

Direct guidance of Speech Therapy games in the process of speech therapy training

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Annotation. The implementation of the process of development of socio-pedagogical work of future speech therapists is intended to regulate its interrelated elements, follow Speech Therapy games in speech therapy classes, direct orientation to the goal, direct leadership of Speech Therapy games in the process of speech therapy training.

Keywords: speech therapist, speech therapist game, toy, plot - role-playing, Correctional, speech is not fully developed.

We took into account the theoretical-purposeful, meaningful - technological, result-evaluation and organizational-pedagogical elements, pedagogical conditions contributing to the effective implementation of the model, providing for the readiness of all subjects of the educational process for pedagogical and social interaction when creating a model for the development of socio-pedagogical competence of future speech therapists. The implementation of the process for the development of socio-pedagogical work of future speech therapists is intended to regulate its interrelated elements, follow Speech Therapy games in speech therapy classes, direct orientation to the goal, direct leadership of Speech Therapy games in the process of speech therapy training.

In Speech Therapy games – a force that can target the content of the game, achieve the preservation and development of children's independence in the game, such as participation in the children's agreement, lowering, helping, giving advice during the game, proposing a new theme of the game – should be the person leading the game.

Direct guidance for him in the process of speech therapy training is one of the main tasks of the speech therapist, the educator. He takes part in children's games – taking this or that role, he can participate as a maslan, mother, Doctor, Teacher. Such an approach allows children to play together.

And the role in which the speech therapist performs serves as a model for imitation. The role-playing participation of the speech therapist in children's games can be directed to the enrichment of the goal of the game and the actions of some children. The speech therapist talks to the children in the process of the game, showing them the motility that is done with these or those toys.

Depending on the degree of occurrence of the narrative and plot of the game's actions, children begin to voice their roles in words. In this case, the questions of the speech therapist, the work will help to refer to the child as qahramani. All such actions will help the plot role-playing game find content.

However, observations show that it turns out that the development of Speech Therapy games in this way – naturally-is not inherent in the nature of all children. In this case, there is a need to study children in a special stratified Correctional way to play actions, moral elements of the game, the skill of building the plot.

The main way to solve these tasks is that the speech therapist acts together with the children. Speech uses a ready-made plot proposal of different levels of complexity, a demonstration of the game's action pattern, that is, speech therapy uses the method of introducing its substitutes in the game, which are among the toys. The effectiveness of the indicated methods is ensured by The willingly acting of adults in the game with children.

It is important that the speech therapist from time to time organizes games, entertainment games with the participation of all children in the process of speech therapy classes, organizes plot,

role – playing games in the content he conceived. For example, it will be appropriate to celebrate the doll's birthday, arrange such as a cheerful party.

During the speech game, the children's attention is focused on the choice of basic play equipment, helps to prepare the missing ones, teaches elementary planning of the game, organizing the game situation. Speech-pedagogue during the game, children need to give advice to them, from one or another aspect of the game, can throw a question. In large groups, the speech therapist can participate in the process of games – a little less in the performance of roles, but if they really want to get into the role, then the children willingly accept it for their games.

So, a plot-role-playing game is the main type of game for children of preschool age, and this game is a phenomenon that makes all the features of the child disappear. At the same time, such games are built on the ground of the interaction of children with adults. It is characteristic of such basic game qualities as emotional wealth.

Plot-role-playing games as an activity are a secondary stage in the child's knowledge of *vagyelik*, but in a plot – role-playing game, the child's knowledge, *taasurots* do not remain unchanged, on the contrary, they are filled, clarified, qualitatively changed and re-feared.

This feature makes the game a practical form of cognition of wakefulness in the environment.

Types of Speech Therapy games in speech therapy classes for children of preschool age who are not fully developed are used for the following purposes:

Purpose: to teach children to pronounce horses in their speech.

A bunch of toys are standing on the table. Educator speech therapist offers children to list these toys on the table, and then keep their lambs closed. The teacher-speech therapist takes away one of the toys, then asks the children to open their eyes and look at the dolls on the table. Asks which toy is missing. The correctional goal pursued from this is to teach children to pronounce horses in their speech.

The game of applying the pronoun “this” in speech.

The child must find who is speaking in a blindfolded position. But one child says the name of the toy, the presenter finds out who said it.

- This is Alisher, he is a boy.
- This is a princess, she is a girl.

"Animals, birds and their movement", " Top what do I have?" games.

The goal is to learn to ask and answer questions. Children are three to four and are divided into two groups. In the first group there are cards with a picture, and in the second group, Children Say, respectively, animals, birds and their actions. For example, as follows:

- Speech therapist: children:
- Duck..... - floating in the water
 - Cat..... - lying under the table.
 - Bear..... - honey licks.

Game " counting from one to ten”.

Speech therapist-educator:

-I will tell you one number, and you will put so many toys on the table. - "Five”

Nargiza: - here are five cubes.

Theme: "Colors”

Speech Therapist-Educator

- How, guys, what beautiful puffs do I have. Whichever bubble you want, push: yellow, red, green, zangorimi – kukmi, ask, " the children are asked questions.

Children one after another:

"give me a red balloon," lagged the red balloon - the educator finds among the bubbles in the slave and takes it to himself.

- Give me a cookie....
- I need a red bubble.

In the same zail question and answer, children get acquainted with the colors.

Educator-speech therapist:

- I will turn my back, and you will take colored pencils and hide them. And I find what kind of pen you have. If I find it, you will give it to me, and if I do not find it, you will tell me its color.
- You have a red pen.
- No, I have a green pen.
- You have a yellow pen.
- True, I have a yellow pencil.

Now all animals, wild and domestic animals are standing on the table in a state where they have gathered together on one ground. They want to live as a family. But they help them to live in agreement with each other. Where, who will be what? Bear-grandmother, Fox – grandmother, rabbit – son – granddaughter, squirrel – daughter – granddaughter, Wolf – father, horse – mother, sheep-son, cat-daughter.

The game "riddle" is a useful activity for the child's mind. The riddle itself is a creative task.

Children of preschool age, whose speech is not fully developed, will have a great interest in finding riddles.

For example:

If I say" O", it opens, if I say" B", it closes, (mouth)

- The mother is one, the child is a thousand (moon and stars)
- Door opener without hands without feet (Shamol)
- The two brothers do not see one another (eye)
- Four-legged-with an iron hoof (horse)
- Friend to man, guardian to the house (dog)

Game "great bag"

Summary of the game. The educator shows the children a beautiful backpack with objects and pictures with the sound of A. First, take something from the inside of the bag and indicate the name. When we say the name of a thing, it pronounces the sound of a in relation to other sounds, separating and stretching. Then the children also take turns taking one of the objects or pictures inside the bag and saying its name. In doing so, they pronounce the sound a more elongated than other sounds.

Game" cat and mice"

Summary of the game. Children walk in circles, in the middle sits a child in the role of a cat. Children walk up and say the following poem in a low voice:

"Slow mice, slow mice.

There is a mush on the roof head.

Mouse, mouse, be careful!

Do not let Mushik catch you!"

The child describing the cat meows loudly when the text of the poem ends, and the children chase after it. The caught child will be a mushik. It is necessary that the children's voice is neither too loud nor too low.

Summing up all the ideas developed in the children's sections above, we can say that. Speech speech speech speech speech of a child of an incomplete preschool age occupies an important place in the correctional development of mental activity of speech defects, in the relationship and communication of people around him.

With the help of Speech Therapy games, the personality of the child is formed.

Speech speech speech speech speech speech of children who are not fully developed will serve as a correctional tool in eliminating speech defects.

The use of Speech Therapy games arouses interest in speech therapy training in children who are not fully developed. The desire to perform classes Awakens, urges them to gain knowledge in speech therapy classes.

The lesson and speech therapy classes should be aimed at developing the ability of preschool students to analyze thinking, memory, attention processes, sound pronunciation and fomemas.

Children of kindergarten age have the property of rapid fatigue, boredom. One of the favorable factors in preventing this and achieving the intended goal is the use of didactic games in training.

The games used in training help children to acquire certain knowledge and skills, in addition to gaining interest in training, to eliminate speech defects.

When conducting speech speech therapy games in children of preschool age who are not fully developed, the following should be observed:

1. Taking into account the age and individual characteristics of children whose speech in preschool education is not fully developed.

2. Taking into account the interest of children whose speech at preschool age is not fully developed;

3. The variety of toys when performing speech speech speech therapy games in children of preschool age that are not fully developed attracts the attention of the child;

4. The specific purpose of correction in the conduct of speech speech therapy games in children of preschool age who are not fully developed;

5. Speech in preschool age correctly determines the rationality and methodology of speech speech therapist when conducting speech therapy games in children who are not fully developed.

Conducting speech therapy games, following the above, can eliminate speech defects in children whose speech at preschool age is not fully developed.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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