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ЛОГОРИТМИКА КАК СРЕДСТВО РАЗВИТИЯ РЕЧИ ДЕТЕЙ С ООП

Аннотация.

В статье раскрывается понятие логоритмика, ее цели, задачи, особенности применения в развитии речи детей с особыми образовательными потребностями. В рамках исследования проведен обзор специальной литературы по особенностям включения логопедического ритма в коррекции речи детей с особыми потребностями. Осуществлен критический анализ работ ученых, изучающих особенности речи детей и роль логоритмики. Определены, какие результаты можно достичь с помощью использования логоритмики на занятиях, виды логоритмических упражнений и их особенности. В соответствии с выбранной темой были проведены диагностические исследования, в том числе изучены психомоторные, сенсорные функции и рассмотрены пути выполнения заданий, критерии, которые отражены в каждой диагностике. Выявлены пути развития речи детей с особыми потребностями посредством логоритмических упражнения.

Ключевые слова: речь, логопедический ритм, дети с особыми образовательными потребностями, средство развития, логоритмика, движение.

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ЛОГОРИТМИКА ЕРЕКШЕ БІЛІМ БЕРУДІ ҚАЖЕТ ЕТЕТІН БАЛАЛАРДЫҢ СӨЙЛЕУ ТІЛІН ДАМУЫ ҚҰРАЛЫ РЕТІНДЕ

Аңдатпа

Мақалада логоритмика ұғымы, оның мақсаттары, міндеттері, ерекше білім беру қажеттіліктері бар балалардың сөйлеуін дамытуда қолдану ерекшеліктері ашылады. Зерттеу аясында ерекше қажеттіліктері бар балалардың сөйлеуін түзетуде логопедиялық ритақты қосу ерекшеліктері туралы арнайы әдебиеттерге шолу жасалды. Балалардың сөйлеу ерекшеліктері мен логоритмиканың рөлін зерттейтін ғалымдардың жұмысына сыни талдау жасалды. Сабақтарда логоритмиканы қолдану арқылы қандай нәтижелерге қол жеткізуге болатындығы, логоритмикалық жаттығулардың түрлері және олардың ерекшеліктері анықталды. Таңдалған тақырыпқа сәйкес диагностикалық зерттеулер жүргізілді, оның ішінде психомоторлық, сенсорлық функциялар зерттелді және тапсырмаларды орындау жолдары, әр диагнозда көрсетілген критерийлер қарастырылды. Логоритмикалық жаттығулар арқылы ерекше қажеттіліктері бар балалардың сөйлеуін дамыту жолдары анықталды.

Түйін сөздер: сөйлеу тілі, логопедиялық ырғақ, ерекше білім беруді қажет ететін балалар, дамыту құралы, логоритмика, қозғалыс.

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LOGORHYTHMICS AS A MEANS OF SPEECH DEVELOPMENT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Abstract

The article reveals the concept of logorhythmics, its goals, objectives, features of application in the development of speech of children with special educational needs. As part of the study, a review of the special literature on the features of the inclusion of speech therapy rhythm in speech correction of children with special needs was conducted. A critical analysis of the works of scientists studying the peculiarities of children's speech and the role of logorhythmics is carried out. The results that can be achieved by using logorhythmics in the classroom, the types of logorhythmic exercises and their features are determined. In accordance with the chosen topic, diagnostic studies were conducted, including psychomotor, sensory functions were studied and ways of completing tasks, criteria that are reflected in each diagnosis were considered. The ways of speech development of children with special needs through logorhythmic exercises are revealed.

Keywords: speech, speech therapy rhythm, children with special educational needs, means of development, logorhythmics, movement.

Introduction.

The increase in the number of children with speech disorders and social adaptation is currently one of the urgent problems of preschool education. The reasons for the growth of speech pathology in children are quite diverse: pedagogical unpreparedness of parents, insufficient medical diagnosis in the perinatal period, diseases of the mother during pregnancy, birth trauma, various diseases of one of the parents, social disadvantage of the family, incompleteness of the family, unfavorable psychological climate in the family [1].

Speech development is closely related to the child's motor activity. The relationship between general and speech motor skills has been studied and confirmed by researchers: I.P. Pavlov, A.A. Leontiev, A.R. Luria. Precise, dynamic performance of exercises for the legs, trunk, arms, head prepares the improvement of movements of articulatory organs: lips, tongue, lower jaw, etc. Logorhythmics affects the overall tone, motor skills, mood, promotes the training of mobility of nerve centers and activation of the cerebral cortex (V.A.Gilyarovsky); develops attention, its concentration, volume, stability, distribution, memory, visual, auditory, motor, (E.V.Chayanova, E.V.Konorova); rhythm has a positive effect on physical deviations in the psychophysical sphere of children with speech disorders (V.A.Griner, N.S.Samoylenko, N.A.Vlasova, Yu.A.Florenskaya) [2].

Logorhythmics (logopedic rhythmics) is a kind of active therapy, a means of influence in a complex of techniques and an academic discipline. The first understanding of speech therapy rhythmics is based on a combination of words, music and movement. The relationships of these components can be diverse, with the predominance of one of them or the relationship between them. The second understanding of speech therapy rhythm determines its inclusion in any rehabilitation method of education, training and treatment of people with various developmental anomalies and speech disorders. As an academic discipline, speech therapy rhythmics enriches students' knowledge with methods of correctional work [3].

Logorhythmics affects the general tone, motor skills, mood, promotes the training of the mobility of the nerve centers of the central nervous system and activation of the cerebral cortex (V.A. Gilyarovsky); develops attention, its concentration, volume, stability, distribution and memory, visual, auditory, motor, (E.V. Chayanova, E.V. Konorova); rhythm it has a positive effect on various deviations in the psychophysical sphere of children with speech disorders (V.A. Griner, N.S. Samoylenko, N.A. Vlasova, Yu.A. Florenskaya).

The textbook by G.A.Volkova is the first book devoted to the problems of logorhythmic effects on persons with speech pathology.

Regular logorhythmic exercises contribute to:

- in children, the development of general, fine, articulatory motor skills and coordination of movements;
- improvement of phonemic hearing;
- normalization of speech breathing;
- formation of the ability to change the strength and pitch of the voice;
- improvement of the intonation side of speech;
- clarification of articulation of existing sounds, creation of a base for successful production of sounds, rapid flow of the process of automation of sounds;
- to increase the speech activity of children [4].

The purpose of logorhythmics:

- development of the child's speech;
- elimination of speech disorders.

Logorhythmic tasks:

- develop a sense of rhythm and tact;
- teach proper speech breathing;
- improve general and fine motor skills;
- - develop attention, memory and auditory perception;
- include facial expressions and gestures in the child's speech;
- teach smooth pronunciation of words and phrases

Logorhythmic classes include:

- games for the development of breathing;
- walking or marching to music;
- exercises for articulation;
- rhythmic tasks;
- speech exercises;
- finger games.

Types of logorhythmic exercises:

- exercises for the development of articulatory apparatus;
- speech exercises without musical accompaniment;
- rhythmic exercises;
- - phonetic rhythmics;

- work on the syllabic structure of the word;
- work on speech breathing and speech fusion.

Logorhythmics consists of the following elements [5]:

- speech therapy gymnastics (a set of exercises to strengthen the muscles of the articulatory apparatus organs that prepare speech organs for the production of sounds); pure speech for automation and differentiation of sounds; finger gymnastics for the development of fine finger movements;
 - exercises for the development of general motor skills, appropriate to the age characteristics of children, for musculoskeletal and coordination training;
 - phonopedic exercises according to V. Yemelyanov's method for strengthening the larynx and instilling speech breathing skills;
- vocal-articulation exercises for the development of singing data and breathing;
- songs and poems accompanied by hand movements, for the development of smoothness and expressiveness of speech, speech hearing and speech memory, coordination training;
- musical games that promote the development of speech, attention, and the ability to navigate in space;
- melo and rhythmodeclamation for coordination of hearing, speech, movement;
- exercises for the development of facial muscles, emotional sphere, imagination and associative-imaginative thinking;
 - communicative games and dances for the development of the dynamic side of communication, empathy, emotionality and expressiveness of non-verbal means of communication, positive self-perception;
 - relaxation exercises to relieve emotional and physical stress.

The game form of the lesson activates the elements of visual-figurative and visual-effective thinking, helps to improve a variety of motor skills, develops independence of movements, speed of response. The competitive form is used as a means of improving already worked-out skills, fostering a sense of collectivism, educating moral and volitional qualities [6].

The purpose of our research work is the development of children's speech using logorhythmics in the classroom.

Children with speech development disabilities are characterized by a violation of general and fine motor skills, their breathing is often shallow. Some children are hyperactive, others are passive, due to the weakness of the nervous system. Along with this, the majority of children with speech disorders have attention deficit; memory, working capacity are reduced. If the existing violations are not corrected in a timely manner, then the tangle of problems increases significantly. It follows from this that prevention of speech disorders is necessary. Logorhythmics is a good means of preventing and correcting speech disorders in preschoolers. Logorhythmic classes contribute to the development of all components of speech, auditory functions, speech functional system, motor sphere, manual and articulatory motor skills, memory, attention, cognitive processes, creative abilities of children, educate moral, aesthetic and ethical feelings.

Materials and methods of research

The construction of logorhythmic classes is based on a combination of different methods. Each method includes a variety of techniques. These techniques are selected taking into account the degree of assimilation of motor, speech material, speech and general development of the child.

1. visual and visual techniques, such as showing movement by a teacher; imitation of images; use of visual landmarks and visual aids.
2. techniques for providing tactile and muscular visibility using various equipment: cubes, massage balls, etc.
3. visual-auditory techniques for sound regulation of movement: instrumental music and songs, tambourine, bells, etc.; short poems [7].

Logorhythmic classes are held 2 times a week. Each lesson is conducted on a single lexical topic in a playful way. It lasts 20 minutes. The lesson consists of three parts: preparatory, main and final.

The implementation of this lesson involves the diagnosis of the child's individual development by a speech therapist teacher in close cooperation with a teacher-psychologist, music director, physical education instructor and group teachers.

Diagnostics is carried out at the beginning of the school year in order to study, in addition to traditional speech development, the state of children's auditory attention, perception and reproduction of rhythm, the ability to navigate in space, general and manual motor skills, speech motor skills.

The repeated study takes place at the end of the school year in order to trace the dynamics of changes in the state of non-verbal mental functions of children and speech development in the process of logorhythmic classes.

Diagnostics is carried out in the form of examination, tests, monitoring of children's activity. Diagnostics of psychomotor and sensory functions (according to G. A. Volkova, N. V. Serebryakova, L. S. Solomakha) [8].

Results

Examination of psychomotor functions:

1. Examination of general motor skills (motor memory, static coordination, dynamic coordination, motor attention).

Instruction: "Repeat after me."

Evaluation criteria: observing children, determine and evaluate on a 5-point scale.

Table 1– «Examination of general motor skills»

№	First name, last name	score
1	A.Damir	4
2	B.Ramil	3
3	D.Anel	4
4	G.Aziz	3
5	E.Asel	2
6	J.Symbat	3
7	I.Anar	4
8	S.Aman	3
9	S.Temirlan	5
10	T.Azhar	3

1. Examination of orientation in space.

1) Show body parts.

Instructions: "Raise your right hand; stamp your left foot; show your right ear; show your left eye."

Evaluation criteria: 1 point for each correct execution.

2) Show items that are on the right, left, top, bottom, front, back.

Instructions: "Show the objects that are: top, bottom, front, back, right, left."

Evaluation criteria: 1 point for each correctly specified direction.

Table 2 – «Examination of orientation in space»

№	First name, last name	score	
		Show body parts	Show items
1	A.Damir	4	6
2	B.Ramil	3	4
3	D.Anel	2	4
4	G.Aziz	1	3
5	E.Asel	2	2
6	J.Symbat	4	5
7	I.Anar	3	5
8	S.Aman	4	4
9	S.Temirlan	4	5
10	T.Azhar	3	3

1. The state of fine motor skills (assessment of the functions of the hands).

1) Synchronicity of movements of the right and left hands.

Children play the finger game "We salt cabbage, we salt", alternately clenching and unclenching their palms into a fist.

Instructions: "Salt the cabbage, repeat after me."

Evaluation criteria: from 0 to 3 points.

2) Children play the finger game "Fingers are friends!" by connecting symmetrical fingers into a ring.

Instructions: "Show how your fingers are friends, repeat after me."

Evaluation criteria: from 0 to 3 points.

Table 3 – «Состояние мелкой моторики»

№	First name, last name	Score	
		Synchronicity of right and left hand movements	« Fingers are friends! »
1	A.Damir	1	2
2	B.Ramil	1	1
3	D.Anel	2	1
4	G.Aziz	1	0
5	E.Asel	1	1
6	J.Symbat	1	2
7	I.Anar	2	1
8	S.Aman	2	2
9	S.Temirlan	2	3
10	T.Azhar	1	1

Examination of sensory functions:

1. Examination of auditory attention:

Differentiation of non-speech sounds.

Instructions: "Show me which toy sounded?" (tambourine, rattle, pipe, bell).

Evaluation criteria: 1 point for each guessed toy.

2. Determining the direction of the sound source (musical toy) – front, back, right, left.

Instructions: "Name where the sound is heard?"

Evaluation criteria: 1 point for each guessed direction.

3. Rhythm examination:

Instruction: "Repeat after me."

1st element:

2nd element: - . . .

3rd element: - . - . -

4th element: . . . - -

Evaluation criteria: 1 point for each correct reproduction.

Table 4 – «Examination of sensory functions»

№	First name, last name	Score		
		Auditory attention examination	Determining the direction of the sound source	Rhythm examination
1	A.Damir	3	2	2
2	B.Ramil	3	2	2
3	D.Anel	4	3	2
4	G.Aziz	2	1	1
5	E.Asel	1	1	1
6	J.Symbat	3	2	2
7	I.Anar	2	1	1
8	S.Aman	2	2	2
9	S.Temirlan	1	1	1
10	T.Azhar	2	2	2

Discussions

- Exploring psychomotor functions, we found out:
 - The general motor skills of children showed an average level (out of 10 children, 1 child – high level, 8 children – medium level, 1 child – low level);
 - In the study of spatial orientation, 4 children had a good level, 3 children had an average level, 3 had a low level;
 - According to the synchronicity of the movements of the right and left hands, 4 children have an average level, 6 children have a low level.
 - Exploring sensory functions, we found out:
 - According to the auditory attention test, 1 child has a high level, 3 children have an average level, 6 children have a low level;
 - 6 children have an average level, 4 children have a low level of determining the direction of the sound source.
 - According to the study of rhythm, 6 children have an average level, 4 children have a low level.
 - For the development of creative potential, effective correction of diverse speech and non-speech disorders in children with disabilities, pedagogical technologies, both traditional and innovative, have been combined [9]:
 - Traditional technologies: Introductory walking and orientation in space. Children learn to orient themselves in space and in the collective, in the right-left direction of movement, in turns, in marching backwards, backwards, to the center, etc.
 - Dynamic exercises to regulate muscle tone develop the ability to relax and strain muscle groups. Thanks to these exercises, children have better control of their bodies, their movements become precise and dexterous. The content of this section includes the assimilation of the concepts of "strong", "weak" as concepts regarding greater or lesser strength of muscular tension. The concepts of "strong" and "weak" correspond in the sounding process to the terms "loud" — forte and "quiet" — piano. Preschoolers get acquainted with the loud and quiet sound of a musical instrument first in a standing or sitting position near it and performing, for example, soft movements with flags at the bottom — for a quiet sound and stronger waving them over their heads — for a loud sound; in addition to flags, you can use a drum, tambourine, hoop, ribbon. Then the exercises become more complicated.
- Articulation exercises and exercises for the development of facial muscles are useful at any age, since clear articulation is the basis of good diction. They contribute to the normalization of the peripheral parts of the speech apparatus. Articulation exercises for children with impaired sound reproduction are a necessity. They prepare the articulatory apparatus of the child for the production of sounds (this is the task of a speech therapist). Clear sensations from the organs of the articulatory apparatus are the basis for mastering the skill of writing.
- Respiratory gymnastics corrects speech breathing disorders, helps to develop diaphragmatic breathing, as well as the duration, strength and correct distribution of exhalation.
 - Phonopedic and wellness exercises develop the main qualities of the voice – strength, pitch and timbre, strengthen the vocal apparatus, make the voice more resilient. In the cold season, these exercises are performed daily as a prevention of colds, pathological disorders of the voice.
 - Exercises for the development of attention (switchability, stability, distribution) and memory develop all types of memory: visual, auditory, motor. Children's attention is activated, the ability to quickly respond to changes in activity.
 - Rhythmic games and counting exercises develop a sense of rhythm, tempo, meter (accentuation of a strong beat fraction), which allows the child to better navigate the rhythmic basis of words, phrases [10].
 - Finger games and fairy tales and other exercises for the development of fine motor skills. By developing fine motor skills of the fingers, we promote rapid speech development. Finger games and fairy tales, as well as in music classes, are held more often to music – texts are sung, or background musical material sounds.
 - Theatricalization. Often children with speech disorders have little expressive facial expressions, gestures. The muscles of the face, arms, and whole body may be sluggish or stiff. Mimic and pantomime sketches develop mimic and articulatory motor skills (mobility of lips and cheeks), plasticity and expressiveness of children's movements, their creative imagination and imagination.
 - Outdoor games, round dances, physical exercises train children in the coordination of words and movements, develop attention, memory, speed of reaction to the change of movements. These games foster a sense of teamwork, empathy, responsibility, teach children to follow the rules of the game.

Conclusion

The method of logorhythmics is based on imitation. All the exercises are based on the same principle: the child repeats the movements and the text for an adult. There is no need to memorize text material specifically. Let the child memorize it from class to class, gradually. At the first lessons, an adult reads the text and encourages the child to repeat it. Gradually, the child is also connected to reading. As soon as he begins to repeat all the phrases without mistakes and in the right rhythm, he is allowed to take the initiative.

The results of classes do not come immediately. Logorhythmics is practiced 2 times a week for about 30 minutes, and if the child stutters – about 4 times. The effect of regular exercise can be noticed at least after 6-12 months.

The exercises should be repeated until the child has mastered them perfectly. If the baby cannot cope with some movement or text, this element of the exercises is temporarily removed from the lesson program, but then they are necessarily returned.

Speech exercises are performed with maximum care. The poems are pronounced so that it is easy for the baby to adjust the movements of the legs, arms, torso to the rhythm of speech. It is important to adhere to the correct sequence of actions: first, the child looks at the action performed by an adult, then repeats it together with the mentor and only then does it independently, pronouncing the words and observing the rhythm.

The basic principle of the construction of all these types of work is the close connection of movement with music; the inclusion of speech material. The word can be entered in a variety of forms: these are the lyrics of songs, round dances, dramatizations with singing, dramatizations on a given topic, the commands of the driver in outdoor games, the instructions of the host (director) of the script, etc. The introduction of the word also makes it possible to create a whole series of exercises guided not by a musical rhythm, but by a rhythm in verse form, which allows preserving the principle of rhythmicity in movements.

The means of speech therapy rhythmics can be represented as a system of gradually becoming more complex rhythmic, logorhythmic and musical rhythmic exercises and tasks underlying the independent motor, musical and speech activity of children with speech pathology.

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