ❖ development of the game story, a selection for the game of the missing game material;
- ❖ use of substitute items;
- ❖ performance of the game actions, connected with each other.

4th year of study

Tasks:

- ❖ formation of children's ability to perform several actions in logical sequence: to understand the game situation, to take assume the role and act in acc. with it and with the plot to the end;
- ❖ learning game actions and establishing relationships between 2 actors;
- ❖ encouraging children to speak: to make requests, ask questions, explain their actions.

5. Creation of conditions for the development of story-role play, formation gaming substitution

Creation of conditions for the development of the plot-role-playing game, formation of game substitution:

- ❖ it is necessary to create a special object-game environment with consideration age and individual characteristics of the preschooler;
- ❖ it is necessary to organize and carry out gaming activities children consistently and systematically, and not from the case, to the case;
- ❖ it is necessary to teach the child the game actions (for example, show the order of game actions, etc.);
- ❖ to create role skills;
- ❖ develop children's speech activity (for example, a lot of talk with children, encourage children to ask questions about this or that toy, things, etc.);
- ❖ it is necessary to monitor the child's understanding of speech adult;
- ❖ when showing how to play, all actions should be labeled with a word. In this case, it is important to immediately transfer the subject to the child, what would he, imitating adult, acted with him, and the educator would accompany with a word not only their actions, but also the actions of the child;
- ❖ it is necessary to "lose" the entire speech plot in front of the child (playing can not be distracted from the plot);
- ❖ as the children master the story-role game to an adult it should be shown that you can use a pencil or a stick instead of thermometer, and a cube instead of soap;
- ❖ during the course of the game, the educator should sincerely reincarnate in either another person to touch the emotions of the child, make him empathize. Adult, assuming a role in the game, helps translate unorganized action in the actual game, shows the need to participate in the game children.

6. Characteristic of the game-dramatization, construction-constructive games, features of their management

Theater activity is one of the types of creative game activity, which is associated with the perception of works of the theatrical art and the image in the game form of the received representations, feelings, emotions.

They are divided into 2 main groups:

- directing games;
- play-dramatization.

In the director's play, the child is both a director and, at the same time, a voice for frame *organizes a theatrical-playing field*, actors and performers in which are dolls. In another case, scriptwriters and directors are the children themselves, who during the game agree on who does what role, what he does.

Dramatization games are created according to a ready-made plot from a literary work or theatrical performance.

Such a game *is more difficult* for children than inheritance of the fact that they see in life, because you need to understand and feel images well heroes, their behavior, remember the text of the work, this is a special values of drama games - they help children understand the idea more works.

In the process of work for children:

- imagination develops;
- speech is formed;
- intonation;
- facial expressions;
- motor skills (gestures, gait, posture, movements);
- learn to combine the role of motion and word;
- develop a sense of partnership and creativity.

Another kind the design of the game.

These creative games:

- direct the attention of the child to different types of construction;
- promote the acquisition of design skills of the organization;
- their attraction to work;
- the interest of children in the properties of the subject is clearly manifested;
- desire to learn to work with him.

The material for these games can be:

- ✓ designers of different types and sizes
- ✓ natural material from which children create different things.

In the process of design games, the child actively and constantly creates something new. And he sees the results of his work. Children should have enough building material, various designs and sizes.

Common features of creative games:

- 1) children themselves or with the help of an adult (especially in games - dramatizations) choose the theme of the game;
- 2) develop its plot;
- 3) distribute the roles among themselves;
- 4) choose the necessary toys.

Features of the pedagogical leadership of the game-dramatization:

- ✓ the organization begins with the selection of the work (the text is read expressively, artistically);
- ✓ children are provided with the necessary attributes;
- ✓ work is under way on the text of the literary work;
- ✓ before the game, you should conduct a conversation on the content of the work (children's attention is focused on what the characters did, like did, why they did this);
- ✓ discuss individual episodes of the work, then children it is suggested that they be portrayed with the help of a teacher;
- ✓ various artistic and creative activities are organized (drawing, appliqué, modeling of the work) with the aim assimilation of the sequence of events;
- ✓ in the course of the game, the teacher gives examples of the transmission of feelings, moods heroes through various expressive means.

Methods of managing construction games:

- to form children's interest in games with a building material, the teacher uses various methods:
 - builds himself in the presence of children;

- involves children in overplaying the building (in the zoo settle in different animals, children come with their own parents);
- accept co-creation (it is suggested that children complete, rebuild, transform the building that he built);
- acquaintance with construction in real life (at walks, excursions it is expedient to pay attention of children to features of different structures);
- in the process of teaching construction and constructive skills various *methods* are used:
 - demonstration of the sample;
 - showing the methods of construction with an explanation of the methods of construction;
 - statement of the problem problem;
 - message of the topic of construction with conditions.

Conditions for games with building material:

- ✓ a selection of the necessary building material (in accordance with tasks of development of constructive activity of children age);
- ✓ providing time and space for games with building materials;
- ✓ racks for games with desktop building material should to ensure that they do not interfere with children, do not distract them in the process games;
- ✓ education of cautious, attentive attitude in children to their own and foreign buildings;
- ✓ creating conditions for playing around with buildings (selecting small toys);
- ✓ unification of children for joint buildings from the designer;
- ✓ creating situations in which a child who has mastered new skills, teaches other children;
- ✓ teaching children to take care of constructive and building materials, decomposition of parts into cells shelving;
- ✓ stimulation of speech activity of children during games with building material.

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