

Didactic bases of speech development methods for preschool children with serious speech disorders (SSD)

CONTENT:

1. Goal and objectives of speech development of preschool children with SSD.
2. Methodological principles of teaching children their native language.
3. Means of speech development for preschool children with SSD.
4. Methods of speech development of preschool children with SSD.

1. the Purpose and objectives of children's speech development the Method of speech development is among the pedagogical Sciences.

Subject – the process of learning a language and its practical use. The method is designed to develop effective tools, methods and techniques of speech development, to equip preschool teachers with them.

The methodological basis is the theory of knowledge, the theory of the role of language in the life and development of society, in the formation of personality.

The main goal of the work on speech development and teaching the native language of children is to form oral speech and speech communication skills with others on the basis of mastering the literary language of their people.

2. Methodological principles of teaching children their native language

The process of forming children's speech should be based on not only General didactic, but also methodological principles of teaching.

Methodological principles are learning principles derived from the laws of language and speech acquisition by children. They reflect the specifics of teaching native speech, complement the system of General didactic principles and interact with such of them as accessibility, visibility, consistency, consistency, awareness and activity, and the individualization of training, etc. Methodological principles also act in relation to each other (L. p. Fedorenko).

3. Means of speech development of preschool children with SSD

Means of speech development of children:

1. communication between adults and children;
2. cultural language environment, speech of the teacher;
3. meaningful life, rich in impressions;
4. teaching native speech and language in the classroom;
5. fiction;
6. art tools (various types of art);

7.visual AIDS.

4. Methods of speech development of preschool children with SSD

the generally Accepted method (as in preschool didactics in General) is the classification of methods by means used: visual, word or practical action.

Direct and indirect methods of observation are used. Direct methods include the observation method and its varieties: excursions, room inspections, and viewing natural objects. Indirect methods are based on the use of visual clarity. This is looking at toys, pictures, photos, describing pictures and toys, telling stories about toys and pictures. Visual techniques-showing illustrative material, showing the position of the articulation organs when teaching proper sound reproduction.

Verbal methods are: reading and telling works of art, memorizing, retelling, generalizing conversation, telling stories without relying on visual material. All verbal methods use visual techniques: displaying items, toys, paintings, and viewing illustrations. Verbal techniques include: speech pattern, repeated pronouncing, explanation, instructions, evaluation of children's speech, question.

Practical methods include various didactic games, dramatizations, dramatizations, didactic exercises, plastic etudes, and dance games. They are used for all speech tasks. Game techniques can be verbal and visual. They excite the child's interest in activities, enrich the motives of speech, create a positive emotional background of the learning process and thereby increase the speech activity of children and the effectiveness of classes. Game techniques meet the age characteristics of children and therefore occupy an important place in the native language classes in kindergarten.

Depending on the nature of speech activity of children, we can conditionally distinguish reproductive and productive methods.

The development of speech in preschool children is based on certain patterns, which can be used to justify the following methods of speech training (N. A. Starodubova).

Literature:

1. Alekseeva, M. M., Yashina B. I. Methods of speech development and teaching the native language of preschool children: Textbook for students. no. and Wednesday, PED. studies'. institutions'. - 3rd ed., stereotype. - M.: Publishing center "Academy", 2000. - 400 p.
2. Levov, M. R. Fundamentals of speech theory / M. R. Lviv. - M., 2002.
3. Starodubova N. A. Theory and methodology of speech development of preschool children: a textbook for students. no. studies'. Starodubova, N. A., 3rd ed., ster. - Moscow: publishing center "Academy", 2008. - 256 p.

4. Friday, Vol. Organization and content of the work of a teacher in a group of children with speech disorders / T. V. Friday. - Mn.: AVERSEV, 2005. - 75s.