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Research Article

EFFECTIVE WAYS OF SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN IN THE CLASSROOM OF LOGORHYTHMICS

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ABSTRACT

Logoritmika is part of a comprehensive medical, psychological and pedagogical influence on individuals with speech disorders. Logopedic rhythm constantly developed and enriched, thanks to the acquisition of new specialist knowledge about the features of the functioning of the sensory and motor systems of the child, as well as their connection with the development of other mental processes, such as speech.

KEYWORDS

Speech therapy rhythm, music, word, movement, musical classes, a sense of tempo and rhythm.

INTRODUCTION

Currently, the number of children with various disorders, including speech disorders, is increasing. Children with speech disorders most often suffer from motor activity. Movements are characterized by insufficient organization and clarity, there is an underdevelopment of a sense of rhythm, pace, attention and coordination of movements. The

development of general motor skills contributes to the development of speech activity. Performing rhythmic, clear exercises for the arms, legs, head and torso helps to improve the movements of the child, and also stimulates the development of the brain and speech.

THE MAIN RESULTS AND FINDINGS

Speech therapy rhythmic is a method of teaching and educating people with various developmental disorders, including speech disorders, the means of which are movements, music and speech. Speech therapy rhythm is a part of therapeutic rhythm, based on the use of the connection between words, music and movement.

Speech therapy rhythm is represented by a huge range of special games and exercises aimed at overcoming speech and non-speech disorders, the development of communication skills, as well as the formation of positive, cognitive motivation. It is recommended to use elements of logorhythmics, including their speech therapy, music, physical education classes, speech development classes.

Classes in speech therapy rhythms help strengthen the musculoskeletal system, develop breathing, motor functions, bring up the correct posture, gait, grace of movements, contribute to the formation of motor skills and abilities, the development of dexterity, strength, endurance, coordination of movements and organizational skills in children with speech disorders.

Speech therapy rhythm is used in the correction of general underdevelopment of speech, phonetic and phonemic disorders of alalia, stuttering, etc.

In the lessons of logorhythmics, involuntary development of psychomotor skills occurs. The successes that are achieved in the development of the motor sphere help to activate and organize the child's speech.

The main principle of the success of logorhythmic work is an individual approach to each child, taking into account his age, speech and psychophysiological capabilities.

Logorhythm is of great importance for the moral education of preschool children, which is an important part today - the education of the ability to behave during classes; the formation of a sense of tact and cultural habits in the process of communicating with children and adults, the ability to sympathize and empathize with each other.

The following elements are included in logorhythmic exercises: articulatory gymnastics, vocal-articulation exercises that strengthen the muscles of the organs of articulation, develop their mobility and develop singing data, tongue-twisters for automating and differentiating sounds, phonopedic exercises, the purpose of which is to correct sound pronunciation, strengthen the larynx and instill speech skills breathing, exercises for the development of facial muscles, communication games and dances through which the development of the emotional sphere, associative-figurative thinking, expressiveness of non-verbal means of communication, positive self-perception, musical and musical-rhythmic games with musical instruments, finger gymnastics and poems accompanied by movement hands contribute to the development of fine motor skills, fluency and expressiveness of speech, speech hearing and speech memory, exercises for the development of general motor skills, corresponding to the age characteristics of children, aimed at developing development of the muscular-motor and coordination sphere, exercises for the development of word creation, aimed at expanding the active vocabulary of children and developing a sense of rhythm.

As a result of logorhythmic classes, the following tasks: clarification of articulation, expansion of vocabulary, development of phonemic perception, development of auditory attention and motor memory, development of clear, coordinated

movements in conjunction with speech, improvement of general and fine motor skills, development of melodic-intonational and prosodic components, imagination and creative imagination.

The types of game exercises that are used in speech therapy rhythm classes are divided into two groups:

- one of these groups is aimed at the development of non-speech processes, i.e. coordination of movements, orientation in space, fine and gross motor skills, increased muscle tone, as well as cognitive processes such as memory, thinking, attention and creative imagination;
- the other group is speech exercises that develop proper breathing, the ability to control the voice, articulation and facial expressions, the perception of speech and other sounds by ear, active and passive speech, as well as the formation of the correct sound pronunciation, tempo and intonation of speech.

Logorhythmic classes are based on the principles developed by G.A. Volkova, such as visibility, consciousness and activity, systematicity, consideration of symptoms and phased implementation. Children in a playful way master the movements of general and fine motor skills, learn to find the rhythmic organization of music and speech, get acquainted with elementary techniques. Currently, the number of children with various disorders, including speech disorders, is increasing. Children with speech disorders most often suffer from motor activity. Movements are characterized by insufficient organization and clarity, there is an underdevelopment of a sense of rhythm, pace, attention and coordination of movements. The development of general motor skills contributes to the development of speech activity. Performing rhythmic, clear exercises for the arms, legs, head and torso helps to improve the

movements of the child, and also stimulates the development of the brain and speech.

Speech therapy rhythmic is a method of teaching and educating people with various developmental disorders, including speech disorders, the means of which are movements, music and speech. Speech therapy rhythm is a part of therapeutic rhythm, based on the use of the connection between words, music and movement.

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Logorhythm is of great importance for the moral education of preschool children, which is an important part today - the education of the ability to behave during classes; the formation of a sense of tact and cultural habits in the process of communicating with children and adults, the ability to sympathize and empathize with each other.

The following elements are included in logorhythmic exercises: articulatory gymnastics, vocal-articulation exercises that strengthen the muscles of the organs of articulation, develop their mobility and develop singing data, tongue-twisters for automating and differentiating sounds, phonopedic exercises, the purpose of which is to correct sound pronunciation, strengthen the larynx and instill speech skills breathing, exercises for the development of facial muscles, communication games and dances through which the development of the emotional sphere, associative-figurative thinking, expressiveness of non-verbal means of communication, positive self-perception, musical and musical-rhythmic games with musical instruments, finger gymnastics and poems accompanied by movement hands contribute to the development of fine motor skills, fluency and expressiveness of speech, speech hearing and speech memory, exercises for the development of general motor skills, corresponding to the age characteristics of children, aimed at developing development of the muscular-motor and coordination sphere, exercises for the development of word creation, aimed at expanding the active vocabulary of children and developing a sense of rhythm.

CONCLUSION

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Logorhythmic classes are based on the principles developed by G.A. Volkova, such as visibility, consciousness and activity, systematicity, consideration of symptoms and phased implementation. Children in a playful way master the movements of general and fine motor skills, learn to find the rhythmic organization of music and speech, get acquainted with elementary techniques

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