



Speech Brought with Children Who Are Not Fully Developed Logopedic in The Sliding Correction Work System the Importance of Rhythmics

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Annotation: in the process of Speech Communication, people exchange ideas and influence one another. Speech communication is carried out through language, language is a system of phonetic, lexical and grammatical means. This article summarizes the speech clinical manifestations of a defect in underdeveloped children, depending on the type of defect the importance of logorhythmic actions in correctional work processes is highlighted.

Keywords: children whose speech is not fully developed, correctional work system logopedic rhythmics, speech deficit, logopedic game.

Carried out in our country with children with speech impairment great attention when conducting Correctional –pedagogical and educational work being given. Timely prevention of speech defects in children nerve begins with the Prevention of mental disorders. Human speech is understandable and to make sense, the actions of the members of speech to be clear and correct must. In the case of normal speech activity, its psychophysiological mechanisms are stored. Speech disorders of the speaking person speech activity received in a given language environment works normally from language norms depending on the weakening of psychophysiological mechanisms defined by deviation.

In the incomplete development of speech, the late appearance of speech, poor vocabulary, agrammatism, pronunciation deficiencies are observed. Of speech the concept of underdevelopment is due to the specific state of development of a child's speech, the variety of speech underdevelopment in its etiology advanced point about the possibility of a single pedagogical approach to their appearance based on the look. The term underdevelopment of Speech refers to the development of speech represents an extremely deep approach to the disorder and its analysis is pedagogical on the ground. Special examination of children whose speech is not fully developed is showed that there are different clinical manifestations of the deficiency. Conditional them can be divided into three main groups.

In children of the first group, only the incomplete development of speech signs can be seen. They do not observe disorders of neuromuscular activity. It is considered an uncomplicated form of speech incomplete development. This acute lesions of the central nervous system are not found in children. Their Anamnesis is clearly expressed in the course of pregnancy or during childbirth it can be seen that the shortcomings are not indicated. Full conversation with mothers only about a third of those who are examined when transferred are pregnant mild toxicosis in the second half or short-term asphyxia during childbirth was found to have taken place. Such children are somatically vulnerable, prone to turlicasalisms. Paresis and paralysis in children in this group absence, clearly expressed under the bark and myeloma disorders failure, in which the primary zones of the speech - action analyzer are preserved testifies to the rest. In such minor neurological activity disorders mainly in muscle tone, differential movements of small hand fingers disorders occur in formation, kinesthetic and dynamic Praxis formation.

The incomplete development of speech in children of the second group includes a number accompanied by neurological and psycho-pathological syndromes. It is cerebral organic speech in Genesis is a complex type of incomplete development. In this the symptomatic complex of



dysontogenetic-encephalopathic disorders may have been supplanted. It is evident in the process of neurologically thorough examination of the children of the second group expressive neurological symptomatology is diagnosed. It is symptomatic central not only testifies to the delay in the formation of the nervous system, but also separately it also testifies to mild damage to brain structures. The following some more in the neurological syndromes of children of the second group is found in:

1. Hypertension-hydrocephalus syndrome-increased internal pressure of the skull there is a syndrome in which the size of the head increases, the forehead nodule there is a bulging, an expansion of venous blood vessels in the areas of the chakra. This the syndrome is primarily in the violation of mental work skills voluntary activity and children in behavior, as well as in rapid exhaustion and boredom from any type of activity, at a high level of excitability, irritability, mobility manifest. In some cases, with manifestations of telbanamolik and innocence high-euphoric mood is observed. Such children are hot, dim to the air being intolerant, they complain of headaches and dizziness.

2. Cerebrasthenic syndrome - high level of neuromuscular exhaustion, emotional manifested in manifestations of stagnation, active attention, impaired memory functions is. In some cases, this syndrome is characterized by hyper excitability, general emotional and with the appearance of signs of movement unrest, and in other cases it is harmoniously combined with the predominance of braking, lethargy, passivity.

3. Movement disorders syndromes are mild to mild muscle tone and monoparesis, of unambiguously expressed equilibrium and motion coordination violation, insufficient differentiation of the differentiated motor of the fingers of the hand, it is characterized by a lack of formation of common and oral Praxis. Such mild paresis, which are often the basis of mild dysarthria manifestations in children, articulation in the form of forced movements of individual tongue muscles motor disorders are observed.

Most children in this group differ in general motor deficit they do, they pass from one type of movement to another with difficulty. One or the other they cannot perform moving tasks automatically and even perform simple rhythms can't do either. Disorders of general and oral Praxis such for children is a character. The disorders shown are usually phonemic perception harmonizes with breakage. Emotional-volitional sphere in such children lack of formation low mental working capacity, movement excitability, high affective arousal, most often telbanamo warmth and euphoria type buoy, is manifested in combination with a state of partial mood dominance. Their for some, on the contrary, a high level of braking, insecurity, lethargy, lack of independence is characteristic. These children are usually lanky, without initiative, few there will be movement. Clinically defined as motor alalia in children of the third group, it is observed that unimaginable and stagnant speech does not develop. A number this form of speech pathology on the terminology of foreign authors named as "developmental aphasia "or" congenital aphasia". This is the term motor aphasia in adults occurred analogically. "Motor in adults like aphasia, in such a form of speech pathology in children, the cranium damage or underdevelopment of the bark speech zones is observed and in this, the Broca's zone is damaged in the first place " - based on this assumption the authors included the above term. Unlike aphasia in adults, early damage to the cranial speech zones in alalia (prenutty in the period), the result is that speech does not develop. Incomplete speech development R. Ye. Levina defines by three degrees: there are no means of Speech Communication at all from being phonetic-phonematic and lexical-grammatical underdevelopment up to perfect speech disorder with elements. Correctional-educational activity to change the possibilities of perception of the child, improve his emotionalirational, individual-personal qualities, interests and abilities, work, it is pedagogical hattiharakat aimed at developing artistic, aesthetic and other abilities. The main effect on the child in the process of logopedic training imitation speech



of children in the form of the manifestation of the desired sound generating activity consists in expanding the volume of speech comprehension. This stage for logopedic work with non-speaking children designed. Active speech of such children consists of separate words: to the child naming close acquaintances, imitation of sound, the word consists of parts (da or dada, bo or bobo, bi-bi or moshina, etc.). In non-speaking children as a rule, the need to imitate the word adult will not yet be. If colloquial if there is imitation activity, then this process is 2-3 correct performed through syllable complexes composed of articulating sounds carried: consonant+vowel or vice versa vowel+consonant.

General to logopedic work with non-speaking children recommendations. Training in as small groups as possible (no more than 3 people) must be transferred. The leading form of training is play. Training especially provided with unconventional assignments in the initial invasions of the work it is necessary to have. Exactly one word in the logopedic effect makes the material many times it is necessary to repeat and establish direct emotional contact with a child who does not speak conditions are considered. At this stage, the child receives any appearance of speech stimulation is important. To tell or repeat something to the child it is not necessary to force. Say, words like repeat should not be used, because the child has negative exposure to these requests. It is called it is useful to exchange for matching questions or words, (The Thinker, Gunner). Or a one-sided dialogue will also work well, with a big one the person asks a question and also answers it himself. A double repetition of a sound imitation, which is just pronounced by a child, will work very well. For example: a toy with a child is asked to go to the shelf and wonderfully: "who appeared here? Capricorn?". Watch Capricorn standing, several times it is necessary to immitate The Voice of Capricorn:., me-meme' speech, speech, pointing the nose, ear, tail of Capricorn to the child curious asks. "Do you know how Capricorn cries?"Wanted from a child sound relaxation can be seen.

Development of speech comprehension. The main function of the logopedic effect passive vocabulary consists in replenishing wealth. Toys for the child, body parts, clothing, animals, separate objects and phenomena names and the same it is proposed to remember the names of the like. Passive verb Dictionary of a child to consist in the name of the behavior carried out by oneself must (sitting, walking, laughing, etc.). Activation of speech imitation. Carried with children without speech it is responsible to give birth to the need to imitate the word adult in logopedic work the task is. Imitation colloquial reactions any sound can be expressed in complexes. Therefore logoped such a condition it is necessary to create, in this case, to pronounce exactly one vowel combination in the child it is necessary to appear a desire (repetition). With children whose speech is not fully developed child animals and, according to the concept of speech in speech training the birds imitate the owl:,' mo'-mo' ,,, ku-ku' ,,, chi-chi", and etc.

Speech of a speech speech speech speech speech speech speech speech speech speech speech with children end. Logopedic work carried out at the stage of the formation of oral speech at the end of children passive vocabulary objects and actions their word they must learn to compare with the sign. Passive vocabulary of children will consist of those below:

- child permanent seer subject names.
- names of behaviors performed by oneself or by familiar people.
- names of certain cases (hot, cold, warm).

In speech speech speech speech speech speech speech therapy with children the main tasks of speech therapy:

1. Teaching children to correctly compose two-word sentences in the following type: address +Command (expressed by the verb in the command column), command +object name (the horse of the arrival of income).
2. Memorizing certain everyday vocabulary.



3. Pronunciation of the stressed syllable of the word.
4. Expanding the volume of understanding of other people's speech.

Didactic games for children 6-7 years old, whose speech is not fully developed. Games for the development of speech in a larger group are a little more difficult, because it is by age, children acquire basic speech skills, and they do it they need to improve. The game "hot-cold" is accompanied by rhythmic movement is done. For the development of speech of preschool children of this type didactic games are aimed at finding antonyms of words. Do it before raising, you need to make sure that the child understands the meaning of the words "other", "opposite", "similar", "same". Teacher gives the child a word and phrase to say the opposite expression (big ball - small ball, long ribbon-short ribbon, white shape-black shape, light cube-heavy Cube, deep pool-shallow pool, cheerful child-sad child, air outdoor cloudy). Didactic games with rhythmic movements to develop consistent speech creating optimal conditions for use in parallel is a new way and makes it possible to search for methods, which, in turn, will allow you to get to school provides the basis for high-quality education of children of age.

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