

ные методики и приемы «избирательного массажа», пассивной лечебной физкультуры, дыхательной гимнастики и других лечебно-реабилитационных мероприятий. Работа с детьми раннего и дошкольного возраста построена на игровом методе, посредством которого реализуется такое основополагающее направление, как «коррекция движением через игру» [3].

Имеются в наличии и широко используются в центре современные методики «сенсорной комнаты», музыкотерапии, цветотерапии, работа с песком для развития мелкой моторики рук.

Студенты факультета социальной работы проводят в свободное время волонтерские утренники и праздники для детей, причем наиболее часто и интересно воспринимается в центре методика клоунотерапии.

Заключение. Проведенное изучение методов и средств лечения и реабилитации больных ДЦП детей выявило наличие значительных возможностей в городском центре, которые широко и научно обоснованно применяются и уже дают положительные результаты и значительное улучшение и даже выздоровление. Такие дети посещают и проходят обучение в обычных школах, что является результатом комплексной работе в данном центре коррекционно-развивающего обучения и реабилитации.

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DEVELOPMENT OF COMMUNICATIVE ABILITIES AT CHILDREN OF PRESCHOOL AGE WITH THE GENERAL UNDERDEVELOPMENT OF THE SPEECH

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The relevance of a problem of development of communicative abilities in preschool children with the general underdevelopment of the speech (GUS) in practice of logopedics is caused, in our opinion, by the following circumstances:

1. The sphere of communication – a necessary part of social space in which there is a personality.

The main component of communicative competence are abilities, in particular communicative abilities.

Communicative abilities of preschool children are conscious actions of pupils (on the basis of knowledge of structural components of abilities and communicative activity) and the behavior is correct to build their ability, to operate it according to problems of communication.

Communicative abilities need to be formed at preschool age because this age is the most favorable for introduction of the child on speech Wednesday, his acquaintance with various speech situations.

2. Formation of communicative abilities goes in continuous unity with formation at children of means of communication and the speech. The imperfection of communicative abilities, a speech inaktivnost don't provide process of free communication and, in turn, negatively influence personal development and behavior of children. Despite considerable interest and numerous researches, studying of children with GUS in various aspects in respect of overcoming speech violations, to immaturity of separate mental functions in a problem of overcoming the general underdevelopment of the speech children, in aspect of communicative features have a lot more unresolved theoretical and practical questions so far [1].

Having studied theoretical aspects of a problem of development of communicative abilities in children of preschool age, we have come to a number of conclusions. First, as note most of authors, the communicative competence is knowledge, ability and the related repeated components which maintenance is implemented in life through types of speech activity in four of her forms: hearing, speaking, reading and letter.

The main component of communicative competence are abilities, in particular communicative abilities [2].

Secondly, the analysis of scientific literature has allowed to reveal that authors allocate various classifications of communicative abilities: social and psychological, communicative and organizing, integrated, verbal and nonverbal. In the third, one of functions of the speech – communication function, i.e. information transfers. She acts as the external speech behavior directed to contacts with other people.

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At children at the advanced preschool age such communicative abilities as ability to listen, ability to state the thoughts and ability to behave in a conflict situation are already formed. However not always communicative abilities can be created at the sufficient level what can lead adverse exogenous and endogenous factors to. All children with GUS experience serious difficulties at the organization of the speech behavior, they note very low

level of verbal communicative activity: lexical difficulties; shortcomings of grammatical registration of a phrase and coherent statement; considerable confusion, fear of the interlocutor, constraint, tension, terse answers, paralinguistic means of communication, lack of an initiative statement. In general these children differ in passivity, seldom address the teacher and peers. Based on these L. G. Solovyova, it is possible to draw a conclusion on interconditionality of speech and communicative abilities at children with GUS.

Material and methods. The research took place on the basis of GUO "Special Kindergarten No. 18 for Children with Heavy Violations of the Speech of Vitebsk". For purposeful carrying out correctional and pedagogical work we have determined the level of formation of communicative abilities at 26 senior preschool children with GUS by all basic categories: motivational substantially and speech to components, feature of communicative abilities through creation of a dialogical form of communication.

Results and their discussion. Results of the stating experiment stage visually have shown that at 17% of children of experimental group the level of speech development has appeared above an average, and at 36% – low level. High level of speech development isn't revealed.

When determining level of formation of communicative abilities 9% of children with GUS have been carried to high level, 37% of children have been referred to the low level of development of communicative abilities.

On the basis of deeper analysis of results of a research qualitative features of development of communicative abilities of preschool children with ONR have been revealed: small activity, lack of an initiative in communication; extremely low level of verbal communicative activity; practical lack of ability to formulate and to transmit the thoughts through verbal means of communication; existence of fears of verbal contacts with peers and adults the serious difficulties in the organization of own speech behavior having an adverse effect on communication with people around and first of all with peers.

Conclusion. Taking into account data of scientific and methodical literature, and diagnostic testings we have developed correctional and pedagogical actions for formation of communicative abilities at the senior preschool children with level GUS III in the following directions:

creation of the benevolent relations with each other, logopedist and tutor; development of understanding of the speech. At the initial stage a main objective was accumulation and activation of means of communication. At first everyday lexicon and incentive phrases of the simplest design was fulfilled. Therefore in the beginning the lexical subjects "Family", "My City" within which names of people and change were studied in their suffixal way were relevant. Different ways of a greeting, real-life and comic were studied. The dictionary material necessary for expression of concepts of more abstract character was gradually entered, and grammatical forms became complicated. On this basis transition from the dialogical speech to descriptive and narrative was carried out. So, for example exercise "Describe the friend ... What at him has changed" which is carried out in couples, develops attentiveness and ability to make elementary coherent stories of descriptive character, learns to cooperate in different types of activity.

On logopedic occupations speech situations which allowed to organize direct communication of children were created. The main attention was paid to use of adequate means of communication. Degree of complexity was differentiated depending on communicative opportunities of the child. All cycle of exercises has been constructed in the form of a psychotraining which purpose – development of skills of constructive communication, ensuring feeling of psychological security, trust to the world, ability to get the joy of communication, formation of basis of personal culture and own identity. We have included work with parents, tutors and the logopedist in realization of actions of this block.

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СОЗДАНИЕ УСЛОВИЙ ДЛЯ РАЗВИТИЯ ПАМЯТИ МЛАДШИХ ШКОЛЬНИКОВ НА УРОКАХ МАТЕМАТИКИ

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В современном образовательном процессе всё чаще возникают проблемы по причине того, что младшие школьники испытывают затруднения не только в усвоении учебной информации, но и в её сохранении, воспроизведении, использовании через значительный промежуток времени в ходе решения примеров, задач, организации вычислений.