

ON THE FINE MOTOR SKILLS AND CREATIVE ABILITIES DEVELOPMENT OF PRESCHOOLERS WITH A GENERAL UNDERDEVELOPMENT OF SPEECH BY MEANS OF SAND THERAPY.

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Abstracts

The article presents the results of a pedagogical study of the fine motor skills, speech and personality development of preschoolers with general speech underdevelopment, through sand therapy. The author analyzed the effectiveness of the proposed parameter.

Keywords: sand therapy, general speech underdevelopment, preschooler.

1 THE CONCEPT OF COMMUNICATION FINE MOTOR SKILLS AND SPEECH

In preschool children with general underdevelopment of speech, there is a pronounced, to varying degree, general motor awkwardness, as well as insufficient mobility of the fingers, which may further adversely affect learning in school. That is why the purposeful work on the development of fine motor skills, higher mental functions in children is an important component in preparing them for writing and for other activities in school education [5].

1.1 ART AS A WAY TO DEVELOP HIGHER MENTAL FUNCTIONS

The high level of development of fine motor skills indicates the functional maturity of the cerebral cortex and the psychological readiness of the child for school. Games and exercises for the development of subtle movements of the fingers are a powerful means of maintaining the tone and performance of the cerebral cortex, a means of interacting with the underlying structures. Thus, there is every reason to consider the hand as an organ of speech.

Art is the most powerful of the means for educating the senses and developing the personality of the preschooler. The use of visual activity in speech therapy classes contributes to the correction of speech in children with ONR [2].

Currently, there are many ways to develop fine hand motor skills using fine art, one of which is sand therapy.

Therapy with sand, most often, is used indoors - they paint on sand, they mold it from kinetic sand, but it can be used outside. So, Joe Mangrum, creates from simple sand works of art on the asphalt. The author adorns the city streets and squares of the USA with amazing floral ornaments made of multi-colored sand, and also draws custom-made floor mosaics and in museums and entertainment centers, arranges bright performances at festivals and solo exhibitions.

1.2 SAND THERAPY AS A TYPE OF DEVELOPMENT OF FINE MOTOR SKILLS

Sand therapy is one of the methods of psychotherapy that emerged within the framework of analytical psychology. This method serves to relieve internal tension, increases self-confidence and opens up new ways for a child to develop [3].

There are several types of sand therapy:

- Classic sandbox (sandplay)
- Drawing with sand on light tables (sand-art)
- Drawing by color sand (sandcolor-art)
- Kinetic sand (kinetik sand) [1]

2 DRAWING WITH SAND AS A WAY TO OVERCOME SPEECH UNDERDEVELOPMENT

Playing in the sand is one of the forms of natural activity of the child. That is why it is possible to use sand therapy in developmental, educational, and speech therapy classes. Building sand paintings, inventing various stories, we in the most organic way for a child pass on our knowledge and life experience, events and laws of the surrounding world.

2.1 PREPARATION OF SAND FOR DRAWING

We used with children in speech therapy classes drawing colored sand on self-adhesive paper, with printed pattern. It is easy to prepare colored sand: you can buy it in specialized stores, but it is more economical to purchase sand and food coloring in a pet store. Dye diluted with water to the consistency of sour cream. Then we take a deep tank and pour sand into it, which before that must be thoroughly rinsed, calcined. Then add a liquid dye to it and mix. If the color is not sufficiently saturated, then you can add another dye. After the desired shade has been reached, spread the wet and colored sand in a thin layer (so that it dries faster) on paper or cloth. You can dry the colored sand in the microwave or oven. After the colored sand dries out, use it to “draw.”

We apply a drawing on adhesive paper, make shallow cuts so that the stationery knife does not cut the adhesive base itself. Then, while working on the “picture”, the children themselves can peel off that part of the paper that they want to “paint” with sand. For this work it is possible to use already prepared templates.

We usually offered pre-schoolers a set consisting of a prepared special paper with a peel-off top layer, colored sand (the color scheme of which consisted of yellow, red, green, and blue) and a toothpick to distribute sand over the sticky surface of the picture.

2.2 INFLUENCE OF THE CREATIVE PROCESS ON THE EMOTIONAL SPHERE OF CHILDREN

Children enjoyed the proposed tasks. Peel off the top layer was obtained from them with a toothpick. It was quite difficult for children to evenly distribute sand over the sticky surface. To the aid of an adult, preschoolers, as a rule, reacted positively. We completely provided the choice of color scale to children. They were happy to discuss the work being done.

Thus, it is possible to develop fine motor skills of hands, creative abilities, positive emotions in children with OHP by means of sand therapy in speech therapy classes.

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