

	руэт»			
6.	Образцовый ансамбль танца «Егоза»	ГУ «Центр культуры “Витебск»	1997	Л.Е. Самсонова
7.	Хореографический ансамбль танца «Ольговские непоседы»	ГУК «Ольговский СДК»	2014	И.П. Мусалитина

В большинстве случаев участники вышеуказанных танцевальных коллективов стремятся развивать свои ранее приобретенные навыки культуры взаимоотношений и танцевального мастерства во взрослых коллективах. В первую очередь, это Заслуженный любительский коллектив народного ансамбль танца «Лявониха» (руководитель Д.Е. Тимошенко), хореографический коллектив шоу-балет «Сенсация» (руководитель Р.В. Рыков), Народная театр-студия современной хореографии Дианы Юрченко (руководитель Д.В. Юрченко).

Для приобретения профессиональных знаний по хореографии есть возможность поступить в УО «Витебский государственный колледж культуры и искусств». После его окончания выпускнику присваивается квалификация «артист балета, преподаватель и руководитель самодеятельного танцевального коллектива». На данном этапе обучения учащиеся колледжа (15-20 лет) получают знания не только по специальным дисциплинам, но и принимают участие в работе народного ансамбля народного танца «Наростанях». Развитие физических навыков учащихся на профессиональном уровне необходимо сочетать с воспитанием эстетической чувственной образности искусства. Это, прежде всего, предполагает учет индивидуальных качеств, психологического и физического состояния, художественных и технических возможностей каждого участника коллектива. Формы и методы для формирования профессиональных качеств выпускника достаточно разнообразны, начиная от личного примера и заканчивая изучением практического опыта работы заслуженного коллектива «Государственный академический ансамбль танца Беларуси» (руководитель В.В. Дудкевич) и государственного заслуженного ансамбля академического танца «Хорошки» (художественный руководитель В.И. Гаевая). Среди результатов за последний год можно отметить участие в международных фестивалях «Днепровские голоса в Дубровно», «Браславские зарницы», «Звіняць цымбалы і гармонік» (г. Поставы), встреча с белорусской диаспорой и сольный концерт в Белорусском Доме (г. Лодзь, Польша).

**Заключение.** Хореографическое образование в рамках УО «Витебский государственный колледж культуры и искусств» позволяет начать работу в качестве руководителя танцевального коллектива, подготовленного к гармоничному духовному и физическому развитию обучающихся, стать артистом балета или продолжить свое дальнейшее профессиональное совершенствование в высшем учебном заведении.

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## STUDYING OF FEATURES FORMATIONS OF SKILLS OF COHERENT STATEMENTS AT CHILDREN OF PRESCHOOL AGE WITH THE GENERAL UNDERDEVELOPMENT OF THE SPEECH

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The problem of formation of the coherent speech of preschool children with system violations of the speech acquires the increasing relevance in modern correctional pedagogics. It is caused by the fact that the coherent speech of the child preschool child allows him to communicate freely with surrounding people, thereby "including" him in active process of social communication. The efficiency of speech communication and all process of training, in turn, depends on the level of formation of skills of speech communication.

Development coherent (dialogical and monological) needs to pay to the speech of the children having the general underdevelopment of the speech (GUS) special attention. Not formation of the coherent speech of preschool children with system violations of the speech has an adverse effect on development of verbal and intellectual activities, limits their communicative requirements and informative opportunities, interferes with mastering knowledge. Presence at children with GUS of secondary deviations in development of the leading mental processes (perceptions, attention, memory, imagination, etc.) creates additional difficulties in mastering the coherent monological speech.

Studying of literature on the general and special pre-school pedagogy shows that much attention is paid to questions of development of the coherent speech of preschool children now. At the same time the problem of formation of skills of coherent statements at preschool children with a system underdevelopment of the speech (first of all at the second level of speech development) still remains relevant.

Research objective - to reveal features formations of skills of consecutive statements in children of pre-school age with the general economic backwardness of the speech.

**Material and methods.** Studying of a condition of the coherent speech of children was carried out by us to the period from September to December, 2017. The research took place on the basis of GUO "Special Kindergarten No. 18 for Children with Heavy Violations of the Speech of Vitebsk". 20 children with the second level of speech development (the I experimental group), 20 children with the third level of development of the speech (the second EG) and 20 children who don't have deviations in speech and informative development (control group) participated in a research.

For a complex research of the coherent speech of children we used a series of tasks which included: drawing up phrases statements according to separate situational pictures; drawing up offer on three pictures, connected thematically; retelling of the text (familiar fairy tale or short story); drawing up the story according to the picture or a series of subject pictures; the composition of the story on the basis of personal experience; drawing up the story description and stories with elements of creativity [2].

At assessment of performance of tasks for drawing up different types of the story the indicators characterizing the level of mastering children skills of the monological speech were considered: independence degree when performing tasks; story volume; connectivity, sequence of the speech message; completeness of display of a subject of the speech; semantic compliance to initial material (the text, an evident plot) and the set speech task and also feature of the phrase speech and character of grammatical mistakes[1].

On the basis of use of these criteria differential and diagnostic levels (only 5) formation of skills of drawing up separate statements have been determined: "good" (completely corresponding to norm indicators), satisfactory (generally satisfying to requirements of speech communication), "insufficient" (average), "low" and "initial" or conditionally "zero" (skills of drawing up the developed statement are absent; the story message is substituted for "nomination", transfer of separate components of the fragment of reality acting as a subject of the speech). According to a research for each child individual estimated "profile" of a condition of the coherent monological speech was formed.

**Results and their discussion.** The complex research of the coherent monological speech and other closely related features of speech development of 60 children of preschool age conducted by us with GUS has allowed to receive the following results.

The research has shown that children use the coherent speech a little in the course of practical and game activity and experience difficulties in reproduction of the developed syntactic designs. The research has revealed limitation of a lexicon at children, especially according to such leksiko-conceptual categories as the names of details of objects, words designating qualities of objects (color, spatial characteristics and etc.), difficulties when performing tasks for selection of the generalizing words concepts, determining a spatial arrangement of objects and etc. During the research it has been established that the extent of a lexical and grammatical system speech development doesn't provide the level of language development which is necessary for mastering skills of coherent statements at children with the II level of speech development.

As has shown the research, at the most of children with GUS essential difficulties arose already by drawing up statements at the level of separate offers (on an evident support) that can be connected with inability of children to establish the predicative relations in the speech and also with difficulties in lexical and grammatical execution of a statement. During the research it has been revealed that skills of drawing up separate (phrase) statements at children with the II level of speech development in most cases are at an initial stage of formation, and at children with the III level (in cases of presence of the expressed primary speech defect) they are created at rather low level.

**Conclusion.** The conducted research allows to make the assumption that revealed difficulties in drawing up monological statements with insufficient informational content at children with GUS, violations of connectivity of their speech are caused by the following main reasons: 1) a lack of formation of skills in planning and programming of the speech message, inability to display a plan in the coherent consecutive narration; 2) a failure of abilities to analyze a subject of the speech, an impossibility to allocate the main components of its subject contents.

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