

**TRAINING OF FUTURE SPEECH THERAPISTS IN CORRECTIONAL AND
PEDAGOGICAL ACTIVITIES IN**

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Annotation: In the first year of education, five-year-olds with low general speech development are not able to fully assimilate the teaching material in frontal classes with the whole group. It affects not only the development of speech, but also attention and memory, rapid fatigue and exhaustion. Therefore, it is recommended to divide the group into two subgroups, taking into account the level of speech development, in order to conduct speech therapy sessions, as well as partial educational training.

Key words: memory, proper operation, professional training, pedagogical detail, awareness.

Introduction: Overcoming OSD in children is possible through the use of a step-by-step system of speech formation in a special kindergarten for children with speech disorders. Correctional system of teaching and upbringing of children with special needs at the age of 5-7 Speech therapy Speech therapy Laboratory of MGOPI This position is based on the following principles:

- early exposure to speech activity to prevent secondary deviations;
- Relying on speech development and ontogenesis (taking into account the normal developmental patterns of children's speech). At the same time, it is proposed to analyze the objective and subjective conditions of the formation of the child's speech function, to identify the leading speech defect and the associated nodes of mental development;
- the interdependent formation of phonetic-phonematic and lexical-grammatical components of the language. Correction of distortions in the pronunciation of sounds and linguistic structure of words allow to achieve smooth clarity of speech. At the same time, the development of phonemic perception prepares the basis for the formation of a grammatical and morphological system of word formation and inflection;
- Differential approach and speech therapy studies with children with ODD with a different structure of speech disorders;
- the connection of the formation of individual components of speech with other aspects of mental development, which reveals the dependence of the formation of individual components of speech on the state of other psychological processes. The identification of ethical connections lies at the heart of exposure, i.e. psychological features of children with special needs, which directly or indirectly interfere with the effective correction of speech activity.

Research material and methods: Corrective work for 2 years will ensure that the child mastered independent, grammatically correct speech, the phonetic system of the native language, as well as the elements of grammar that shape the child's readiness to learn. In high school.

The main tasks of correctional education are:

- practical development of lexical and grammatical means of the language;

- formation of correct pronunciation (development of articulation, sound pronunciation, syllogism, phonemic hearing and comprehension);
- Preparation for learning grammar. mastering the elements of literacy;
- Develop consistent speech skills.

Discussions/Observations: The effectiveness of the correspondent education system is determined by the precise organization of life in the sixth period of being in kindergarten, the proper distribution of the load during the day, and the superiority of speech therapy and the teacher. work. In accordance with the "Regulation on Preschool Educational Institutions and Groups for Children with Speech Disorders", one speech therapist position and two teacher positions were approved for each special group. Speech therapist works from 9:00 a.m. to 1:00 p.m. The teacher provides daily group activities in all types of learning activities (familiarity with a smoker, development of elementary mathematical concepts, drawing, modeling, design, physical education). Results: The agenda and number of speech therapy classes and teachers are compiled taking into account the age, speech, and individual characteristics of children in this group, as well as are solved in the process of teaching and educating corrective tasks.

In the first year of education, five-year-olds with poor general speech development are not able to fully master the material taught in frontal classes with the whole group. It affects not only the development of speech, but also attention and memory, rapid fatigue and exhaustion. Therefore, it is recommended to divide the group into two subgroups, taking into account the level of speech development, in order to conduct speech therapy sessions, as well as partial educational training.

The following types of classes are offered:

- development and formation of lexical and grammatical means of the language and the development of communication;
- lessons on pronunciation formation.

Conclusion: Look at the number of these activities by study period Summary: The number of these activities varies with the study period. Academic period V I, frontal lessons (with a small group) on the formation of lexical and grammatical tools of the language and the development of coherent speech are held once a week. The work on voice pronunciation correction is purely individual. In the second period, children's speech and language skills grow: frontal skills and the formation of lexical and grammatical means of language develop. b changes. Academic period V I, frontal lessons (with a small group) on the formation of lexical and grammatical tools of the language and the development of coherent speech are held once a week. The work on voice pronunciation correction is purely individual. In the second period, children's speech and language skills grow: frontal skills and the formation of lexical and grammatical means of the language develop.

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