

THE USE OF PROJECT ACTIVITIES IN TEACHING PRESCHOOL CHILDREN WITH SERIOUS SPEECH DISORDERS

Naumenko O.A.,
BSPU them. M. Tank.

Changing socio-economic and socio-political conditions of life dictate modern young generation need to be able to independently produce new knowledge to use them in practice to solve diverse problems, think independently and creatively. This all has to do with search, adaptation and development of new efficient technologies conducive to the intellectual, physical, creative, moral, and social development of children, including children with serious speech impediments (SSD). Scientists and best practices among such technologies fair include project (A.v., v.v. Farmhouse Guzeev, A.a. Petrykevich, etc.). The researchers note that projects method it is effective not only in schools, but also in addressing educational tasks in preschool institutions, that expands the boundaries of its application (a. Petrykevich, Hp kiseleva, T.a. Danilina, etc.).

Project is centred on the pedagogical technology is a joint with the older children, in which a child learns the world and embodies the new knowledge into real products. Preschool project is organized by the teacher and independently executed children work aimed at the resolution of the problem situation and ending with the creation of creative product [1; 2].

Prerequisite for the development of the theory and practice of the Organization of the project activities were research N.n. Poddjakova child experimentation. As part of these studies was the value of the child as an independent project activities and collective creative work completed with socially significant result. The project is based on a problem you need to address the research finding in different directions, the results of which are summarized and combined into one [3].

The interactive nature of the project to include a variety of forms and methods of work with children, including the SSD, update their knowledge and skills obtained in different fields of knowledge, build partnerships, develop communicative skills.

Dignity project method is that it gives children with SSD real insight on various sides of the studied object, its relationships with other objects, and from Wednesday. In designing a modern child attracts the process itself, the possibility of independence and freedom, implementation plans, the ability to choose and change something yourself.

Project activities is also a means of intellectual development of preschool children with SSD because it includes active search for problem solving, proposals, implementation of the initiative put forward a hypothesis in action and build available conclusions. The need to give a report on what he had seen, to formulate conclusions and regularities stimulates the development of speech. We cannot fail to note the positive impact of the project on emotional sphere method child with SSD, on the development of his creative abilities, formation of skills and health promotion at the expense of raising the General level of motor activity.

Use the projects thus allows a preschoolers with SSD form communicative, reflexive, search (research), presentation skills and teamwork skills.

Despite the great significance and correction capabilities, education and upbringing of children with SSD method projects are rarely used, because, on the one hand, its relative newness and unconventional, but on the other hand, his shift in practice special pre-school education requires adaptation to the characteristics of children with SSD.

Given the peculiarities of speech and cognitive activities preschoolers with SSD, coordination of projects must remain flexible, and the leading role should belong to a teacher, who exercises help in choosing the most relevant and feasible for children a task at a specific period of time; tells you what items and material can be used; plans, what lessons, games, and other types of child activities can be included in the plan of the project; determines who can bring to the implementation of the relevant sections of the draft.

On the subject and content of the work with children with SSD you can use different types of projects according to the character of the dominant activity: search, play, practice-oriented research, creative.

At the heart of game project (for example, Toys-our best friends ") is a game; and its end result is a gaming complex, game-dramatization, storytelling role-playing game.

The main activity in the project (for example, "how to create beautiful clothing?") is creative activities: art, drama, music. The end result may be the exhibition, mini-museums, fashion parades, holidays, vernissages, fairs etc.

Based on research and educational projects (for example, "how signs and symbols help people?") information gathering and systematization of lay knowledge about objects, phenomena of reality. The main activities of this project is educational-practical. The result of the project can be diaries observations, Visual material, layout, magazine, didactic materials for games, multimedia presentations.

Working with preschool children with SSD on projects involves several steps [1]:

1. Preparatory: selection of a theme in a child-sensitive manner; development plan; selection of the indicative content, forms, methods of working with children; discuss the plan with preschool children (child designation purpose); production plan-scheme of the project; the organization develops the subject Wednesday.

At this stage, the teacher helps kids to identify the most relevant, and at the same time, feasible for them to more or less long period of time. Conducts preliminary lesson or series of lessons (on request), where it would be possible to help children to express their excitement and show initiative. Also at this stage the teacher conducts the lesson planning, on which the original initiative can be grown up to the project. Are indicated by the results and the steps to achieve them, as well as specific actions.

Children will think, who will have to seek help and advice, what items and accessories will be useful to carry out a project, what subjects to learn contact.

2. Principal: the separation of children at mikrogruppy; distribution of tasks; organization working with educators, parents and children search practice; mikrogrupp activities (experiments, observations, work, artistic activities, etc.).

At this stage the teacher is exhibiting maximum activity, but not in the sense to do something for the children. He suggests, adjusts activity of children so that they would not be daunted by any setbacks that might result from a lack of experience of social interaction. The main task of the teacher at this stage not to press, and encourage and motivate the achievement of results.

It is important to take into account the personal characteristics of children with SSD, among which a significant role for social activism. An important consideration at this stage is the use of traditions, rituals (Polish, General song, wearing badges, emblems, the emergence of a permanent character, fantastic character, etc.).

3. Final: discusses how to design the project; discussion of the results of the project; the design and presentation of the results of the project; practical use of the results of the project.

The most entertaining moment, which accounts for the highest point of emotional glow that amplifies the social significance of the chosen topic is the protection of the project. The teacher reminds the children and their parents, for whom and for what purpose it was created and why it is needed. Form of protection the project is always bright, colorful, interesting and thought-out so that shows the contribution of each child, parent, teacher (e.g. fashion shows different types of clothing: for travel agency, the Olympic Games, the fashion theater, fabulous ball, etc.).

At the final stage the main task of the teacher show children real social impact of their work, i.e. to demonstrate which path they had passed, and what new opportunities converting this project in the following projects.

Work on the project, including the activities of the teacher and children, distributed according to the stages of the project and can be represented in a table as follows.

Distribution of teacher and preschoolers with SSD in the light of project phases

Stages of the project	Teacher activities	Children's activities
The preparatory	Formulates the problem (objective). (When setting objectives is determined by the product of the project). Enters into the play (storyline) situation. Formulates the working task. Helps to plan activities.	Occurrence of the problem. Survival in a game situation. The adoption of the task. Addition of a project's tasks.
Main	Organizes joint activities. Conducts practical assistance. Directs and supervises the implementation of the project.	Children in working groups. Distribution of roles. The formation of specific knowledge and skills.
Final	Discusses the results of the project. Preparing your presentation. Presentation.	Presentation of the project: final game exercises, quizzes, themed entertainment.

The role of parents of preschoolers with SSD in the project is multidisciplinary and diverse. Parent can act as a partner and organizer of the various activities of the preschool group, as a companion of the child in solving as a professional in a certain social services, reliable friend and aide in search of information, collection collection, in an experiment, evaluate what is happening etc most clearly the role of parents is evident in the showcase final result: participation in festivals, exhibitions, presentations, photo albums, posters, enrich gaming Wednesday group, etc. While working on a project it is important to interest parents joint Affairs. It can be: research the job competitions family newspapers, family albums and business cards, writing about your child and family, newspapers and magazines.

The basic requirements to use the method of projects in the works with preschool children with SSD include:

- the presence of significant research, creative plan problem (task) requiring integrated knowledge search research to solve it;
- practical, theoretical, cognitive significance of expected results;
- self (individual, group);
- structuring of the content of the project (with an indication of the incremental results);
- the use of research methods: defining the problem, stemming from her research objectives, hypotheses of their decision, a discussion of research methods, design of the final results, data analysis, debrief, adjustment, findings.

The project uses a variety of forms and methods of learning about the world: observations and excursions, children's experimentation, heuristics, conversation, simulation, games etc.

For example, consider one of the most active methods project activities-the children's experimentation. During the experiment the child with SSD learns to put forward a hypothesis, search for solutions and get results. This may be experimenting with different kinds of fabrics for clothing, study the qualities of objects ("what toys can be cleaned, and which are not?"), ("what water cleaner?") and so on. Or by solving practical tasks-children with SSD learn to raise issues

and find answers to question, think critically, rejoice for the successful execution of a job. All this increases confidence with pre-school children SSD in their abilities, encourages new search.

Children's experimentation contributes to the solution of the following *tasks*:

- formation of dialectical thinking, i.e. the ability to see the diversity of the world in the system of interrelations and interdependencies;
- development of own educational experience in the generalised form using Visual Tools (standards, symbols, conventional Deputy, models);
- expansion of the development prospects of search and cognitive activities of pre-school children by including them in the thinking and actions of transformative modeling;
- maintenance initiative, ingenuity, inquisitive, critical autonomy;
- development of observation, the ability to compare, analyze, synthesize;
- cognitive interest development, establishing causal dependencies the ability to draw conclusions;
- attention, Visual, auditory and tactile perception;
- creation of prerequisites for the formation of practical and mental actions.

Extremely important for the development of a preschooler with SSD is acquaintance with the phenomena of inanimate nature, it faced very early and seeks to discover them. However, direct experience of the child with the SSD his cognitive sphere may not serve as material for independent synthesis, analysis of the phenomena, establishing dependencies between them. Phenomena occurring in inanimate nature, are complex and require that children in conjunction with the adults learned to install simple patterns and relationships in the world. In this regard, the role of experiment method which allows to make their SSD pre-school small "discoveries" in the process of cognition of objects and phenomena surrounding world [4].

The more diverse and more intensive search activities of children with SSD, the more new information he receives, the faster and healthier lives it develops. In the process of experimentation dictionary children enriched with new words that indicate new characteristics, phenomena and objects. An important prerequisite for mastering speech preschooler with SSD is the availability of interest in subjects and phenomena, maintain their activity in the process of observation and action.

E. Smoler under experimentation method understands the method of heuristic activity, providing the possibility to find a solution, confirm or refute their own submissions, management of those or other phenomena or objects, allowing you to identify hidden from direct observation of the relationship and dependence [5].

Children's experimentation has its peculiarities that distinguish it from the experimentation of schoolchildren. The main difference can be called genetic relationship of child experimentation with the game, as well as manipulating objects, which provide children the most important ways of knowing the world.

Any children's experiment, according to a. Ivanova, has the following structure or stages:

1. The wording of the theme.
2. Formulation of research objectives.
3. Reflection on the methodology of the experiment.
4. Listening instructions and criticisms.
5. Prediction results.
6. Execution of work.
7. Compliance with safety regulations.
8. Monitoring results.
9. Recording results.
10. Analysis of the data collected.
11. Verbal report about.
12. Formulation of conclusions [6].

Analysis of the literature on the use of the method of experiment in working with preschool children, as well as the accounting features of children with SSD had identified some guidelines for its use in remedial education with preschool children with SSD:

- the experiment should have a step-by-step structure that will facilitate the perception of children; the statement must be clear, precise, intelligible to a child;
- mandatory escorting of words teacher too (mock-ups, samples);
- not strictly regulate the length of experience and not stick to predetermined plan;
- encourage children to communicate with each other (sharing their discoveries, their actions speak aloud);
- take into account the individual characteristics of children;
- allow children to practice independently verify the infidelity of their assumptions, especially found in the methodology of the experiment the possibility of committing errors;
- to demonstrate a sincere interest in any child's activities, the ability to see beyond his errors work thoughts, find your own solution;
- bring up the faith of the child in their strength, prejudging success assessment;
- observe the safety regulations;
- nurturing persistence in the job, bringing the experiment until the end of;
- check out the discussion on the solving the problem until the emergence of signs of losing interest in children;
- to sum up the results of the experiment [4;7].

It should be noted that the child with SSD must gradually involve the process of experimentation. Experiments are not an end in itself, but only a way to familiarize children with the outside world, they quietly are woven into all activities and form a coherent whole with them.

Experimentation method is most commonly used for preschoolers with SSD with inanimate nature (the theme "water", "air", "Sand") and can be implemented in all forms of organization of activities: classes, excursions, walks, corner nature on land.

During project activities large correctional opportunities for older preschoolers with SSD also carries interviews heuristic method. Heuristic conversation-surveys-response form of learning in which the teacher does not report ready knowledge and skillfully posed questions encourages children based on existing knowledge, observation, personal experience to approach new concepts, conclusions and rules [2].

Heuristic conversation involves establishing the causes of various phenomena of nature through reasoning. This talk is based on existing knowledge, children received in the process. It aims at deepening the knowledge on the linkages that exist in nature, an independent decision in children cognitive tasks, development of speech-proof.

Children with SSD should be encouraged by saying its assumptions about the causes of observed phenomena, choose way of solving cognitive tasks, to draw conclusions and inferences.

Application of the method of heuristic conversation for children with SSD promotes:

- ✓ the strengthening of intellectual activity in lesson,
- ✓ the understanding of the target material,
- ✓ development of thinking,
- ✓ speech development.

If we talk about the development of speech, the use of the heuristic method interviews children with THP learn to think and answer questions, arguing their sayings, that positively affects the development of coherent speech, mastering slozhnopodchinennymi designs proposals. Caregiver issues require a more detailed description of what he saw, experienced, encourage expression evaluations, personal attitude to the subject under discussion. Giving detailed answer, kids use to communicate words, conjunctions (and, but, rather, to) a variety of vocabulary. Speaking activity the child in conversation is different from talking primarily domestic programming, thinking about his speech, greater arbitrariness.

Critical to the effectiveness of the heuristic conversation has the correct selection, formulation and formulation of questions, which are the main "instrument" of this method. V.e. Gaibov defines the following typology of issues raised during the interviews heuristic [8]:

- questions to clarify ("can you give an example?", "can you add anything?");
- questions on finding the causes of and the evidence ("why are you so said," what do you think?»);
- questions about viewpoint and approach ("can I look at the problem from the other side?", "who does not agree and wants to speak»);
- questions about religious implications and consequences ("If that were to happen, what else will the result be? Why?»);
- questions about questions ("How can we test it?", "this question easy to answer or difficult? Why?»).

Among the main characteristics of the heuristic conversation, the following may be noted:

- a) each question represents a logical step search;
- б) all issues are interlinked;
- в) Search flows in partial independent children's activities led by the teacher: teacher directs the search path and children decide partial tasks, there are steps a holistic tasks;
- г) the search is focused on the acquisition of knowledge and ways of learning, or the proof of the truth of the past;
- д) the success of search is provided by a reserve source of knowledge [8].

The main condition for the effectiveness of the heuristic conversation is proper design issues, because in an interview question educator is, par excellence, reflecting the subject point to solve a small part of the problem set at the beginning of conversation.

The basic requirements for issues:

- sustainability;
- the clarity of the language;
- the thrust of the language issue a reasoned response to the stimulation of the child;
- each subsequent question is a logical continuation of the previous question, or answer the child;
- reliance issue on existing stock of knowledge in children with access beyond in order to obtain new knowledge;
- need to replay previously learned knowledge as props in the future search.

Can you suggest some guidelines for conducting heuristic interviews with senior preschool children with SSD:

- ✓ preliminary plan, which will build a conversation;
- ✓ consider a series of logical, interrelated heuristic questions;
- ✓ formulate questions in a manner that is accessible and understandable to children with SSD;
- ✓ do not interrupt the child replies without having to;
- ✓ bring to the evaluation expressed thoughts and their verbal presentation of all children;
- ✓ be sure to use visibility;
- ✓ gradually discuss and summarize the heuristic conversation.

So, using the draft introduces a new approach to the construction of the correctional-educational work with preschool children with SSD, generates skills research, develops cognitive activity, independence, creativity, communicative skills. The use of certain methods of project activities (experimentation, heuristic conversation) contributes to the solution of remedial developmental tasks, including correction features of the development of the sensory and intellectual spheres, mainstreaming and consolidation of speech skills, employee experience preschoolers with SSD. In addition, based on student-oriented approach to teaching and education, the project develops cognitive interest preschoolers with SSD to different areas of knowledge, builds skills of cooperation, active research and social position of children in accordance with their individual interests, which indicates that the prospect of its use in dealing with this category of children.

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Article devoted to the prospects and opportunities for the use of project methods in teaching preschool children with severe speech disorders. Advantages of the method and its potential correction are disclosed in work with preschool children of this category. We give a description of the method, the typology of projects, stages of a project, revealed the activities of the teacher and children at each stage of the project. The place and role of parents of preschool children are showed with children with severe speech disorders, in the implementation of project activities. The article suggests the requirements for the use of project methods in work with preschool children with severe speech disorders.

The interactive nature of the project allows you to include in it a variety of forms and methods of work with children. In the present publication also discusses the possibility of correction of these active methods of project activities, as baby experimentation and conversation heuristic method, the characteristic of each of them. This article contains some guidelines for the use of these methods in correctional and educational work with senior preschool children with severe speech disorders.

Keywords: method of projects, project activities, experimentation, heuristic conversation, learning, preschool, severe speech disorders.

The methods of project activities are used in teaching preschool children with severe speech disorders.

РЕПОЗИТОРИЙ ИСТИНА