

depending on the form of aphasia (apraxia, agnosia), the severity of the defect, the stage of the disease, individual characteristics of speech disorders, but restorative work in it should be carried out on all sides of the impaired function, and not only on those who suffered primarily. Thus, rehabilitation training should primarily be aimed at restoring the communicative abilities of patients. It is necessary to involve the patient in communication not only in the classroom, but also in the family.

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CORRECTION OF SOUND REPRODUCTION VIOLATIONS IN PRESCHOOL CHILDREN BY MEANS OF PHONETIC RHYTHMICS

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One of the most important scientific and pedagogical problems in modern speech therapy remains the choice of an effective model of corrective action in case of sound reproduction violations. T.M. Vlasova, A.N. Pfafenrodt, A.E. Savvina, etc. emphasize that it is not enough to take into account only the mechanisms of articulation (speech production) in speech therapy work, it is necessary to focus attention on the process of speech perception by ear. In this case it's important to consider the system of corrective action which ensures the development of oral speech in the process of speech communication. The authors call the development of those components of speech that make up its communicative function the ultimate goal of this work [1], [2].

Speech therapy work overcomes the shortcomings of sound pronunciation, for it is a complex dynamic process of restructuring pronunciation skills with different patterns and mechanisms compared to the primary formation of pronunciation. N.V. Nischeva points out that sound reproduction disturbance in almost all cases is included in the symptom complex of speech disorder, vividly manifesting itself in the picture of speech dysontogenesis and attracting the attention of others [2]. Phonetic rhythmic is considered to be an effective means of correctional work with preschool children, contributing not only to the activation of sound reproduction, but also

increasing motivation for speech therapy classes, developing spatial representations, coordination and fine motor skills (N.Yu. Kostyleva, G.G. Golubeva, N.V. Miklyaeva, O.A. Polozova, N.V. Voschilova, etc.).

The purpose of the study is to analyze the possibilities of phonorhythmics usage in speech therapy work in preschool children with speech disorders.

Material and methods. The material for this study is a set of concepts, data of theoretical conclusions obtained during the study of approaches to the content and selection of methods for correcting violations of the sound pronunciation of preschool children with speech pathology using phonetic rhythmic (T.M. Vlasova, A.E. Savvina, N.V. Nischeva, E.V. Zhulina, N.Y. Kostyleva, L.P. Noskova, D.B. Korsunskaya, G.A. Volkova, M.Y. Kartushina, etc.). Theoretical research methods used in the work include a comparative scientific analysis of publications on the problem, which made it possible to formulate the initial positions of the study and methodological recommendations for conducting speech therapy classes using elements of phonetic rhythmic in preschool children.

Findings and their discussion. Being a method of corrective action, phonetic rhythmic combines cognitive and body-oriented approaches to overcoming speech disorders, since the rhythmic movements of the body have a positive effect on the motor properties of articulatory organs and stimulate sound reproduction. T.M. Vlasova, A.N. Pfafenrodt point out that the formation and consolidation of any bodily skills involve the use of various mental functions (emotions, perception, memory, self-regulation processes, etc.), which, in turn, creates a basic prerequisite for the qualitative participation of these processes in mastering speech, reading, writing [1].

Phonorhythmic movements also have the effect of muscle relaxation or coordination, orientation in space.

Phonetic rhythmic classes are conducted according to the verbotonal method, which is based on the connection of speech and pronunciation with the rhythm and movements of the body. activation, relieving fatigue and reducing aggressiveness. The use of phonetic rhythmic promotes the development of complex precise movements, auditory and visual-motor coordination of movements of different parts of the body.

It is easier for preschool children with speech and sensory impairments to assimilate and learn to pronounce sounds by movements. A prerequisite for conducting classes using phonetic rhythmic is the creation of a positively colored background, the active use of paralinguistic components of communication. It should be noted that phonorhythmics is included in the general program of correctional and pedagogical work.

At the initial stage of phonetic rhythm classes, children are taught proper breathing, since many of them use upper chest breathing, which is characterized by shortened surface movements, which leads to tension and lifting of the shoulders and chest. At the next stage, familiarity with the sound is carried out and a number of game exercises are performed. The sequence of motor exercises is combined with pronouncing. The most important condition for speech therapy work at this stage is the natural motor and speech looseness of the speech therapist. His speech should be a role model, emotionally colored. It is recommended to conduct correctional and developmental phonorhythmic classes with preschool children once a week, fixing the sound material passed in accordance with the thematic plan of the speech therapist teacher. One of the mandatory conditions is to work out the exercises performed in the classroom with parents.

The complex of phonorhythmic speech therapy exercises by N.V. Nischeva, A.E. Savvina, R.A. Abashkina, E.V. Zhulin, etc. includes breathing exercises that help optimize blood circulation and gas exchange, provide ventilation of all areas of the lungs, massage of the abdominal cavity. Phonetic rhythmic, being a logorhythmic technology, is based on the unity of sound reproduction and body movement: during the formation of phonation exhalation, the utterance of each vowel and consonant sound, as well as their combinations, is accompanied by certain movements. Children are offered a variety of four-phase breathing exercises, which necessarily contain equal stages of inhalation, retention and exhalation with subsequent breath retention. Proper breathing promotes the concentration of arbitrary attention, which is the basis for the formation of the basic components of arbitrary self-regulation.

E.V. Zhulina points out the need to use logorhythmic exercises aimed at solving the following tasks: - automation of a certain sound; - work on intonation and unity of speech; - work on the pace of speech; - work on the voice. The author emphasizes the importance of the formation of the skill of rhythm reproduction in preschool children with peculiarities of psychophysical development. When carrying out this work, patting and jumping are used, tapping rhythms with your feet, slapping with your hands or one hand on a certain object can also be used [3].

Conclusion. In the preschool period, phonetic rhythmic can be considered as one of the effective means of working on the pronunciation side of speech and correcting the shortcomings of sound pronunciation. The technique of phonetic rhythmic is based on teaching preschool children to imitate large movements of the body, arms and legs, accompanied by their utterance of sounds, syllables, words and phrases. Gradually the motor capabilities of a child of this age group are developing, and imitation of movements, including articulation, becomes more accurate and qualitative. In this case, we can say that the movements lead to sound reproduction. The development and use of phonetic rhythmic in speech therapy work is also focused on the development of auditory perception, which is one of the components of communication. The intonation of speech is based on the composition of rhythm, pause and time, which becomes one of the objects of phonorhythmics in correctional work.

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