

STRUCTURAL ELEMENTS OF LOGOPEDIC ACTIVITIES

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Annotation: The article pays great attention to the behavior, tone and nature of speech activity of a speech therapist when conducting speech therapy training. A strict regime of saving working time, maximum speech activity of children, not to be drowned by lengthy explanations and examples of a speech therapist, an accurate differentiated assessment of the activities of each child indicate the necessary conditions for the effectiveness of each lesson.

Keywords: speech therapy, logopath, oral communication, pronunciation, frontal training, speech preparation.

Speech therapy classes are a primary form of remedial education and are designed to systematically develop all components of speech and prepare for school. The main objectives of these classes are:

Developing speech comprehension; Development of the ability to observe and understand objects and phenomena of the surrounding reality, which will allow the child to clarify and expand his specific ideas; formation of generalizing concepts; formation of practical skills of word formation and flexion; the ability to use certain types of simple common sentences and complex syntactic structures.

2. Formation of correct pronunciation of sounds; development of phonemic hearing and comprehension; consolidate the skills of pronunciation of words of various sound-syllable structures; control over the comprehensibility and expressiveness of speech; preparation for the acquisition of basic skills of sound analysis and synthesis.

3. Teaching children to express independent thoughts. Based on the skills developed for using different types of sentences, children will enhance their ability to convey impressions of what they see and the events happening around them, to retell narrative images and their categories in the sequence of speech therapy, in a descriptive story.

The entire process of corrective education has a clear communicative orientation. The mastered elements of the language system should be directly incorporated into communication. It is crucial to teach children to use practical speech operations in similar or new situations and to creatively apply the acquired skills in various activities.

TSpeech therapy classes focused on the development of lexical and grammatical tools and the enhancement of coherent speech are structured in consideration of the requirements of both general early childhood education and special education.

The speech therapist is clear:

- identifying the topic and objectives of the lesson;
- highlighting the subject and the vocabulary, vocabulary, and the signs that children should learn in active speech;
- the selection of lexical and grammatical material while considering the topic and purpose of the lesson, the level of education, and an individual approach to children's speech and cognitive abilities (in this case, the non-normative phonetic formatting of part of the speech material is permitted).
- identify the main stages of the lesson, demonstrate their interconnection and interdependence, and formulate the objective of each stage;
- ensure the gradual complexity of speech and logical reasoning tasks;
- incorporate various games and didactic exercises with competitive elements into the lesson, monitoring your own actions and those of your friends;
- When selecting program materials, consider the zone of proximal development of preschool children, potential opportunities for developing cognitive activities, and the complex forms of perception and imagination;
- provide an individual approach to children, ensuring methods that foster their engagement in active work and cognitive activities;
- incorporate regular repetition of the speech material learned in the lesson.

Frontal classes of speech therapy focused on the development of pronunciation are structured based on the tasks and content of each lesson period. The uniqueness of this type of activity dictates the selection of lexical material that is rich in learned and correctly pronounced sounds, excluding mixed sounds.

Each lesson includes exercises to reinforce the correct pronunciation of specific sounds (based on syllables, words, sentences, and texts), develop phonemic hearing, comprehension, elementary analysis, and synthesis skills. Tasks for the development of auditory-verbal memory are mandatory.

A frontal lesson consists of several stages, each of which provides clear and specific instructions from the speech therapist. Considering that frontal exercises only include the study of correctly pronounced sounds, it is not recommended to spend more than 3 minutes on exercises that include articulatory gymnastics. Gradual complication of tasks for recognizing speech sounds is ensured. A distinct feature of these classes is the step-by-step development with the requirements for correct phonetic design of existing or previously completed grammatical categories.

Special attention should be given to organizing the classes themselves. From the very beginning

of the academic year, it is essential to nurture children with organizational skills that enable them to engage in collective speech activities. For this purpose, it is advisable to allow children to sit freely during lessons (in a circle, semicircle, next to a speech therapist), enabling them to examine the objects being studied, look at each other, and the speech therapist, thereby ensuring a complete understanding of another person's speech. This, in turn, will help you achieve greater efficacy in your work.

It is important to maintain communication stimulation during the lesson. This can be supported by a clear and logical system for selecting questions for small groups and individual children, skillful selection of lesson topics that engage children, diverse and colorful resources, as well as the advance selection of materials for the lesson for parents. A speech therapist should focus on the children's common interests, which enables them to enhance their expression.

In determining the structure of the lesson, emotional moments should be distributed in such a way that the most interesting parts of the work are related to periods of increasing fatigue.

In the process, children naturally experience difficulties and provide incorrect answers. In such cases, the speech therapist should avoid making comments that could trigger a negative reaction in the child. There are various options available for correcting mistakes:

subtly correct the child's answer during the lesson;

draw the attention of all the children to this answer, determining whether it is right or wrong;

c) suggest one of the children to correct the mistake;

d) repeat the correct answer as a group, and then individually with the child who made the mistake.

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