The work of a teacher on the development of children's speech preschool age with SSD in the classroom

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<u>1. Development of sound culture of speech in the process of content realization Various educational fields</u>

Work on education of sound culture of speech, carried out the teacher, in the process of implementing the content of various educational areas include:

- Selection of speech material in the classroom, rich automated sound, based on continuity with the teacher-defectologist;
- Correction of speech errors of the child, especially in words with automated sound;
- Fixing the correct speech breathing, developed by the teacher-defectologist;
- Inclusion of elements of dramatizations in classes for the purpose of modulation voice pitch and timbre;
- Including tasks or exercises with clear phrases and tongue twisters for working on the pace and rhythm of speech, use poetic texts.

Tools for forming the sound side of speech of preschool children with SSD, used by the caregiver:

☐ games (with onomatopoeia, didactic games, mobile and round dance games, stage games)

☐ clean talk;

☐ patters;

☐ riddles;

☐ proverbs;

☐ verse;

☐ counting.

2. Dictionary work in the process of implementing the content of various educational areas

Development of the vocabulary within the framework of the implementation of program content educational areas as follows:

1. **Enrich vocabulary with new words**, learning of children previously unknown words and new meanings of several words already in their vocabulary.

The dictionary is enriched primarily by common vocabulary (names of objects, attributes and qualities, actions, processes, etc.). the Main part of the vocabulary consists of words, expressed by nouns, adjectives, verbs, numerals,adverbs. These words serve as names, express concepts, and are the basis of in the sentence (act as subject, predicate, definitions, additions, circumstances). Great difficulty for a child with SSD to learn represent numerals that are the most abstract part of the vocabulary (they are referred to as abstract number or the order of the items in the account).The enrichment of children's speech with numerals mainly occurs in classes on in the educational field "Elementary mathematical representations".

2. **Fixing and clarifying the dictionary**. In children with SSD, the word is not always associated witha representation of the subject. They often don't know the exact name items (for example, the word dress can refer to both a skirt and a sundress).

Therefore, this includes deepening the understanding of already known words, filling them specific content based on precise correlation with objects, further mastering the generalization that is expressed in them, the development of the ability to use common words.

First of all, words that are difficult to understand need special fixing for children: abstract and collective nouns, numerals, relative adjectives (city, passenger, railway), words that are complex in sound or morphological transport (sidewalk, subway, excavator), etc.

Along with fixing the dictionary, the meaning of the word and deepening its meaning.

Techniques for interpreting word meanings:
a) explaining the meaning of words by showing an image;

b) comparison of a word with other words;

C) explanation of the etymology of the word;

d) making phrases and sentences with the word being explained;

e)explanation of the word by another word close in meaning;

f) selection of the opposite meaning of the word to the word;

g) explanation of the meaning of a word through its definition;

h) comparison of words by sound and meaning, selection of rhymed words.

For children with SSD in repeated repetition and consolidation need multi-valued words, as well as words denoting color, material, spatial and temporal concepts.

3. development of the grammatical side of speech in the process of implementation content of various educational fields

Grammatical structure of a language – a system of units and their rules functioning in the field of morphology, word formation and syntax.

Morphology studies the grammatical properties of a word and its form, as well as

grammatical values within a word. **Word formation** studies formation of a word based on another word of the same root, which it motivated. **Syntax** studies phrases and sentences, compatibility and the order of words.

The formation of grammatical structure of speech is the most important condition improving the thinking of preschoolers, since it is grammatical the forms of the native language are the "material basis of thinking".

Tasks of the teacher for the development of grammatical structure of children with SSD in during the course of classes:
- fixing and repeating grammatical categories that the child I learned it in remedial classes;
- fixing the experience of speech skills and grammatical skills in the classroom structures that the child has learned in remedial classes;
- formation of positive speech behavior skills, development ability to use speech means of communication, providing the necessary information cognitive and motivational base for the formation of speech skills;
- systematic control of grammatical correctness of speech children.

The main directions of the teacher's development workgrammatical structure of speech:
- enrichment of speech of preschool children with SSD grammatical means (morphological, word-forming, syntactic) based on active orientation in the surrounding world and in sounding speech;
- expanding the scope of use of grammatical means of the language in various forms of speech (dialogue, monologue) and speech communication (emotional, business, cognitive, personal speech communication);
- development of the child's linguistic attitude to the word, search engine activities in the field of language and speech based on language games.

4. development of coherent speech in the process of implementing the conten of various educational areas

A coherent speech is understood as a semantic expanded statement (series

logically combined sentences), providing communication and mutual understanding. The main characteristic of coherent speech is its clarity for the interlocutor.

The main function of coherent speech is communication. It is implemented in two main forms-dialogue and monologue. Each of these forms has its own

features that determine the nature of the method of their formation.

The main way of forming spoken language in the classroom

the educator is a conversation - focused, pre-prepared teacher's conversation with a group of children on a specific topic.

Mastering the skills of dialogue in conversation is combined with the education of skills behavioral culture.

Children learn:

- listen carefully to the person who is speaking (do not get distracted, do not interrupt the other person, to restrain their immediate desire to immediately respond to question without waiting for a call);

- to substantiate his statement, and the ability to justify their point of view, to engage in a "discussion".

The content of the conversations is a program material on various topics educational areas: life and work of people, events of public life and etc.

The conversation clearly highlights such structural components as:
1. The beginning.
2. The main part.
3. Ending.

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