



Research Article

CHARACTERISTICS OF THE SPEECH THERAPIST'S ACTIVITY IN THE GENERAL EDUCATION SCHOOL IN THE CONDITIONS OF INCLUSIVE EDUCATION

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ABSTRACT

In this article, the organizational issues of the speech therapist's activities in the general education school organized in the conditions of inclusive education are highlighted. The importance of dialogue and computer technologies and the modular system in planning correctional work are justified in the article.

KEYWORDS

Children with special needs, speech therapist, inclusive education, educational technology, speech disorders

INTRODUCTION

Introduction of inclusive educational practice for children with special needs and their normally developing peers is one of the priority areas of education system development. This is due to the increase in the birth of children with poor health, genetic diseases and other health limitations, as well as the lack of employment of parents and a special kindergarten near the place of residence. 'liq. Often,

parents do not want to consider and accept their child's problem as important and work with specialists. The current legislation allows for the organization of inclusive education in ordinary educational institutions.

THE MAIN RESULTS AND FINDINGS

Inclusive education is a modern educational system that takes into account not only developmental problems, but also the needs and abilities of all children belonging to a certain social group, as well as their physical development. Inclusive education means that the education system adapts to the child, not the child to the system. Knowledge is acquired by all children, as a rule, without dividing into normal and "special". This education often uses modern approaches to education, adapted general education programs, forms, teaching and upbringing methods, adapted to the skills, needs and abilities of children with disabilities. Children who need special support can be in a group full day or part of the day, with informational support and study according to an individual program.

Thus, the creation of special conditions in the education of children with special needs includes speech therapy assistance, the purpose of which, among other measures, is to identify defects in children's speech, improve and correct the student's communication, and form oral and written speech. In the system of inclusive education, a speech therapist is one of the main specialists of the group of inclusive education in educational institutions. Logopedic support organized as an additional educational service is a unique example of inclusion in the activities of a modern educational institution.

The activity of a speech therapist in the context of inclusive education has a number of features

1. First of all, before starting correctional work, the speech therapist, as in the case of ordinary students, determines the nature of the child's speech disorder by conducting a comprehensive special examination, using special methods.
2. Based on the diagnosis, the speech therapist, together with other specialists, formulates an

individual development plan taking into account the characteristics of the child, determines the direction of education, strategies to eliminate or prevent the causes of educational delay of children with special needs and measures are developed.

3. The specific features of the work of a speech therapist at Logopunkt include helping children with special educational needs of various categories and taking into account the child's personality, its negative and positive aspects, that is, healthy analyzers are used in the compensation process.

4. The focus of speech therapy work is always the most injured component of speech. For example, in alalia - vocabulary, in hearing impairment - phonemic perception, in dysarthria - pronunciation of sounds, etc.

5. Depending on the stages of speech development, the speech therapist should change his targeted methodological methods. In this case, modular planning can be used. For example, the planning of corrective and developmental education for children 6-7 years old NTR level III consists of three modules:

1. Formation of the phonetic aspect of speech.
2. Improving lexical and grammatical concepts.
3. Sound - to develop the skills of analyzing and synthesizing syllables, teaching literacy.

The convenience of this approach is that if a child is able to do a task easily, then the number of hours to study this subject can be reduced and the time spent on a more complex task can be increased. Due to the fact that more attention is paid to the shortcomings in the development of children's speech, the duration of corrective speech therapy sessions is reduced.

Most of the schoolchildren in need of special support have problems in the development of perception, attention, memory, thinking, motor and sensory functions. Non-standard approaches, individual programs, and innovative computer technologies are needed to interest students. A school speech therapist can use the following technologies in his work.

Dialogic education is a learning process that helps children learn to express themselves, answer questions with well-structured sentences, and ask clarifying questions independently.

Information-computer education - the use of computer programs to increase interest in speech therapy classes, support the child's motivation, make him interested in acquiring new knowledge and helps him find his place in the society around him. Since it is more difficult for children who are going to logopoint to acquire literacy than their peers who are developing normally, the speech therapist should arouse and maintain the desire to improve written speech in such children. For example, the use of various types of computer educational games allows you to change the child's emotional response to speech difficulties, and the use of text editors makes it possible to quickly and without a trace eliminate the annoying problem of repetitive copying and mistakes. . When working with the keyboard, children develop spatial orientation, and in order to work effectively, the student must listen carefully and follow the teacher's instructions, which develops auditory perception and memory. As a result, in the process of completing the task, students' concentration and distribution functions improve. Multimedia presentations give the training a visual effect, increase motivational activity, eliminate barriers between the speech therapist and the child. The use of animations makes the correction process interesting and expressive.

It is advisable to use the following methods in order to effectively and time-savingly eliminate the shortcomings in the speech of students who need special support:

1. Using signal cards in performing tasks (these can be cards with plus or minus signs; cards with letters; circle cards of different colors). Cards can be used to study any topic or evaluate the correctness of their performance during the performance of various tasks. Their convenience and efficiency is that the result of each child's activity is immediately visible.
2. Use of additions (letters, words) on the board when completing assignments, solving crossword puzzles, etc. When children perform this type of task (they have to answer a question correctly or perform the proposed task better than others in order to stick their cards on the board), competition increases their interest in the corrective-developmental process.
3. Memory nodes (collecting, recording and hanging on the board the main ideas of studying the topic, the conclusions that need to be remembered). Consolidation, generalization at the end of studying the topic from this technique; can be used to help with tasks during the learning process of the material.
4. Perception of the material with closed eyes at a certain stage of the lesson. It is used to change the emotional state of children during the lesson, to calm the children and after activities that require activity (after the physical education lesson), after completing a difficult task.
5. Use of kinesiological exercises in logopedic training. Kinesiological methods can improve a child's memory, attention, speech, spatial imagination, hand and general motor skills, eliminate fatigue, and increase voluntary control. This type of exercise increases

resistance to stress, synchronizes the work of the hemispheres, improves mental activity, memory and attention, facilitates the process of reading and writing. The set of exercises includes: breathing exercises, eye exercises, body exercises, hand motor development exercises, relaxation exercises and massage.

6. Active methods of reflection. Reflecting mood and emotional state is often used in speech therapy classes, working with students who need special support. Currently, the most successful is to mark the types or stages of the activity with pictures (symbols, various cards, etc.), which help children refresh and consolidate the material in their memory at the end of the activity.

Thus, the use of active teaching methods and methods of an inclusive school increases the cognitive activity of students, develops their creative abilities, actively involves students in the learning process, and encourages independent activity. The variety of available teaching methods allows the speech therapist to switch between different types of work, which is also a means of increasing the effectiveness of knowledge acquisition.

It is impossible to solve the problems of inclusive education of children with special educational needs without involving their parents. When working with students' families, the speech therapist, in addition to conducting consultations, conducts a survey on the attitude of parents to inclusive education and, on this basis, develops an adequate understanding of "disability", educational conducts work.

Forms of involvement of parents in correctional and speech therapy work can be individual consultations, master classes and seminars. Inclusion of parents in the educational process as equal members, uyd a includes

the publication of special guides, information sheets, including games and exercises for training with a child. Parents can take part in group and, in some cases, individual training, expanding the range of pedagogical competences, noting the dynamics of the child's development.

Also, the speech therapist should carry out his work in such a way that the results of the activities of children with special needs are interesting and accessible to those around him. This can be creating exhibitions of creative works, helping to produce manuals, etc.

At the end of every 6 months, it is desirable to make a written report about the "special" child, in which the goals set by the speech therapist are related to the results of the student's achievements. The main thing in the report is to identify the individual positive characteristics of each student, to record his achievements over a certain period of time, to determine the possible prospects for improving the acquired knowledge, skills and abilities.

CONCLUSION

Thus, the use of different technologies and working methods, the creation of conditions for upbringing and education that are suitable for the condition and health of children with special needs is a prerequisite for the successful implementation of decisive and effective inclusion. In conclusion, we emphasize that the speech therapist's activity in inclusive education is of great importance, because it is aimed not only at eliminating speech disorders in children with special needs, but also at their successful adaptation to the educational field. Creating conditions for the successful implementation of inclusive education, which is one of the decisive and effective mechanisms of building a society for each individual, is a condition for the successful implementation of inclusive education.



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