SYSTEM OF CORRECTION WORK WITH THE USE OF MANUAL ACTIVITY IN GENERAL SPEECH UNDEVELOPMENT

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Abstract: This article substantiates the relevance of the development of manual activities, reveals the role of this activity in the development of speech, articulatory motor skills, sound pronunciation, etc. The article also briefly describes the results of a diagnostic study of manual activities of preschoolers with general underdevelopment of speech and the effectiveness of a formative experiment in the development of speech through work on manual activities. And the main value of this article is the description of the system of correctional work using manual activities with general underdevelopment of speech.

Key words: preschool age, speech, manual activity, motor skills, motor awkwardness, general underdevelopment of speech, articulatory pattern.

Many years of experience in working with preschool children with speech disorders shows that many of my pupils have an increase in deviations in the development of finger movements, and more and more pronounced motor impairments are observed in varying degrees. The consequence of the weak development of manual activity is problems with speech development. When working with children on the formation of the correct sound pronunciation, it is very important that the fingers help the children in the formation of the correct articulation pattern.

The formation of the child's verbal speech begins when the movements of the fingers reach sufficient subtlety. The development of the fingers, as it were, prepares the ground for the subsequent formation of speech. The existing close relationship and interdependence of speech and motor activity makes it possible to use a more intact function to correct violations of the other, and in the presence of a speech disorder in a child, special attention should be paid to training his fingers. If the fingers develop, then the speech and thinking of the child will develop.

In the process of activity, the muscles of the hands perform three main functions:

- Functions of organs of movement
- Functions of organs of cognition
- Functions of energy accumulators both for the muscles themselves and for other organs.

That is why the problem of the development of manual activity and coordination of the fingers of preschool children remains relevant. The problem of the close relationship between the function of the hand and speech has been studied for a long time. Research by I.M. Sechenov, I.P. Pavlova, V.P. Bekhterev and others showed the exceptional role of movements of the motor-kinesthetic analyzer in the development of speech and thinking and proved that the first dominant innate form of activity is motor.

Pavlov emphasized: "Speech is, first of all, muscle sensations that go from the speech organs to the cerebral cortex" Physiologist M.M. Koltsova conducted research that confirmed that "the relationship between the function of the hand and speech turned out to be so close and significant that we consider it possible to consider the training of the fingers as a powerful physiological stimulus for the development of children's speech."

Many modern researchers, I.F. Markovskaya, T.A. Tkachenko, V.V. Tsvyntary, S.Yu. Rashchupkina and others also hold the opinion that the development of manual activities is important for the speech development of a child and offer various techniques that develop and form motor skills and differentiated movements of the fingers.

When studying the motor sphere of preschoolers with general underdevelopment of speech, there are imperfections in movements in all motor skills (general, articulatory, facial, in fine movements of the fingers and hands), as well as difficulties in controlling voluntary movements. Poor coordination of fingers and hands manifests itself during self-service, it is difficult for children to play finger games, sculpt from plasticine, perform creative manual work, draw, make applications, etc.

The novelty of the experience in the formation of manual activity in children of senior preschool age with general underdevelopment of speech lies in:

• Creation of diagnostic tools for assessing the level of development of manual activities

• Creation of a spatial subject-developing environment of the group

• Systematization of traditional and non-traditional methods and techniques for the development of manual activities of preschoolers

• Development of original games for the development of interhemispheric interaction.

The systematic and systematic use of various forms of work aimed at developing fine finger movements help children with general underdevelopment of speech to quickly master correct speech, therefore the leading idea of the study is to stimulate the speech development of children by training finger movements.

The formation of a motor skill includes a whole range of measures for the development of his manual activity. But in order to properly build corrective work, a diagnosis of violations of the formation of manual activity was carried out. To determine the degree of development of manual activity, a set of diagnostic methods was developed. When examining older children with general speech underdevelopment of the third and second levels, it was found that the development of manual activity in children lags far behind the age norm. The movements of the fingers are constrained, the commonwealth of the fingers, their dexterity is not observed. Coordination of hand movements is impaired. Children find it difficult to work with scissors, bend the sheet in half, do not know how to hold a pencil correctly, the lines when drawing are intermittent, broken. The organization of the motor act of the hands and fingers is characterized by the difficulty of smoothly reproducing the proposed movements, the presence of stops, additional movements, and perseverations. Children cannot imitate actions, perform exercises according to the model, miss elements.

Taking into account the results of diagnostics, age and individual characteristics, tasks were set:

• Develop kinetic and kinesthetic sensations, the ability to relax and strain the muscles of the hands and fingers

• Develop the ability to hold a static posture, switch from one position to another

• Develop the strength of the muscles of the hands and fingers, differentiated movements

• To form dynamic coordination (coordinated work - simultaneous and sequential, identical and opposite) of the hands of both hands

• Develop coordination of finger movements through work in the technique of "Cutting"

• Develop hand-eye coordination

• Develop interhemispheric interaction.

When developing a system of corrective work using manual activities for speech disorders, such principles were used as game motivation, from simple to complex, exercises first with the leading hand, then in isolation, then simultaneously, synchronously, taking into account three components of movement: compression, stretching and relaxation , taking into account the individual pace of children, tasks at different levels of complexity

Work according to the system of corrective work is carried out in several directions:

Creation of a subject-developing environment

• Creation of a game center with a selection of exercises for the development of kinetic and kinesthetic hand movements, exercises for self-massage of hands, items for self-massage (walnuts, curlers, pencils ...)

• Author's games for the development of interhemispheric interaction in children.

• A selection of game material for various games and exercises (scissors, plasticine, beads, cereals, pasta, constructor, mosaics, counting sticks, stencils ...)

• Selection of different types of paper, woolen threads

• Finger theater, etc.

Direct work with children. Work on the development and improvement of fine motor skills of the hands and fingers. All work is carried out in close cooperation with the teacher of the group. For the development of fine manual coordination, it is important that the child systematically engage in a variety of manual activities.

Development of interhemispheric interaction. Scientists have proven that there is a relationship between the hemispheres of the brain and the synchronization of their work. In the right hemisphere of the brain, we have various images of objects and phenomena, and in the left hemisphere they find verbal expression, that is, they are verbalized, and this process occurs due to the

"bridge" between the right and left hemispheres. And the stronger this "bridge", the faster and more often nerve impulses go through it, more active thought processes, better memory, more precisely attention, higher mental abilities. This explains the use of the developed author's games for the development of interhemispheric interaction: "Spirals", "Flowers", "Leaf", "Dragonfly", "Fish", "Sled", "Through the Looking Glass", etc.

Finger games and exercises

• Development of kinetic movements of the fingers

• Development of kinesthetic movements of the fingers

For the implementation of a motor act, it is necessary to have two components: its kinesthetic basis, which provides a differentiated composition of complex movements, and its kinetic structure, which underlies the formation of smooth, time-consuming motor skills.

To form the kinesthetic basis of the movements of the hand to the hands and fingers, I used various positions, and to form the kinetic basis of the movement, I set myself such tasks:

- Combining, generalizing successive impulses into a single motor stereotype organized in time, the transformation of individual motor skills into smooth, serially organized motor skills.

• Development of static and dynamic coordination of movements. The development of dynamic coordination of hand movements is carried out in the process of performing both sequentially and simultaneously organized movements. The advantages of such games include their simplicity and versatility, the absence of any special attributes for playing. Work on the development of finger and hand movements is carried out systematically for 5 minutes a day.

Finger gymnastics should begin with a warm-up of the fingers, then exercises are used to hold the posture of the hands. In this case, it is necessary to monitor the accuracy of switching from one movement to another. Exercises are carried out at different levels of complexity: by imitation, by speech instruction. And pronunciation of verses simultaneously with movements has a number of advantages: speech rhythmizes movements, becomes louder, clearer, more emotional.

In parallel with the application of the above work, children are taught the elements of self-massage of the hands and fingers by V.B. Galkina and N.Yu.

Khomutova based on the recommendations of A.A. Biryukov. Massage has a tonic effect on the central nervous system, as a result of which its regulatory role in relation to the work of all systems and organs increases. Children are taught various methods of self-massage: stroking, rubbing, kneading, squeezing, active and passive movements. All movements are accompanied by poetic complexes.

Finger Theatre. Small plays, dramatizations based on the plots of folk tales, songs. Technique of performance: the "revival" of the characters makes them make different movements of the fingers throughout the performance.

Games with objects:

• With counting sticks - lay out geometric shapes, numbers, letters, images of objects, learn to distribute the details of objects on a sheet, develop logical thinking and imagination

• With objects and various materials: clothespins, mosaics, puzzles

Working with cereals, pasta. Working with these materials is very interesting, because in addition to developing precise coordinated finger movements, children develop aesthetic taste and artistic design skills. Pictures and mosaics created by children are beautiful and original.

Working with plasticine Plasticine games: the more children work with it, the faster their coordination improves. It is necessary to start learning to sculpt from the age of two and from the simplest figures: a ball, a cube. cone ... Techniques that a child needs to be taught are rolling and rolling, flattening, pulling.

Working with thread. It is games using threads that contribute to a good training of the coordinated work of the fingers of children's hands.

• Applications

• Painting

Working with paper Working with paper: the child develops the accuracy and consistency of arbitrarily directed movements. Paper, paper strips that can be bent, squeezed, torn apart - this is an incomplete list of exciting and affordable exercises for the development of motor functions of the hand. The ability to use scissors plays a big role. You need to start with simple movements, then cut out rounded details, symmetrical details or various figures from old postcards, pictures.

• Rolling balls

• Application

• Facing.

A special place in the system is occupied by "Cutting" - this is one of the types of paper application, made by the paper rolling method, when using a stick and a small square of paper, end face tubes are created by winding the square on a stick, and then glued to the surface and thereby create an imitation of texture fabrics, herbs, foliage, etc. This fascinating method brings up perseverance. reduces emotional and muscular tension, develops fine motor skills of the hands and coordination of finger movements, enriches aesthetic feelings.

Work on paper. Paper games: consist of fine coordinated hand movements and voluntary attention, they are very important, first of all, for preparing the child's hand for writing.

• Drawing lines along the contour

• Hatching. Hatching is a means of developing coordinated actions of motor and visual analyzers and forming movements of the small muscles of the hand and practicing coordination of movements, so we taught children the correct methods of action: draw a line from top to bottom and from left to right, be able to draw lines of various thicknesses and shapes, hatch evenly and without gaps without leaving the contour.

• Drawing by cells

It is known that the motor system, especially manual activity, pays great attention to the development of the whole organism (primarily the brain and central nervous system). Consequently, the development of manual activity interacts not only with speech, but also with thinking, attention, coordination of movements and spatial perception, visual and motor memory. The development of manual activity is a source of accelerated improvement in speech, thinking and mental development.

Purposeful work to improve the movements of the fingers gave positive results. All the children studied had significantly improved sound pronunciation, they became more confident in speech statements, speech became more clear, rhythmic, and expressive. All this is due to the implementation of the created system of work, traditional and non-traditional methods for the formation of manual skill among pupils.

According to the results of the diagnostics at the end of the school year, we obtained the following results: all children in the study group reached a high and medium level of manual activity development. Purposeful and systematic work on the formation of manual activity significantly increased the efficiency of children with general underdevelopment of speech due to the tonic effect on the cerebral cortex of the brain, the fine differentiated movements of the fingers became more developed in the pupils, the articulatory apparatus became more mobile, and the phenomena of motor awkwardness disappeared. In children with a diagnosis of "general underdevelopment of speech" aggravated by dysarthria, the quality of preparation of the articulatory apparatus for sound production has improved, and the speech and motor functions of the body have improved.

From all of the above, we can conclude that the formation of manual activity in children with general underdevelopment of speech in combination with other types of correctional work effectively contributed to the development of speech and mental processes..

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