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DIDACTIC POSSIBILITIES OF CORRECTION OF SPEECH DISORDERS IN SCHOOL-AGE CHILDREN

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Abstract

This article provides a scientific and theoretical analysis of the issues of effective use of didactic opportunities in the process of correcting speech disorders in preschool children. The study highlights the main types of speech disorders, their impact on the child's personal and psycholinguistic development, and justifies the importance of didactic approaches in organizing the correctional and educational process. The article analyzes the possibilities of didactic games , visual aids, sensory-development-oriented activities, and integrative teaching methods in eliminating speech disorders. It also reveals the effectiveness of correctional work based on the principles of an individual approach, systematicity, and consistency. The results of the study are of practical importance in improving speech therapy and pedagogical activities in preschool educational organizations.

Keywords

speech disorders, preschool age, didactic opportunities, remedial education, speech therapy , didactic games, integrative approach.

ENTRANCE

Speech is an important psycholinguistic tool for human cognitive activity, social relations and personality formation. The preschool age is the most responsible and intensive stage of speech development , during which the child's phonetic-phonemic, lexical and grammatical systems are formed. Modern psychological and pedagogical research shows that speech disorders that arise during this period cause serious difficulties in the child's reading, writing and communication activities in the subsequent educational process (LS Vygotsky, AR Luria, RE Levina).

In recent years, the increasing number of children with speech disorders in the preschool education system has drawn the attention of specialists to the urgency of this problem. The causes of speech disorders are explained by biological (immaturity of the central nervous system, perinatal factors), psychological (insufficient development of cognitive processes), and socio-pedagogical (inadequate speech environment, limited communication) factors. This situation creates the need to correct speech disorders not only through logopedic exercises, but also by widely involving the didactic possibilities of the educational process.

In the scientific literature, the issue of correcting speech disorders has been studied by many scientists, who interpret speech as a higher mental function of the child. In particular, according to the cultural-historical theory of LS Vygotsky , speech is formed in the process of social experience and education, therefore, properly organized pedagogical influence is of great importance in eliminating deficiencies in speech development. AR Luria scientifically proved

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the need for a comprehensive, systematic approach to correcting speech disorders, basing his theory on speech activity as a functional system of the brain.

The didactic approach to the correction of speech disorders involves the organization of educational content, methods and means in accordance with the age, individual and psychophysiological characteristics of the child. The principles of systematicity, consistency, demonstrativeness, activity and individual approach developed in the science of didactics ensure high efficiency in eliminating speech disorders in preschool children. The studies of RE Levina, TB Filicheva and GV Chirkina have highlighted the positive impact of didactic games , visual aids and integrative teaching methods on speech development based on scientific evidence.

At the same time, it is observed that in the practice of preschool education, the issue of using didactic opportunities in the process of correcting speech disorders is not sufficiently systematized, and correctional and educational work is often carried out in a fragmented manner. This further increases the need to develop scientifically based approaches in this area and implement them in practice.

Based on the above, the main goal of this article is to scientifically and theoretically substantiate the issues of effective use of didactic opportunities in the process of correcting speech disorders in preschool children, analyze existing approaches, and develop practical recommendations.

Purpose of the study The main purpose of this study is to shed light on the scientific and theoretical foundations of the effective use of didactic opportunities in the process of correcting speech disorders in preschool children and to substantiate pedagogical approaches aimed at improving the correctional and educational process .

Based on the research objective, the following tasks were set:

Analysis of the psychological, pedagogical, and logopedic aspects of speech disorders in preschool children based on scientific literature;

Theoretically substantiate the importance of didactic approaches in the correction of speech disorders; Analyze the impact of didactic games , visual aids and integrative teaching methods on speech development; Highlight the effectiveness of the principles of systematicity, consistency and individual approach in organizing the correctional and educational process; Develop practical recommendations aimed at eliminating speech disorders in preschool educational organizations. The object of the study was the pedagogical and educational process aimed at correcting speech disorders in preschool children.

The subject of the study is the content, forms, methods and means of using didactic opportunities in the process of correcting speech disorders in preschool children. This study is aimed at studying the issue of using didactic opportunities in the process of correcting speech disorders in preschool children , and its methodological basis is the fundamental ideas of modern pedagogy, psychology and speech therapy. The methodological basis of the study was taken as the cultural-historical theory of development of LS Vygotsky, the concept of functional systems of speech activity developed by AR Luria, and the theory of activity of DB Elkonin.

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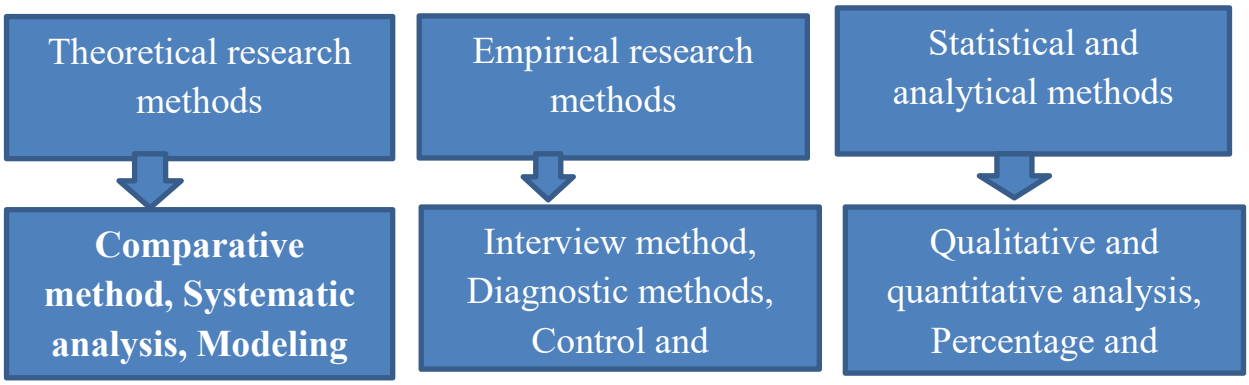
These theoretical approaches allow us to interpret speech as a higher mental function of the child, to substantiate the leading role of education and communication in the development of speech, and to recognize play activity as an important condition for the development of preschool children. The research methodology also took as a basis the principles of didactics: systematicity and consistency, demonstrativeness , activity and conscious participation, individual approach and integration. These principles serve to effectively organize the process of correcting speech disorders, taking into account the age, individual and psychophysiological characteristics of the child. The study used an integrated approach to the issues of correcting speech disorders. This approach involves the interrelated development of phonetic-phonemic, lexical and grammatical aspects of speech , as well as the integration of speech correction with cognitive processes (attention, memory, thinking) and sensory-motor development. Also, the methodological basis is adopted as the speech therapy approaches developed in the studies of RE Levina, TB Filicheva, GV Chirkina and MM Koltsova, in which the effectiveness of early detection of speech disorders and correction through didactic means is proven by scientific evidence. In general, the methodological basis of the study serves to organize the use of didactic opportunities in the process of correcting speech disorders in a systematic, step-by-step and scientifically based manner and creates a solid theoretical foundation for improving speech therapy and pedagogical activities in the preschool education system.

aims to scientifically substantiate the use of didactic opportunities in the process of correcting speech disorders in preschool children , and a combination of theoretical and empirical research methods was used.



The variety and complexity of the methods used allowed for a deep study of the process of correcting speech disorders from various perspectives. The combination of theoretical and empirical methods increased the scientific reliability of the research results and served to substantiate the practical effectiveness of didactic opportunities.

The conducted scientific-theoretical and practical analyses show that the effective use of didactic opportunities in the process of correcting speech disorders in preschool children ensures high pedagogical efficiency. Scientific research has substantiated the fact that speech disorders negatively affect a child's cognitive processes, social communication and personal development , and their early detection and systematic correction are important pedagogical tasks.

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The results of the study confirmed that the correctional and educational process based on didactic principles serves to consistently develop the phonetic-phonemic, lexical and grammatical components of speech. The complex use of didactic games , visual aids, sensorimotor exercises and integrative teaching methods is important in increasing children's speech activity, expanding their vocabulary and forming a grammatical structure.

Also, during the study, the need to ensure an individual approach in the process of correcting speech disorders, taking into account the age and psychophysiological characteristics of the child, and integrating speech therapy work with the content of preschool education was scientifically substantiated. It was found that the multiplicity and harmony of methods serve to increase the effectiveness of correctional work.

Based on the results of the research, the following scientific and practical recommendations were developed:

Systematic organization of the process of identifying and correcting speech disorders in preschool educational organizations from an early age;

games as a leading method in the correctional and educational process , selecting them according to the type and level of speech disorders;

Increasing children's speech activity and interest in communication by increasing the use of visual and sensory-motor tools ;

Integrate speech correction with visual activities, music, physical exercises, and fiction; between speech therapists, educators, and parents , and developing methodological recommendations for parents aimed at developing speech; Organizing advanced training courses for preschool teachers on didactic approaches to correcting speech disorders;

Future research should include the development of innovative didactic technologies for correcting speech disorders and experimentally testing their effectiveness .

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