CORRECTIONAL-PEDAGOGICAL WORK SYSTEM FOR PREPARING CHILDREN WITH SEVERE SPEECH DEFECTS FOR SCHOOL

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Abstract. In the content of speech therapy work, we identified the following interrelated components: directions, tasks, stages, methods, technologies implemented through certain forms of organization of speech therapy work.

Key words: speech defects, child, preschool education, correction, pedagogical work system.

The results of the literature analysis concluded that it is necessary to develop logopedic technology for the formation of basic communication skills in children with dysarthria and cerebral palsy in a multidisciplinary specialized preschool educational organization.

In the process of preparing children with dysarthria for school education, it was carried out on the basis of the development of the main mechanisms of communication. In this process, the ability to organize and support the communication of children with dysarthria includes:

- to have verbal and non-verbal means of communication;
- ability to understand, analyze and communicate information;
- to be active, initiate and continue communication;
- understanding in communication (and for this, using the simultaneous combination of symbols of different categories, combining several symbols into successive complexes);
- the ability to regulate and influence communication, empathize and express one's attitude, master different forms of communication.

We are based on the idea that pedagogical technology is a "set" of means and methods of repeating theoretically based educational and educational processes that allow us to successfully achieve our goals.

Pedagogical technologies imply an optimal scientific design, in which these goals are set unambiguously, and the possibility of objective gradual changes and the final evaluation of the achieved results remains.

The main directions of speech therapy work:

1) development of motor mechanisms of speech;
2) formation of cognitive-behavioral conditions of communicative activity;
3) development of the ability to decode information;
4) formation of verbal and non-verbal means of communication;
5) to develop the ability to use communicative tools during school preparation.

Since the main goal of logopedic work is the formation of speech-related preparations for school, the formation of verbal and non-verbal means of communication and the development of the ability to use communicative tools in the process of communication.

The purpose of the preparatory stage is to create conditions for the formation of communicative skills, the formation of cognitive-behavioral conditions for communicative activity, and the development of understanding of motor mechanisms of speech and speech.

The above directions of work are absorbed into the content of speech therapy work at all stages, in the 2nd (initial) stage, two important directions are added, such as the formation of verbal and non-verbal (mimicry, gestures, pictograms or pictorial images), the development of the ability to use existing and newly formed means of communication. But the main goal at this stage is to collect and activate means of communication, to develop communication skills so far only in light models, in forms of communication that are important for the child.

Forming the ability to use tools in different communicative situations is the goal of the 3rd stage, in which the child learns to use communicative tools for different purposes, models, and forms in the course of many repetitions. In the areas started earlier, the work continues with the complexity of the material, in particular, in the work of collecting and activating the means of communication with children who can speak, the speech material is complicated, at this stage children with dysarthria are formed the skill of combining several non-verbal signs in the correct sequence.

The goal of the 4th (final) stage is to strengthen the use of tools in complex communicative situations. Depending on the type of communication defects, the level of complications and the direction of preparation for school from a speech aspect differ.

Execution of planned tasks and work directions was carried out using methods and methods. Taking into account the classification of methods according to the source of information and perception accepted in general didactics, in the process of experimental education we use visual (exhibition, icons, looking at pictures, children's work, photos, showing a sample task and method of action) and practical (games, exercises, modeling) we used methods. We used oral methods (conversation, story, poem or fairy tale together) combined with visual and practical methods.

In the case of defects in visual perception, the transition to illustrative exhibitions was carried out gradually. We used a variety of exercises to conduct experimental training. In the development of speech movement mechanisms (breathing, voice, articulatory exercises), as well as in the formation of gestures and facial expressions, we widely used imitation exercises. In the process of performing constructive exercises (making cubes, working with mosaics, drawing on a blackboard with colored cloths, etc.), we activated the use of verbal and non-verbal communication tools. In addition, we repeatedly trained children to use the tools formed in different communicative situations (variational exercises).

Based on the general didactic classification of games, we used such games as subject, didactic, role-playing, plot, moving (selected taking into account motor disorders), theatrical (dramatization games and table theater). The games used in the training were multifunctional, and in each game, not one, but several directions of corrective work were implemented. In training, we used new and common games. When conducting them, we paid attention not only to well-known correction tasks, but also to the formation of certain verbal and non-verbal tools (in terms of understanding and use) and communication skills. That's why we used the term "dialogue-activating games".

In addition to speech-oriented methods of influence (composing sentences based on pictures, methods of putting sounds into speech, etc.), we have indirect influence on speech and non-verbal through detours in various types of activities (subject-practical, productive, influence through cognitive processes, etc.) we used a lot of tools.

The main content of enriching sensory experience in children. considering the development of visual, auditory, and tactile perception, it is appropriate to implement it through the following methods.

- formation of recognition of object images by relying on visual perception. The toy was "hidden" behind the screen, then a flat image of the toy matched in color

and size appeared on the other side. Then we put this picture on a sheet of paper in a horizontal plane, and the child names it with the name of the toy.

- formation of recognition of object images by comparison with a real object when the size and color of the image match the size and color of the object;
- if the size and color of the image do not correspond to the size and color of the object, form recognition by comparing the images of the object with the real object;
- recognition by naming the image without relying on the real object;
- formation of the ability to aim in a series of subject images (the number of images gradually increases);
- recognition of elementary plot characters (one character performs an action with some object or objects);
- to recognize the parts of the object in the image, to identify the missing part of the image of the incomplete object or the missing object in the image of the elementary plot ("What's missing?" game);
- assembling cross-sectional images (the number of parts gradually increases), assembling the entire image of the object from cross-sections (drawing a picture on a board with wet colored oil cloth, as a result, a static image is obtained);
- recognition of outlines and schematic images (icons);
- understanding the content of pictures with a complex plot;
- work with a series of plot pictures (with children with dysarthria in the development of understanding the meaning of texts, with children who speak - in the process of developing expressive speech);
- computer games, that is, the child is asked to find one or another object in a picture with a multi-element plot.

After the task was completed correctly, we clicked on the picture with the mouse and it "came to life" - made sound movements (at the stage of using this game, most of the children showed the image of the object with gestures without being able to use the mouse).

- distinguish the sound of a certain object from several proposed sounds (2-3 objects in a row to choose from). Real objects, sound toys, musical instrument material and computer simulators were used;
- distinguish the sound of a certain object from a series of proposed sounds (4-6 objects in a row to choose from);
- distinguish the sound of the object from a number of proposed objects with similar sound;

- distinguishing the sound of several sound signals, choosing the same sounds;
- determining the sequence of sound series by visual comparison with objects and without their visual presence;
- recognition of objects by touch ("Magic bag", textured tables);
- recognizing things by taste and smell;
- understanding of words denoting sensory standards;
- verbal expression of sensory standards and marking them with non-verbal means (gestures, icons).

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