

ПРИЕМЫ НИТКОГРАФИИ НА ЗАНЯТИЯХ С ДЕТЬМИ ДОШКОЛЬНОГО ВОЗРАСТА С ТЯЖЕЛЫМИ НАРУШЕНИЯМИ РЕЧИ.

THE METHODS OF THREADGRAPHY IN THE CLASSROOM WITH PRESCHOOL CHILDREN WITH SEVERE SPEECH DISORDERS

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Аннотация

В статье рассмотрен алгоритм изготовления рисунка «Уточка» нитками детьми, страдающими тяжелыми нарушениями речи.

Ключевые слова: речь, тяжелые нарушения, ниткография, дошкольники, коррекция.

Abstract

The article deals with the algorithm of making a picture "Duck" threads children suffering from severe speech disorders.

Key words: speech, severe violations, threadgraphy, preschoolers, correction.

1 MANUAL ACTIVITIES THREADGRAPHY

1.1 CHILDREN WITH SEVERE SPEECH DISORDERS

Children with severe speech disorders — a special category of children with developmental disabilities, who have preserved hearing, primary intelligence is not impaired, but there are significant speech defects that affect the development of the psyche.

The establishment and formation of the child's speech is associated with the gradual mastery of the native language: with the development of phonemic hearing and the skills of pronouncing the phonemes of the native language, the formation of vocabulary, familiarity with the rules of syntax and meaning of speech.

1.2 METHODS OF THREADGRAPHY

In the classroom in preschool educational institutions for the effectiveness of correctional work with children with severe speech disorders using various techniques and techniques. At the lessons of manual labor effective methods of threadgraphy when working with children with severe speech disorders.

Threadgraphy (combination of the words "thread" and "grafo" — to write, that is, "writing with thread" or "painting with thread") is a creation of pictures by means of threads.

The main purpose of such classes is the artistic and aesthetic education of preschool children, the awakening of interest in children to visual activities. The use of unconventional techniques of drawing of threadgraphy in the older group promote formation of skills to choose a color palette for the disclosure of the meaning of the story of the figure; develop the ability to see the whole image of the individual elements; to improve fine motor skills.

With children in the older group in the classroom for hand labor activity was conducted for the production of crafts "Duck" methods of threadgraphy. The lesson is conducted by a speech therapist for the purpose of:

1. To acquaint the children with the new technology of unconventional drawing – threadgraphy.
 2. Develop children's curiosity, thinking and speech.
 3. Develop fine motor skills of hands, imagination, fantasy.
 4. To educate interest in the lesson, independence and the desire to achieve results.
- For conducting classes is needed material: velvet paper, wool threads, a stencil ducks drawn on paper chalk.

2 LESSON ON MAKING CRAFTS



Fig.1

Speech therapist. Today, children, we will get acquainted with a very unusual technique of drawing. And what we will draw, you tell me, if you guess the riddle.
I'm long and thin and wound in a ball,
Ran away from the kitten I in a secluded corner.
(Thread.)

Speech therapist. Children, what are we going to draw?

Children. Threads

Speech therapist. Correct! And we will draw not with paints, but with threads. Now guess who we're going to draw.

As he arrives on the river
he immediately climbs into the water
"Quack" - dived for a minute
You found out? It. .. (duck.)

Children. Duck

Speech therapist. Yes! See what kind of duck we can get.

Let's stretch our fingers a little before we draw! Repeat the poem after me, pronouncing the words clearly.

One-two — ducklings were walking.

Three-four — for water.

And behind them trailed the fifth,

Behind fled to sixth.

And seventh from them has lagged.

The eighth is already tired

And the ninth all caught up with.

Ten got scared. —

Loudly-loudly beeped:

- PI-PI-PI — no squeak!
- We here near, look!

Alternately children bend all fingers of the right (then left) hand, starting with the big, and with the sounds of " PI-PI-PI "— rhythmically bend and unbend the fingers of both hands.

Speech therapist gives children velvet paper on which pre-chalk painted duck.

Speech therapist. So, take the yellow thread and in a circular motion from the center of the spiral lay of the strands the place where the head of the duck on a sheet of paper. With your left hand, hold the thread on top, and with your right hand gently spread the thread. Similarly, put on the place where the duck's body. Take a short red thread and make a beak. Then spread the eye of a short black thread.

In the classroom speech therapist monitors the progress of crafts children. In case of difficulties, speech therapist helps children. Help speech therapist allows each child to make their crafts.

At the end of the class speech therapist and children all crafts attached to the Board in the room.

The speech therapist praises children: Children, look, what beautiful works at you turned out! Well done! You made beautiful ducks.

Lesson completion promotes to the formation of positive emotions and good mood in children.

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