

Methods of Pedagogical-Psychological Correction of Future Logic Therapists with Special School Children

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Abstract: this article is aimed at consolidating the initial directions of pedagogical and psychological correction work with special school children in the formation of professional competence of future speech therapists, as well as their knowledge about starting work without a name.

Keywords: diagnostics, special education, mental development, professional competence, correction, pedagogical process.

In recent years, interest in correcting deviations in children's development as soon as possible has increased significantly in domestic and foreign special pedagogy. The early initiation of correctional pedagogical work is of particular importance in boarding institutions where children left without parental care from the first months of life are raised, and their development is determined by a combination of unfavorable social and psychological factors and biological risk factors. Including deprivation of emotional and psychological contact with the child's mother or her substitute.

The content of corrective pedagogical work may differ depending on the age of the child, his level of development and the structure of the disorder. When working on the recommendations presented to the attention of experts, we relied on the existing program on upbringing and education of children in an orphanage (E.L.Frucht, 1987). At the same time, we focused our attention on corrective effects during the stepwise, sequential formation of psychological neoplasms in children of the first year of life with psychomotor development disorders.

The stage of pedagogical work of composition I

Development of visual orientation reactions

The goals of this field of work: formation of visual orientation activities, visual orientation in the environment, development of visual concentration and observation.

The content of corrective education at this stage includes the development of visual concentration on bright and diverse toys and adult faces, the formation of observation (at a distance of 50-60 cm) for moving and sound objects and talking adults. the child is in the position "under the chest" of adults or in the supine position (on the playground, on the changing table, on the table, on the lap of an adult).

Development of auditory orienting reactions.

Objectives: formation of the child's auditory orientation activity, auditory orientation in the environment, development of auditory concentration and localization of sound in space.

Development of positive emotional reactions.

Task: to develop the first positive emotional reactions.

The content of the training is aimed at enriching the child's tactile, vestibular, visual and sound impressions in order to awaken and encourage the first smile. Later, the smile is evoked, strengthened and maintained in response to social influences (sight, voice, smile of adults, emotional and verbal appeal of adults to the child).

Development of necessary conditions for emotional communication with adults

Goals: formation of visual concentration on another child and emotional positive attitude towards him.

In order to form the first emotional connections between peers, it is necessary to develop a duration of visual concentration on another child. The baby is placed on its back next to another older child. When emotionally connected to an older child, the adult will make humming or cooing sounds from the infant to attract visual attention, and then visually concentrate on the other child's face.

Normalization of the tone of the hand, the physiological condition of the hand and fingers

This line of work is necessary for children with motor impairment syndrome in the form of neuromuscular tone disorders. Given the role of hand movement development in the formation of speech, the importance of this field of work is especially great.

Qo'l harakatlarini rivojlantirish

Objectives: to enrich the tactile sensitivity of the hands, to form the first movements of pushing, grasping and feeling objects.

Based on the palm (grasp) reflex, it is necessary to stimulate reflex grasping and holding of soft and warm objects, which satisfies the child's need for safety and security, enriches the tactile sensitivity of the hands and prepares for the emergence of the sense of touch. Hitting them with one hand and holding them with the other, holding them by the knee, by the leg, feeling the face of adults, your own face lying down, on the knee of an adult, in a prone position.

Invite the child to touch the low-hanging toys with his hands, grab them and feel them.

The development of general movements

Taking into account the position of early childhood pedagogy on the unity and interaction of movement and mental development, the defectologist should actively use games and exercises that form general movements in classes. Games and exercises for each child are selected together with a neurologist and a physiotherapist, taking into account the child's age, movement disorder syndrome and level of motor development.

Objectives: to develop the general motor activity of children, to develop the ability to hold the head in a horizontal and vertical position, to develop support for the legs in a horizontal position (lying on the back).

Normalization of breathing

Normalization of breathing is especially important for children with early damage to the central nervous system, for children whose genesis is cerebral hypoxia, for children born prematurely due to the imperfection of the respiratory system, and for children who are often sick. A set of breathing exercises for each child should be selected together with a pediatrician and a physiotherapist. For premature babies in the first year of life, it is appropriate to use breathing exercises recommended by V.L. Strakovskaya and V.E. Ladygina (1990, 1991).

At the first stage of corrective work, breathing exercises should be aimed at activating inhalation and exhalation.

Normalization of the state and function of the organs of articulation

Normalization of the condition and activity of the articulation organs is achieved by massaging the muscles of the face, lips, tongue and passive exercises of articular gymnastics. Massage and articulation exercises help normalize muscle tone and stimulate kinesthetic sensations.

II stage of correctional-pedagogical work (working with children according to the development level of 3-6 months normally developed children)

Develop positive emotional responses

Objectives: to develop a mutual smile, "revival complex" and laughter.

To create favorable conditions for the development of emotional-positive reactions, adults can actively use a combination of tactile, vestibular, visual and sound effects with emotional and speech effects. The formation of the "awakening complex" is facilitated by playing with the child's hands and feet.

Forming the first connections between children

In the second stage of corrective-pedagogical work in this direction, the main task is to develop interest, children's emotional attitude towards each other, to imitate the actions of another child and the sounds he makes.

Children are placed on their stomachs facing each other. An adult speaks lovingly to a baby being watched by another child. If visual concentration cannot be achieved, then the adult, supporting the child's hands with his elbows, moves the baby a little to another child and covers his neighbor's face with his hands. Establishing long-term visual concentration is helped by the demonstration of an interesting toy by another child. To create favorable conditions for looking at other children and showing them joy, children play standing dance games in the hands of adults, as well as familiarization games when adults show one child to another, talk to him, approach and distance from other children.

Normalization of the tone of the hand, the physiological condition of the hand and fingers

In the second stage of the work, the massage is aimed at normalizing the tone of the hands. In the classes, stroking, rubbing, kneading and vibration methods are used. A variety of lint brushes, massage balls and massage brushes can be widely used. In addition to massage techniques, physical therapy methods are used at this stage of the work: shaking one or both hands of the child with fixation at the elbow or wrist joint; mutual swaying of the limbs with fixation in the joints; swaying "in weight"; swing on a ball, boom, roller.

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