



THE IMPORTANCE OF MEDICAL-PSYCHOLOGICAL, PEDAGOGICAL, CORRECTIONAL-EDUCATIONAL WORK FOR LOGOPED STUDENTS

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Annotation:

Logopeds are created a service that provides psychological, medical and pedagogical assistance to students with disabilities, which manages the student throughout the entire educational period. The escort service includes specialists: teacher-defectologist, teacher-logoped, music director, instructor Physical Culture, head nurse and pediatricians of the Polyclinic by the teacher psychologist, educators and medical staff attached to the kindergarten.

Keywords: Logoped, reader, psychological, medical, defectologist, polyclinic, head nurse and pediatricians, psychological and pedagogical.

Introduction

The system of complex psychological, medical and pedagogical support of students health in the process of education of disabled people. Psychological and pedagogical support of a disabled student can be considered as a complex technology of psychological and pedagogical assistance and assistance to the student and parents in solving the problems of development, education, upbringing, socialization by specialists of different levels. coordinated procedures. For this category of students, it is necessary to ensure effective integration of disabled students into the educational class in order to carry out information and educational, explanatory work on issues related to the specific characteristics of the educational process, with all participants of the educational process-students and their parents (legal representatives), teachers.

Comprehensive study of the pupil, the choice of the most optimal working methods for the pupil, the selection of the content of education is carried out taking into account the individual psychological characteristics of the pupils.

The main areas of work of the escort service during the entire period of study in groups with disabilities:





1. Diagnostics of cognitive, motivational and emotional-willed spheres of the personality of students.
2. Analytical work.
3. Organizational work (the creation of a single information space for the kindergarten of students, aimed at all participants in the educational process - the holding of councils of senior and junior teachers, educational meetings with representatives of the administration, teachers and parents)
4. Works in consultation with teachers, students and parents.
5. Profilactic work (implementation of programs aimed at solving the problems of interpersonal interaction).
6. Correction-development work (individual and group lessons with students).

Combining the efforts of various specialists in the field of psychology, medicine, pedagogy and Correctional pedagogy provides a psychological and medical pedagogical help system and effectively solves the problems of a student who is deficient in speech and is delayed. mental development.

Forms of teaching, content and implementation plan The development of speech, thinking and correction of its shortcomings, which is a priority for all students of compensatory orientation groups aged 5-6 and 2-8 years, are group and individual lessons. The theme, purpose, content, and methodical location of the lessons are determined according to the programs: development work "- N.V Nishcheva "Corrective Developmental Education and Training" E.A. Ekjanova, E.A. Strebeleva "Teaching and educating students with developmental disabilities" S.G. Shevchenko; R.D. Trigger; G.M. Cabbage; I.N. Volkova. and a speech therapist and a teacher-defectologist, a teacher-psychologist on a long-term work plan.

The planning of classes with students with disabilities is based on thematic and concentric principles. Thematic print the organization of cognitive and speech materials, the lesson offers not only the choice of a linguistic (or colloquial) topic, but also the study of the object world around the pupil. This will allow a close relationship in the work of all the teachers of the group. Opening the topic here are lessons of different types: acquaintance with the outside world in the classroom, speech, drawing, modeling, application, design, in games. Part is performed by a speech therapist, part by a tutor, so the tasks that are put and solved during the reading at the same time are closely related to each other.

Corrective and educational work is carried out systematically and regularly. The knowledge, abilities and skills that the student receives in individual lessons are strengthened by teachers, specialists and parents. For each pupil of the compensation Group, an individual tambourine is formed. In it, assignments are written to





strengthen the knowledge, skills and skills acquired in the class. Given that the student is taking lessons under the guidance of parents, teachers, logoped in the notebook provides methodological recommendations for the performance of the proposed tasks. On working days, teachers work with the pupil with the help of a tambourine, on the weekend the tambourine is handed over to parents for homework. Description of special conditions of training and upbringing of disabled students psychologist-pedagogical assistance: provision of differentiated conditions (optimal mode of course loads) provision of psychological and pedagogical conditions (corrective direction of the educational process; taking into account the individual characteristics of the student, the age form of working with students-Game activity, compliance with a favorable psycho-emotional regime; the use of modern pedagogical technologies), including information, computer technologies for the optimization of the educational process, increasing its effectiveness;

Provision of specialized conditions (putting in place a set of special educational functions intended for disabled students; introduction into the educational content of special departments aimed at solving the problems of students who do not exist in the educational content of their peers, which are normally developing; educational and methodological tools aimed at the special educational needs of students, specialized educational and correctional programs; ; complex influence on the student, conducted in individual and group Correctional classes); provision of health conditions (health and protective regime, strengthening physical and mental health, prevention of physical, mental and psychological overload of students, observance of sanitary and hygienic rules and norms); ensuring their participation, regardless of the severity of their violations in the development of disabled students. Spend their cultural, entertainment, sports and wellness and other leisure time together with ordinary developing students; develop a system of teaching and educating students with complex disorders of mental and (or) physical development.

Important in carrying out correctional work. Correctional work is carried out by qualified specialists with specialized knowledge and teachers who have completed compulsory course work or other vocational training within the framework of the specified topic. For the purpose of developing a basic educational program of Primary School students with disabilities, correcting deficiencies in the physical and (or) mental development of students:

1 speech therapist teacher, 1 teacher-defectologist 1 educational psychologist, 2 musical directors, 1 physical education teacher.



Educational-didactic material, special educational weapons, educational-game and didactic materials, multimedia, audio and video - further sections systematized by materials for collective and individual use:

Development of speech and correction of its shortcomings. Albums, means of verification of speech therapy. Visual materials on lexical topics. Preparation for teaching literacy. Development of cognitive psychological processes. Improve precision and overall motor skills. The mechanism of interaction of teachers, specialists in correctional pedagogy, medical personnel in the development and implementation of corrective measures. educational class other organizations specializing in the field of family and other institutions of society. Internal communication mechanism:

An important role is played by the interdependence of educators from all areas of the teacher's work-logoped, teacher-defectologist, teacher-psychologist and corrective groups-in correcting the development and mental retardation of the general speech of Primary School students. Of great importance is the work of the musical director and the director of physical education with them. Irga the need for such interaction arises from the characteristics of students with disabilities.

In compensation-oriented groups with TNR and DPR, in the construction of a system of moral Correctional works, the joint activities of specialists are planned so that teachers build their work with the reader on a general basis. pedagogical principles are not individual, but complement and deepen the influence of each.

The model of Correctional-educational activity is an integral system. Purpose-to organize education ethics correctional work in the classroom focuses on the development of students with disabilities and includes the following.

- Pupils with speech disorders (general speech is not developed, phonetic-phonemic is not developed);
- Students (constitutional, somatogen, psycheogen);
- * Pupils with impaired form of organic Genesis behavior (hyperactivity, Attention Deficit Disorder);
- * Students with cerebral palsy;

The purpose of the correctional work: systematization, generalization and enrichment of corrective and developmental educational content for disabled students in the primary school. Functions:

1. To enrich the social experience of the disabled student and create conditions for his / her comprehensive development for a harmonious inclusion in the peer community;



2. Form cognitive processes and stimulation of mental activity; assimilation and enrichment of knowledge about nature and society; cognitive interest as a means of cognition and the development of speech.
3. Improvement of the functions of the organizing organism, development of motor skills, subtle hand movement, visual-spatial coordination.
4. Ensure optimal access of disabled students to social life.
5. Formation of aesthetic attitude to the world in students, collection of aesthetic reflections of images, development of aesthetic taste, artistic ability, development of various types of artistic activity. The content of the correctional work is determined by the following principles: respect for the interests of the reader. Printsip determines the position of specialists designed to maximally solve the problem of the student, taking into account the interests of the student.

Compliance. This principle ensures the unity of diagnosis, correction and development, a systematic approach to the analysis and correction of defects in the development characteristics of disabled students, as well as a comprehensive multi-stage approach of specialists of different levels, the interaction and consistency of their actions in solving the problems of the student; participation of all participants in the educational process in this process.

The lack of privacy. The principle guarantees the reader and his parents (legal representatives) the continuity of assistance until the problem is solved or the approach to its solution becomes clear. The recommended nature of help. This principle ensures compliance with the guaranteed rights of parents (legal representatives) of disabled students with the law on the protection of the rights and interests of pupils, including mandatory coordination with parents (legal representatives) of the issue of sending (transferring) disabled students. combined focused groups. Workplaces the program of correctional work in the primary class includes interrelated areas. These routes reflect its main contenttiradi:

Diagnostic work provides timely detection of students with disabilities, comprehensive examination and preparation of recommendations for their presentation psychological and pedagogical assistance in the conditions of a medical - educational class;

Correctional-educational work provides timely specialized assistance in mastering the content of education in the primary class and correcting the shortcomings of students with disabilities, contributes to the formation of communicative, regulatory, personal, cognitive skills;

Advisory work provides continuity of special assistance to disabled students and their families in the implementation of psychological psychology pedagogical conditions



training, training, correction, development and socialization of students; information and educational work is aimed at clarifying work on issues related to the peculiarities of the educational process for disabled students, their parents (legal representatives) and pedagogical staff.

A distinctive feature of the composition diagnostic work includes the following:

Timely identification of disabled students;

Analysis of the causes of early (from the first days of the student) developmental defects in the diagnosis and adaptation difficulties;

Gather broad coverage information about the reader based on diagnostic data from specialists in various fields;

Determination of the level of the zone of real and proximal development of a disabled student, its reserve capacity;

To examine the development of the emotional and personal characteristics of students;

To examine the social status and conditions of development family education students with disabilities;

To examine the adaptation ability and socialization level of the disabled student;

Systematic multilateral control of specialists on the level and dynamics of Student Development;

Analysis of the success of Correctional-educational work. Correctional-upbringing work includes the following. The choice of methods of correctional programs and methods of teaching, which are optimal for the development of a disabled student in accordance with his or her special needs; it is desirable to organize and conduct by specialists of individual and group Correctional-educational lessons, which are necessary for the elimination of Developmental Disorders and educational difficulties.

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