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METHODOLOGY OF MEMORY DEVELOPMENT IN THE PROCESS OF WORKING ON THE PASSIVE AND ACTIVE VOCABULARY OF CHILDREN WITH UNDEVELOPED SPEECH

Abstract: this in the article speech not developed of children passive and asset dictionary on work in the process memory development methodology , goal-oriented study of the state of mnestic processes in order to search for more effective ways and methods of correcting speech and non-speech functions in children whose speech is not fully developed at preschool age given

Key words: memory , speech complete lack of development , see perception , gnosis, speech and non-verbal sounds , image-imagination , plot-role thinking

Memory is considered to be an activity of mental cognition, and its essence consists of remembering, storing and re-remembering information, including image-imagination, which is made up of genetic and acquired experience of a person .

A study of the characteristics of memory in children whose speech is not fully developed shows that it is qualitatively unique. In the psychological and pedagogical literature, the memory mechanisms of normally developed adults and children and their peculiarities, the issues related to the methods of improving the mnestic activity are sufficiently covered. However, a small number of special studies aimed at analyzing the characteristics of the memory of children whose speech is not fully developed and the specifics of its development do not meet the needs of the correctional-pedagogical process. It is known that underdevelopment of speech is one of the most common speech disorders among children of preschool and junior school age today.

Despite the different nature of the defects, these children have typical characteristics that indicate a systemic disorder of speech activity. Incomplete speech activity negatively affects the formation of sensory, intellectual (TSSinyakova, ON Usanova, 1982) (including mnestic activity) and affective-volitional sphere (NNTraugott).

The systematic nature of this defect causes specific peculiarities of thinking. The development of verbal-logical thinking lags behind. Without special educational support, children learn analysis and synthesis, comparison and generalization operations with difficulty.

It is typical for children whose speech is not fully developed to lag behind the development of the movement area.

In the scientific research of NSJukova, R.YE.Levina, YE.M.Mastyukova, TBFilicheva, M.YE.Khvatsev and others, the peculiarities of the mnestic process of children whose speech is not fully developed have been determined, and they differ in different levels of speech development, mental and neurological status. will be Relatively preserved meaning in logical memory, changes in the verbal memory system are observed, and memory performance suffers. According to the authors, children understand complex instructions, elements, they forget the sequence of tasks. The lower

activity of recall observed in a number of children may be combined with limited opportunities for the development of cognitive activity.

Also, children whose speech is not fully developed feel difficulties in performing movement tasks according to space-time parameters, break the sequence of movement elements, leave out its components, which is due to the violation of movement memory, its sequential organization, and insufficient successive processes. indicates. Scientists who studied alalia speech defect show the peculiarities of manifestation of this defect in different areas of the child's mental activity (VK. Vorobyeva, BMGrinshpun, G. Gutsman, R. YE. Levina, A. Libmann , VKOrfinskaya, NNTraugott, M.YE. Khvatsev, SNShakhovskaya, etc.).

GSGumennaya, YFGarkusha, VILubovsky confirm the existence of specificity in the formation of memory and other higher mental functions in children with incompletely developed speech.

E.M. Mastyukova conducted a study of higher subcortical functions, short-term memory for verbal and visual stimuli, long-term memory materials for the study of the main parameters indicate a violation of mnestic processes in children with underdeveloped speech. Ye. M. Mastyukova found that the expression of verbal memory disorders is directly related to the level and character of speech underdevelopment.

A special study of auditory, verbal and visual memory in dysgraphic students of primary school age revealed the presence of defects in various parameters of memory, as well as its qualitative uniqueness in boys and girls (V. Bugiotopoulou).

One of the urgent problems of researching children whose speech is not fully developed at preschool age is further improvement of logarithmic methods for diagnosing and correcting this defect in terms of a systematic approach based on modern ideas about the genesis, structure and activity of higher mental processes.

In order to search for more effective ways and methods of correction of speech and non-speech functions in preschool children whose speech is not fully developed, it is inevitable to study the state of mnestic processes in a goal-oriented manner.

Researchers dealing with the problems of researching children with developmental disabilities (GIJarenkova, KSLebedinsky, R.YE.Levina, VILubovsky, ARLuria, IFMarkovskaya, YE.M.Mastyukova, LG Smirnova, ONUsanova, etc.) emphasize the following:

1. requires logarithmic examination of all mental processes and all forms of activity of the child, not only one or another process. is enough.
2. The examination does not end with noting the difficulties identified during the formation of skills and acquiring knowledge and skills in a child on a logarithmic basis, but it allows to make a differentiated diagnosis by means of music in determining the mechanism and causes of these difficulties and defects.gives

Development of a logarithmic program for the correction of a speech defect, as well as other higher mental processes that are impaired and preserved there is an opportunity to exit. In this case, the defect elimination system and logarithmic methods are not the same (LSSvetkova).

The methodology of examination of children whose speech is not fully developed implies the analysis of logarithmic studies of mental, medical-physiological, neuropsychological defects present in the child. Har one aspect of defect come output and structure in understanding his common apparently his own contribution adds

In rhythmic classes, children get acquainted with music, dance, song and master various

movements. Rhythmic training includes: hand movements: running general development exercises (with and without objects) performed under the guidance of a teacher, dance, musical-rhythmic and movement games. The rhythm program includes 8 sections. Theoretical information . Theoretical information is selected in such a way that the internal laws and complexity of the studied theoretical material are observed in the education of all ages. This ensures a successful learning process and keeps children interested in music. Special rhythmic exercises. This is a simple type of methodological methods. This includes hand movement exercises, clapping exercises, and memorizing proverbs and poems. Such exercises develop not only a sense of speed, but also breathing. Special exercises are determined by the level of complexity. Exercises related to movement and music. This Each exercise in the section is based on music. In the process of improvement of various actions, the teacher educates children in technical skills for performing exercises. Among them, the most important ones are: starting the movement when the music starts, adding the necessary expression to the movement, and stopping the movement when the music ends.

1. Speech is not fully developed in children development of a complex of diagnostic and logarithmic methods for studying the memory process.
2. Research the results quality analysis done increase criteria work exit
3. Highlighter research done increase and his the results quantity-quality analysis done increase

Marked to the goal reach for three from the stage consists of diagnostic and logarithmic method program is h lab c hi q i l d i : a n a m n e s t i k known names t o p l a s h v a t a h l i l i t i s h , logarithmic training check , experiment group and control in the group children hearing speech memory logarithmic in training comparative research to achieve.

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