

SUBJECT: METHODOLOGY OF ACQUAINTING WITH NATURE CHILDREN PRESCHOOL AGE WITH SEVERE SPEECH DISORDERS (SSD)

CONTENT:

1. Tasks of familiarization with the natural world of preschool children with SSD.
2. Forms of familiarization with nature.
3. Methods and techniques of familiarization with nature.
4. The development of speech in the process of familiarization with nature.

1. Tasks of familiarization with the natural world of preschool children with SSD.

Tasks of *familiarization of children with the natural world*:

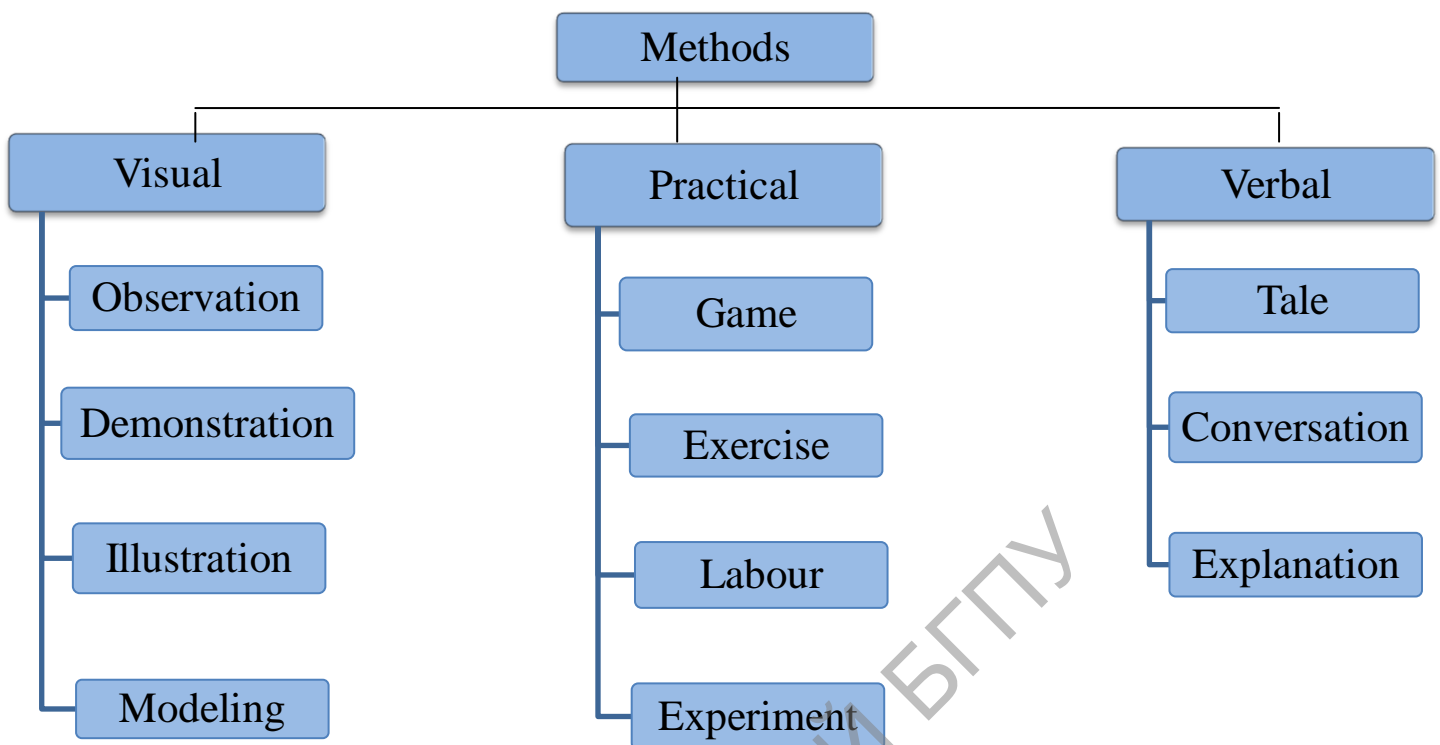
- to acquaint with the nature of the immediate environment, way of life, conditions of existence of plants and animals, methods adaptability to environmental conditions;
- to clarify and consolidate ideas about plants, their structure, characteristics, growth conditions;
- to acquaint with domestic, wild animals and their cubs, features of their appearance, ways of movement and food;
- to deepen and systematize ideas about the seasons, seasonal changes in the life of plants and animals, the work of people;
- to form the ability to understand the connections in the system " person - nature-society" and establish cause-effect relationships;
- promote children's environmental awareness cultures;
- to form interest in the objects and phenomena of nature, to educate emotional responsiveness, friendly and careful attitude to living beings.

2. Forms of familiarization with nature

Familiarization with nature is carried out in the process of:

- classes';
- excursions, including observation, examination of the object, practical task;
- targeted walks, which can be carried out familiarity with one object — plant, animal, natural phenomenon;
- different types of children's activities.

3. Methods and techniques of familiarization with nature.



In the organization and implementation of children's educational activities the following techniques can be used to enable tactile perception, the expansion of imaginative representations and enriching the experience of the natural world:

- 1) *demonstration* of real objects of nature, illustrative material, discussion of the results of the observations, demonstrations;
- 2) *looking* at pictures of nature objects, family photo album with photos showing family members at different times of the year, etc;
- 3) *creating game situations*;
- 4) *creating problem situations*;
- 5) *examination of various materials*;
- 6) *practical manipulation and games of experimenting* children with a variety of materials used in educational games;
- 7) *experimental experimentation* with natural materials in order to understand their properties;
- 8) *comparative analysis* of various objects of the world and their images;
- 9) *comparison*, comparison of characteristic features of objects or objects phenomena on the difference and similarity, the allocation of essential features of similar objects, phenomena, obtaining material for their classification and education of elementary concepts;
- 10) *classification and generalization* of game material, subject pictures on the different bases set by the external instruction;
- 11) *use of natural material* in productive activities;
- 12) *didactic games* using natural objects of nature;

- 13) *outdoor games of educational content;*
- 14) *orientation in the group space on different supports;*
- 15) *working in a corner of nature;*
- 16) *drawing up pictures from blanks;*
- 17) *different kinds of adult questions;*
- 18) *instructions of different types;*
- 19) *reflection.*

Features of mental development of children with SSD cause need of use of specific receptions of training:

1. *Verbal:*

- installation on attention;
- updating of views;
- creating a problem situation;
- variable explanations;
- clarifying question;
- strengthening the imagery of the speech;
- pronunciation;
- maximum clarification of the question

2. *Visual:*

- removal of secondary loads in the image;
- introduction of color contrast characteristics;
- looking at incorporates a sensor-agnostic basis;
- long purposeful perception;
- correlation of visual information with the content of the story.

3. *Practical:*

- division of the action into separate operations;
- scheduling;
- performance of actions by hands of the child;
- multiple repetition;
- multiple variability of types of exercises of the same type;
- the elective instruction of the child and consistent complication of the user;
- using the algorithm.

4. The development of speech in the process of familiarization with nature.

- clarification and expansion of the vocabulary of the child in the course of formation of ideas about nature;
- practical mastering the skills of word formation;
- fixing of skills of dialogical and monological speech at getting to know nature;

- children practically master the skills of inflection: coordination of words in gender, number, case.

LITERATURE:

1. Fundamentals of methods of preschool education. Short course of lectures: studies. manual for schools / O. N. Antipyretic [et al.]; under the General editorship of O. N. Antipyretic. – M.: INFRA-M, 2016. - 390 p.
2. Education and training of children with severe speech disorders: a Program for special preschool / Ed. – comp. Yu. N. Kislyakova, L. N. Frost. – Meganewton.: NIO, 2007. - 280 p.
3. Special methods of preschool education / comp. I. E. Levine. - Meganewton.: Bgpu, 2004.- 22 p.
4. Selikhova, L. G. classes: introduction to the nature and language development : to work with children of senior pre-school groups.. age (5-7 years): method. manual / L. G. Selikhova. – M: Mosaic-Synthesis, 2005. - 158 p.