Methodological aspects of teaching visual activities to primary school children with severe speech disorders

The subject "Fine arts" plays a significant role in the system of both general and special secondary education due to the fact that it solves specific tasks related to the transfer of fundamental values developed by humanity, with the aim of emotional, aesthetic and moral development of the individual, the formation of its creative potential.

The specificity of this subject dictates the goal of education in the field of fine arts and reveals it as the formation of artistic and aesthetic, spiritual and moral culture of the pupil, the culture of value attitude to the world, the development of his creative potential, the factor of creative development and transformation of the world [5].

In the course of fine arts classes, the cognitive sphere of the pupils personality is actively developed, including those with severe speech disorders (SSD), especially imaginative thinking, imagination, as well as personality, fantasy, emotional sphere, mental activity, intuition, etc. Spatial and color representations, sense of measure, rhythm, symmetry and asymmetry, proportions, compositional balance, combinatorial and sensory abilities are formed [2].

It is known that the development of the cognitive and motor spheres of children with SSD inevitably affects the formation of all types of activities, including visual ones.

Analysis of psychological and pedagogical literature has shown that pupils with SSD experience a number of difficulties in mastering the skills of visual activity. At the same time, the following factors have a negative impact: children's ideas about subjects in this category are inaccurate and incomplete due to the peculiarities of perception, practical experience is not sufficiently generalized and fixed in the word; imagination is much poorer than that of peers with normal speech development. Students with SSD can not hold a pencil or brush correctly,
adjust the force of pressure, avoid drawing smaller details, when depicting from
nature, they are more often guided not by looking at the subject, observing it, but
by the stereotypical way of image, learned, perhaps, in preschool childhood. When
drawing from nature, students with SSD find it difficult to distinguish color
gradations depending on chiaroscuro, its changes depending on lighting, have great
difficulties in combining objects by meaning compositionally in accordance with
their design, in transmitting the spatial relationships of objects, the depth of space.
As a result, they are more willing to draw individual objects, often without making
their work compositional.

In the fine arts, it is customary to distinguish the following types of image
production techniques: traditional and non-traditional. Traditional techniques for
obtaining images include: drawing with a simple pencil, drawing with colored
pencils, drawing with markers, drawing with a brush-watercolor, gouache; drawing
with wax crayons.

Non-traditional visual techniques are an effective means of representation,
including new artistic and expressive techniques for creating an artistic image,
composition and color, which allow for the greatest expressiveness of the image in
creative work [4].

Non-traditional imaging techniques play an important role in the development of
students with SSD. The desire to create is an internal need of the child, it arises
independently and is extremely sincere. At art classes using non-traditional
techniques for obtaining images, younger students with SSD are given the
opportunity to experiment, and their vocabulary is enriched and activated. The use
of visual art techniques in the correction of visual-spatial representations in
children with speech disorders allows creating favorable conditions for the
development of cognitive processes, including the improvement of visual-spatial
representations, which, in turn, is an integral part of the propaedeutics of optical
dysgraphy.

Teaching primary school children with SSD using non-traditional techniques for
obtaining images in the classroom on the subject "Fine arts" does not replace the
training of skills and abilities provided by the program, but helps in this [1].

For successful teaching of visual activity of primary school children with SSD in
the designated context, several conditions must be met:

* the special position of an adult in relation to the needs of students with SSD and
their visual capabilities: acceptance, understanding, faith in the artistic and visual
potential of each child;
* teachers knowledge of the complex structure of these disorders and take into account the psychophysical features that equally affect the formation of this type of productive activity in children;

* joint emotional understanding of future work with each child, ensuring a variety of their emotional and sensory sensations;

* adaptation of the educational environment for drawing classes.

In general, when organizing the training of visual activities of pupils with SSD, it is necessary to adhere to the following provisions, which are:

- creating and maintaining a stable positive-emotional climate in the classroom with visual activities;
- using individual and differentiated approaches in the process of correctional and pedagogical work with students, taking into account their individual capabilities, abilities, preferences, inclinations and interests;
- careful selection of artistic material for visual activities due to the age and psychophysical capabilities of children;
- use a variety of methods and combinations thereof in the work with children of the specified category;
- integration of art activities (music, arts, games, artistic-verbal, theatrical);
- creating an aesthetic environment by including works (drawings, crafts, collages, etc.) made by children in the life of educational institutions [3].

The success of teaching at art classes largely depends on what methods and techniques the teacher uses to convey the necessary content to younger pupils with SSD, to form their knowledge, skills, and develop abilities in a particular field of activity. For this purpose, verbal, visual and practical methods and techniques of training are used. When getting images using non-traditional methods, the most commonly used methods are:

- conversation (prepares children to get acquainted with new educational material);
- explanation (discusses the sequence of image execution in non-traditional techniques);
- observation (a ready-made image is proposed; its examination, highlighting the features and method of obtaining the image, etc.);
- demonstration (showing and viewing objects for drawing from nature (fruits, geometric shapes, etc.);
• showing drawing techniques by the teacher (step-by-step or instant display of images created using non-traditional techniques).

Non-traditional image acquisition techniques are selected at the discretion of the teacher or pupils individually, or depending on the characteristics and capabilities of children with SSD, and the literacy of their selection to a specific topic of the lesson, the choice of methods and techniques of teaching in a particular lesson depends entirely on the competence of the teacher and his awareness of the recommendations for their use.

**List of references**


