

Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech

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Abstract: in this article, the methodology of memory development in the process of working on the passive and active vocabulary of children with underdeveloped speech, the state of mnestic processes in order to search for more effective ways and methods of correcting speech and non-speech functions in preschool children whose speech is not fully developed Directed learning is given.

Keywords: memory, incomplete development of speech, visual perception, gnosis, speech and non-speech sounds, image-imagination, plot-role thinking.

Memory is an activity of mental cognition, the essence of which is to remember, store and recall information, including the image-imagination that is formed from the genetic and acquired experience of a person.

Studying the characteristics of the memory of children whose speech is not fully developed shows that it is qualitatively unique. In the psychological and pedagogical literature, the memory mechanisms of normally developed adults and children and their peculiarities, the issues related to the methods of improving memory activity are covered in sufficient detail. However, a small number of special studies aimed at analyzing the memory characteristics of children with incompletely developed speech and its developmental peculiarities do not meet the needs of the correctional-pedagogical process. It is known that underdevelopment of speech is one of the most common speech defects among children of preschool and junior school age today.

Despite the different nature of the defects, these children have typical characteristics that indicate a systemic disorder of speech activity. Incomplete speech activity has a negative effect on the formation of sensory, intellectual (T.S. Sinyakova, O.N. Usanova, 1982) (including mnestic activity) and affective-volitional sphere (N.N. Traugott).

The systematic nature of this defect causes specific peculiarities of thinking. The development of verbal and logical thinking is left behind. Without special educational support, children learn analysis and synthesis, comparison and generalization operations with difficulty.

It is typical for children whose speech is not fully developed to lag behind the development of the sphere of movement.

In the scientific research of N.S. Zhukova, R.YE.Levina, YE.M.Mastyukova, T.B.Filicheva, M.YE.Khvatsev and others, the specifics of the mnestic process of children whose speech is not

fully developed have been determined, and they are related to different aspects of speech development, mental and neurological status. levels vary. Relatively preserved meaning in logical memory, changes in the verbal memory system are observed, and the productivity of memory is affected. According to the authors, children memorize complex instructions, elements, sequence of tasks. The lower activity of recall observed in many children can be combined with limited opportunities for the development of cognitive activity.

Also, children whose speech is not fully developed feel difficulties in performing movement tasks according to space-time parameters, break the sequence of movement elements, leave out its components, which is due to the violation of movement memory, its sequential organization, and insufficient successive processes. indicates. Scientists who have studied Alalia's speech defect show the peculiarities of the manifestation of this defect in different areas of the child's mental activity (VK. Vorobyeva, B.M. Grinshpun, G. Gutsman, R.YE. Levina, A. Libmann, V.K. Orfinskaya, N.N. Traugott, M.YE. Khvatsev, S.N. Shakhovskaya, etc.).

G.S. Gumennaya, Y.F. Garkusha, V.I. Lubovsky confirm the existence of uniqueness in the formation of memory and other higher mental functions in children whose speech is not fully developed.

E.M. Mastjukova conducted the study of higher subcortical functions, short-term memory for verbal and visual stimuli, long-term memory materials for the study of the main parameters indicate a violation of mnestic processes in children with underdeveloped speech. Ye. M. Mastjukova found that the expression of verbal memory disorders is directly related to the level and character of speech underdevelopment.

A special study of auditory, verbal and visual memory in dysgraphic students of primary school age revealed the presence of defects in various parameters of memory, as well as its qualitative uniqueness in boys and girls (V. Bugiotopoulou).

One of the urgent problems of researching children whose speech is not fully developed at preschool age is further improvement of logarithmic methods for diagnosing and correcting this defect from the point of view of a systematic approach based on modern ideas about the genesis, structure and activity of higher mental processes.

In order to search for more effective ways and methods of correction of speech and non-speech functions in preschool children whose speech is not fully developed, it is inevitable to study the state of mnestic processes in a goal-oriented manner.

Researchers dealing with the problems of researching children with developmental disabilities (G.I.Zharenkova, K.S.Lebedinsky, R.YE.Levina, V.I.Lubovsky, A.R.Luria, I.F.Markovskaya, YE.M.Mastjukova, L.G. Smirnova, O.N.Usanova, etc.) emphasize the following:

1. Qualitative examination of children with developmental disabilities requires logarithmic examination of all mental processes and all forms of activity of the child, not only one or another individual process.
2. The examination does not end with noting the difficulties identified during the formation of skills and acquiring knowledge and skills in a child on a logarithmic basis, but it allows making a differentiated diagnosis by means of music in determining the mechanism and causes of these difficulties and defects.

It is possible to develop a logarithmic program for the correction of a speech defect, as well as taking into account other higher mental processes that are broken and preserved, only if the above-mentioned requirements are fulfilled. In this case, the defect elimination system and logarithmic methods are not the same (L.S. Svetkova).

The methodology of examination of children whose speech is not fully developed implies the analysis of logarithmic studies of mental, medical-physiological, neuropsychological defects present in the child. Each aspect contributes to the overall appearance of the defect in understanding its origin and structure.

In rhythmic classes, children get to know music, dance, and sing and master various movements. Rhythmic training includes: hand movements: running general development exercises (with and without objects) performed under the guidance of a teacher, dance, musical-rhythmic and movement games. The rhythm program includes 8 sections. Theoretical information. Theoretical information is selected in such a way that the internal laws and complexity of the studied theoretical material are observed in the education of all ages. This ensures a successful learning process and keeps children interested in music. Special rhythmic exercises. This is a simple type of methodological methods. This includes hand movement exercises, clapping exercises, and memorizing proverbs and poems. Such exercises develop not only the sense of speed, but also the breath. Special exercises are determined by the level of complexity. Exercises related to movement and music. Every exercise in this section is based on music. In the process of improving various actions, the teacher educates children in technical skills for performing exercises. Among them, the most important ones are: starting to move when the music starts, adding the necessary expression to the movement, and stopping the movement when the music ends.

1. Development of a complex of diagnostic and logarithmic methods for studying the memory process in children whose speech is not fully developed.
2. Development of criteria for qualitative analysis of research results.
3. To carry out a critical research and to carry out a quantitative-qualitative analysis of its results.

A diagnostic and logarithmic method program consisting of three stages was developed to achieve the goal: collection and analysis of anamnestic data, verification of logarithmic exercises, comparative research of auditory speech memory of children in the experimental group and the control group in logarithmic exercises.

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