



 Research Article

PREPARATION OF CHILDREN WITH SPEECH DISTURBANCE IN SCHOOL IN THE CONDITIONS OF A PRESCHOOL EDUCATIONAL INSTITUTION

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ABSTRACT

The article examines the problem of preparing children with speech impairment at school in a preschool educational institution. An analysis of works on this topic made it possible to determine the content and organization of education for children aged 5-7 years. The conditions for achieving a new, modern quality of preschool education are revealed.

KEYWORDS

Children with speech disorders, preparation for school, formation, development, content.

INTRODUCTION

In the Republic of Uzbekistan, the system of preschool education has always been considered as the first stage in the system of general education, and senior preschool age (5-7 years) - as the age of general preparation of the child for the next stage of education - primary school.

One of the tasks of a preschool institution is to prepare children for school. The transition of a child to school is a qualitatively new stage in his development. This stage is associated with a change in the «social situation of development», and with personality neoplasms, which



L.S. Vygotsky called «crisis of seven years». The result of preparation is readiness for school. These two terms are interconnected by a cause-and-effect relationship: readiness for school directly depends on the quality of preparation [4].

THE MAIN RESULTS AND FINDINGS

According to domestic and foreign scientists, the readiness of a child with speech impairment for schooling should be considered, first of all, as his general readiness, including physical, personal and intellectual readiness.

Physical readiness is a state of health, a certain level of morpho-functional maturity of the child's body, the necessary degree of development of motor skills and qualities, especially fine motor coordination, physical and mental performance.

Personal readiness is a certain level of arbitrariness of behavior, the formation of communication skills, self-esteem and learning motivation (cognitive and social); activity, initiative, independence, the ability to listen and hear the other, coordinate their actions with him, follow the established rules, work in a group. The success of school education is largely determined by how much a child wants to learn, become a student, go to school. As already noted, this new system of needs, associated with the child's desire to become a schoolchild, to perform a new, socially significant activity, forms the internal position of the schoolchild, which is the most important component of personal readiness for school.

Initially, this position is by no means always associated with the full-fledged desire of the child to learn, to gain knowledge. Many children with speech disorders are attracted primarily by the external attributes of school life: new environment, bright portfolios, notebooks,

pens, etc., the desire to get marks. And only later may there be a desire to learn, to learn something new at school [2,6].

As experience shows, the teacher helps a child with speech impairment to highlight not formal, but meaningful aspects of school life. However, in order for the teacher to fulfill this function, the child must be ready to enter into a new type of relationship with the teacher. This form of relationship between a child with a speech disorder and adults is called extra-situational-personal communication.

A child with a speech disorder who owns this form of communication perceives an adult as an indisputable authority, a role model. His requirements are fulfilled exactly and unquestioningly, they are not offended by his remarks, on the contrary, they treat the critical words of an adult with increased attention, they react to these errors in a businesslike manner, try to correct them as soon as possible by making the necessary changes to the work [1,6,7].

With a current attitude towards the teacher, children are able to behave in the classroom in accordance with school requirements: not to be distracted, not to start conversations with the teacher on extraneous topics, not to throw out their emotional experiences, etc.

Readiness for learning (learning) implies the presence of a certain level of development of independence. Research K.P. Kuzovsky, G.N. Godina found that independence begins to form already from the early preschool age, and with the attentive attitude of adults to this problem, it can acquire the character of fairly stable manifestations in a variety of activities.

The formation of responsibility is also possible (K.S. Klimova). Older preschoolers are able to take responsibility for the task. The child remembers the

goal set for him, is able to hold it for a long time and fulfill it. The child must be able to bring the matter to the end, overcoming difficulties, be disciplined, assiduous. And these qualities, according to studies (N.A. Starodubova, D.V. Sergeeva, R.S. Bure), are successfully formed by the end of preschool age.

An indispensable characteristic of readiness for learning is the presence of interest in knowledge (R.I. Zhukovskaya, F.S. Levin-Schirina, T.A. Kulikova), as well as the ability to perform arbitrary actions [5].

Pedagogical readiness for school is determined by the level of possession of special knowledge, skills and abilities necessary for studying at school.

These are the skills of forward and backward counting, performing elementary mathematical operations, recognizing printed letters or reading, copying letters, retelling the content of texts, reading poetry, etc.

Of course, the possession of all these skills and abilities can make it easier for a child with speech impairment the first stage of schooling, the assimilation of the school curriculum. However, a high level of pedagogical readiness alone cannot ensure a sufficiently successful inclusion of a child in school life. It often happens that children with speech impairments, who have demonstrated a good level of pedagogical readiness when they are admitted to school, can not immediately join the educational process, do not yet feel like real schoolchildren: they are not ready to fulfill the simplest disciplinary requirements of the teacher, they do not know how to work according to a given model, get out of the general pace of work in the classroom, do not know how to build relationships with classmates, etc.

At the same time, children with speech impairments, who showed not so high preliminary training, but

possessing the necessary level of psychological maturity, easily cope with the requirements of the school and successfully master the curriculum.

In order to create conditions for achieving the modern quality of preparation for school, a new approach is needed to the content and organization of work with children with speech impairment.

The content and organization of education for children aged 5-7 years are determined by:

- * the tasks that society sets for new generations;
- * age characteristics of children.

Taking into account the age characteristics of children, it is necessary to single out two directions in the selection of the content of education in preschool childhood;

- * introducing children to the accumulated experience and achievements of mankind: ethical, social, aesthetic, technical, scientific;
- * pedagogical assistance to the actual psychological development of children.

The significance of the first direction for the development of children with speech impairment is obvious, since the child must learn to live and act in the world in which he lives. Introducing children to the accumulated experience and achievements of mankind is carried out by teaching children, first of all, the most diverse methods of action. However, not all the achievements of mankind can be introduced to children through the mastery of methods. Thus, it is obvious that it is impossible to teach the “methods” of performing actions based on moral norms, although it



is possible to teach the methods of so-called cultural behavior [3].

In order to create the necessary conditions for achieving a new, modern quality of preschool education, it is planned:

* revision of the content and forms of communication of the educator with children of senior preschool age;

* development of technologies aimed at changing the internal position of the educator, his value-semantic self-determination as a necessary condition for the adoption and development of new pedagogical ideas.

As mentioned above, the central task of preparing children for school, along with ensuring timely full-fledged psychological development, is the preservation and strengthening of health.

The first seven years of life fundamentally differ from subsequent ages in the number and significance of the mental neoplasms that have arisen. It is in the preschool years that speech, activity with a complex system of goals and social motivation, consciousness, and personality first appear.

Each of these large-scale neoplasms has a complex composition and structure, and their main components appear in children in a certain sequence and relationship.

In this most complex and little-studied process, the following regularities can be distinguished at the moment:

a) the appearance of each particular component of these neoplasms has its own sensitive period. This is a period of time when a set of prerequisites is formed in the psyche of a child with a speech disorder, which is

most favorable for the appearance of this particular feature, the potential for a very definite growth;

b) the possibilities of realizing the developmental potential of children with speech impairments are of an alternative nature and depend on many conditions and circumstances in the life of each individual child. In spontaneously developing conditions, the developmental potential of the child is often realized either partially, or in undesirable forms, or not realized at all. If the pedagogical influence is carried out not spontaneously, but at the right time and in strict accordance with the laws of the development of the child's psyche, then the existing potential provides the development processes with the necessary direction and dynamics;

c) the appearance in children with speech impairment during the sensitive period of the most important mental neoplasms has far-reaching consequences, because it is they that determine the conditions and prerequisites for the formation of later elements of the basic mental structures and, thereby, the fate of the subsequent development of a person.

An analysis of the situation shows that in the preparation of children with speech impairment for school, many problems have accumulated, one way or another connected with the organization, content and methodological support of the education of children 5-7 years old.

CONCLUSION

Revealing the essence of the concept of "school readiness" and its components, we came to the conclusion that the preparation of children with speech impairment for school should be versatile and begin long before the children actually enter school. Considering the features of the development of a child



at the turn of the senior preschool and primary school age, we see that this is a turbulent and long period. By the end of preschool age, the child has a high level of cognitive development, which allows him to successfully study at school in the future. Having analyzed in our work the conditions of the preschool educational institution for the full preparation of children for schooling, we presented a methodological complex designed to help improve the professional level of teachers and the qualitative preparation of children for school

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