

THE IMPORTANCE OF PSYCHOLOGICAL CORRECTION IN LOGOPEDIC TRAINING

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Introduction.

Effective education, upbringing, and social adaptation of children with developmental disabilities depend on the ability to correctly assess their developmental opportunities and characteristics. This task can be accomplished through comprehensive psychological and pedagogical diagnostics of developmental disabilities. Psychological and pedagogical diagnostics provides an individual psychological and pedagogical approach to children with developmental disabilities, taking into account their psychophysical characteristics.

This approach includes a special program, method, necessary special technical means, together with a specially trained teacher, psychologist, defectologist, etc., the necessary medical, preventive and therapeutic measures, special social assistance, and technical and scientific-methodical provision of special educational institutions.

Psychocorrection is a set of psychological methods used by a practicing psychologist to correct deficiencies in the psychology or behavior of a mentally healthy person. The initial stage of psychocorrection is a comprehensive diagnosis of various aspects of mental processes, characteristics, personal qualities and types of activity using specially selected psychological techniques.

The purpose of psychological correction is to improve the socialization of the individual and eliminate problems in his mental development. In other words, to change the individual's self-perception, behavior and perception of the world, and to improve social adaptation.

- The main tasks of psychological correction:
 - - Developing self-awareness: Helping a person understand their strengths and weaknesses.
 - - Improving social skills: Developing the skills to communicate with others in a team, establish and maintain relationships.
 - - Managing emotional states: Learning to control and direct emotions such as anger, anxiety, fear.
 - - Changing behavior: Replacing negative habits (for example, cowardice, lack of will, rudeness) with positive behavior.

METHODS

The most labor-intensive correctional work of a psychologist is carried out in cooperation with parents, teachers, educators and a group of children or an individual child. This type of work is considered quite effective, although it requires a lot of work, time, and the use of many methods and methodologies.

When drawing up psychocorrectional programs, it is necessary to take into account the following circumstances:

- Determine the specific goal of the correctional work.
- Determine the tasks that determine the specific goal of the correctional work.
- Determine the form of the work (individual, group or mixed).
- Develop a methodology and technique.



- Determine the total time spent on correctional work.
- Determine the days of the meeting.
- Determine the time (10-15 minutes at the beginning, 1.5-2 hours at the end)

Develop a correctional program and determine the essence of its content. At the end of the correctional activity, a summary report is prepared that assesses the effectiveness of the correctional program, the fulfillment of its goals and objectives.

Results and Discussion

Correctional training should not exceed 1-1.5 hours, and the game being played should be meaningful. Even after the training is over, it is necessary to be as interested in the client's progress as possible, not to lose communication, and meet once every one to two months. The earlier correctional programs are identified and work begins, the faster they will be effective.

Psychological correctional work should be based on the following basic principles:

1. The principle of systematicity of correctional, preventive and developmental issues.
2. The principle of unity of correction and psychological diagnostics.
3. The priority of correction in a causal form.
4. The principle of activity-related correction.
5. The principle of taking into account the age-related psychological and individual characteristics of the client.
6. The principle of the complexity of the methods of psychological influence.
7. The principle of involving people close to the client's social environment in the correction.
8. The principle of relying on different levels of the structure of mental processes.
9. The principle of programmed training.
10. The principle of gradual transition to complexity.
11. The principle of taking into account the volume and level of complexity of the material being presented.
12. The principle of taking into account the emotional complexity of the material.

Psychophysiological methods can be used to determine the effectiveness of psychological influence. They assess the vegetative-somatic physiological and mental functions of a person. The criterion for the effectiveness of psychocorrectional influence is associated with the fact that negative changes in each person are specific to him and the impact of the selected psychocorrectional methods is aimed at these changes.

When implementing a correctional program, that is, before providing a new volume of material, it is important to pay attention to the relative formation of a particular skill or competency.

CONCLUSION.

Psychocorrection methods in speech therapy sessions for children greatly help them improve their health, develop social skills, and achieve emotional stability. Each child requires an individual approach, so it is important to use programs and methods developed by specialists. Using these methods will further increase the effectiveness of psychocorrection in speech therapy sessions.

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