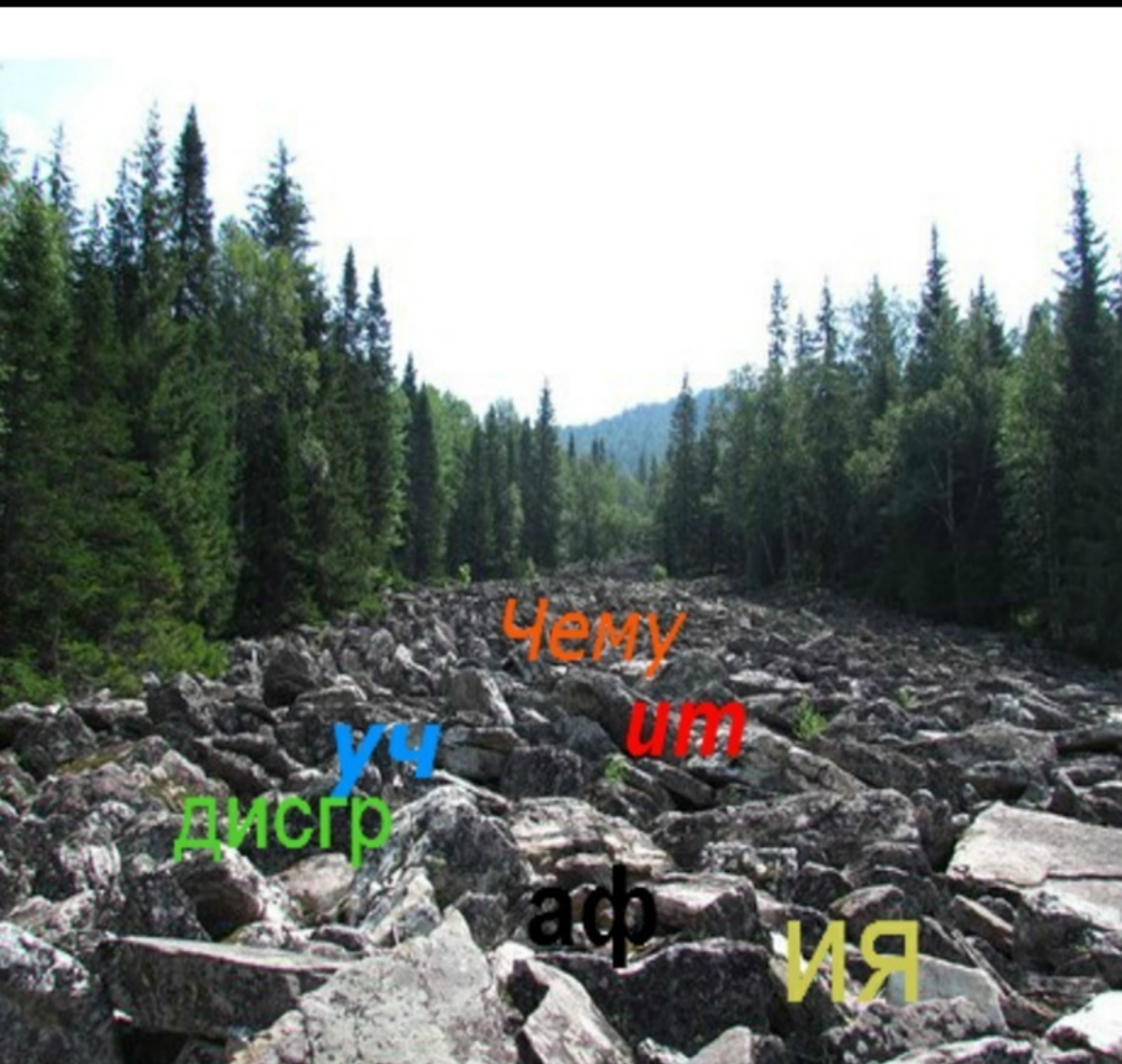


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What teaches dysgraphia



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«Издательские решения»

Rybakova E.

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The book “What teaches dysgraphia” summarizes the research materials of the socio-educational, culturological, philosophical nature of persistent violations of written speech in children, revealing the perspectives and phenomenology of significant processes in this area, their system-activity reference and personal orientation.

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What teaches dysgraphia

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Introduction

Domestic and international science has reached significant heights in the study and methodology of problems associated with violations of written communication in both children and adults.

Nosological aspects of modern research, etiological, structured, methodical approaches allow us to effectively ensure social and educational needs of children and adults with dysgraphia, actualizing not only have stored on unconscious resources, but also adaptive, and overcompensational opportunities.

However, the rapid increase in the complexity of both children suffering from violations of written communication and the individual structure of their incompetencies requires the positioning and development of new concepts, approaches and perspective significant principles for the development of a system of psychological, medical and pedagogical support for children of target groups, adequate to their vital and anticipated special educational needs in the context of a rapidly changing world.

A child with disabilities can not but reflect in his written sphere his worldview, his sense of his place in the external environment and his prospective, probable fate. He often feels more insightful and tense insufficiency, inaccuracies, cunning and conventionality of the observed picture and its verbal-conceptual reflection. Here sometimes lie difficult to determine the factors of pathological nature – and here can be found the key to the organization of compensation, activity, personal, overcompensatory actualization of the child, to ensure the synergies of his self-development.

Not forgetting the need for the formation and development of a child with disabilities in the development of increased resources of social adaptability, social attractiveness, we have no right to neglect either obvious opportunities or more complex, systemic mechanisms.

At the same time, the current, future qualitative transformation of society, contemporary demands of citizens and society can be realized with an innovative approach to the human resource, including – in the format of modern structuring of society, as well as adequate reproduction of human capital. Considering as the last complex relationship with the world and their own capabilities of people with special educational needs, we initiate not only an effective surmounting of Lenie related problems, but also position the formation of social trust, acceptance to a new level, activate the latent potential of self-development of citizens and society, effectively identify perspective promising beginnings of social progress.

On the basis of the department teachers of the Psychology Faculty of the Bashkir State University, the Inter-Regional Interagency Internet – Lounge “White Speech”, the student and research association “Monogorodok” teachers, experts, heads of educational and other institutions of social orientation, students, parents of children with disabilities, will present TV community, collaborating in the social responsible project “High Diploma,” which gather the experience favorable correction of complex disorders, including writing, as well as developed the principle’s efficiency, improve psi and emotional ceiling elements of children in process corrective maintenance and innovative approaches of inclusive education.

Modern, responding personal and other needs of a child with disabilities in health possibility, system-activity approach creates conditions for optimization of all parties individualizing, all the functional resources of the child – and thus actualize its hidden opportunities and overcompensational resources.

Optimum subject- personal actualization, as a rule, reveals a different child, with unexpected opportunities and priorities, prospects and a reflex of the potential.

Accounting for more subtle processes and dependencies related to the complexity of violations and related trends not only increases the efficiency of activities of all participants in the social and

educational space and their psych-emotional well-being – it is also promisingly consistent, sets the basis for self-development of correctional-educational processes, social favor and culture positivism in social relations.

At first, the general education sphere comprehended and evaluated both the pathos of correctional education and its productive capabilities. Today we observe how the macrosociety is imbued with the significance and effectiveness of tolerance, the positivist approach in defectological support, as well as with the overcompensation capabilities of special didactics and intersubject modeling of social and educational dialogue.

The authors respectfully ask Repina Zoya Alekseyevna, Yekaterinburg, Russian Federation, to take the dedication of this book as a sign of admiration for her foresight in relation to the publishing fate of Rybakova EV: “Whatever you do, Lena,” she said in the far eighties, – you still get a book.”

Multiple reading and different writing. Project organization of accompanying children with dysgraphia

The era of the information expansion of human life was replaced by the era of the electronic transformation of our civilization. Polyalternativeness informational and support now and nstitutionsionality has a special moral, legal, humanistic acsenting continuously, especially with regard to children with disabilities, children with disabilities.

Violations of the development and development of written speech in children are not necessarily related to the insufficient resources of functioning, locally or in the total picture of the social and educational status. With a holistic study of the educational status, there are often signs of discrepancy in the available teaching skills, uneven development in connection with, for example, the peculiarities of the manifestations of the priority sphere and even the expressed talent.

An intersubject organization of the social and educational dialogue is an essential condition for the formation of the territory of cooperation, mutual acceptance and opening of adults and children both in conditions of corrective-developing support and the general education space, thanks to which individual motives for expanding, enriching written and oral verbal praxis students in a system of values correlated with the orientations of the adult world, meaningful for close and influential people for children.

In addition, it is necessary to take into account and actualize the abilities of children who do not receive sufficient positioning and development support at the moment, not only in the subject / in this case – in the formation and development of written speech / region, but also in other areas. Armed with the principles of LS Vygotsky on the implementation of the zone of the nearest development of the child, we not only ourselves are focusing on the prospects of expanding its capabilities – but we also provide it with the tools of an actual and reflexive self-positioning. Ie the greater the resources for further development insufficiently updated n s abilities, the more meaningful and tangible, conclusive camp ovyatsya their symptoms at anom identifying and understanding. The overcompensatory component of development and socialization should become an organic part of the vital activity of children with disabilities.

Methodical approach, referred to as plural-reading prescribing teacher at combine different types of institution child reading process: the individual, prepared jointly with the other children, the chain and others. Changing the context of the reading process, the teacher gets the opportunity not only to train the children with the necessary skills, but also to improve the recessive attention, to vary the conditions for overcoming emotional and volitional instability, and so on.

At the same time, in such types of organization of children's activity, first, avoid excessive variation in the methods of reading a lot (some authors now refer to this situation as a "massage" due to the pressing, aggressive nature of the impact of such methods in overdose), in Secondly, there are not enough opportunities for subjective actualization of children, except, of course, for special playing out of the children with a teaching situation, a didactic orientation, or a plot -and-role orientation.

However, we believe that the individual adjustment and even, perhaps, in consultation with your child about m, productive and emotionally optimizing can be enriched subject to ensure corrective maintenance of the child with dyslexia, dysgraphia texts and psevdoteksts, made letters highly multiformat, noisy and difficult locations. In the group of gaming, educational and project methods developed by the authors and presented at the international competition of the Belarusian Internet portal "New Knowledge", we not only shared successful achievements, but also marked the ways for further creative cooperation of all participants in the social and educational dialogue.

Project, subject-personal components of children's activities not only contribute to meeting their vital creative, activity and social needs, but also devalue negative expectations, optimize the

child's ideas about himself and his abilities, motivate him to further cooperation with adults and at the same time to raise the level independence in cognitive activity, communication, status socialization.

By itself distance from the school- lesson situation already, as a rule, substantially increases both the productivity and the quality of the activities of schoolchildren. individually or in a subgroup.

With the provision of a subject, project organization for the employment of children, the effect is amazing even for educators and parents who have considerable experience in developing education. If we do not miss the opportunity from the very beginning of the diagnostic and corrective process to set operational and value orientations for the intersubject and project- activity plan, then later we will not have to overcome mechanistic, formalization of the educational process, let alone didactic and social negativism.

Also important but in the early stages diagnostik- and correctional work, whether individually, in the process if the group cooperation, dates s an opportunity for each child to sounds own opinion of the nature and even the actual availability of school difficulties and other problems in written communication. In the future, subjektic meaningful representations of schoolchildren may yield to the opinion, attitudes of adults. In addition, the culture of educational and other activities needs subjectivization, and the instability of the school situation can become an affective basis so important in the training and life of a person and actualization, as well as the formation of such a value reference in his life, as self-positioning and compensatory modeling.

A pupil can not only learn much less than his abilities in connection with the mismatch of school and general communication skills, inadequate organization of educational activity, uncertainty, psychomotor anxiety, emotional and volitional insufficiency, and so on – but at the same time have sufficiently meaningful ideas about the essence of their difficulties and even possible means of improving the situation.

In addition, despite all the current difficulties of his educational activity, his promising verbal-intellectual and active status is already manifested in him, his neuro-psychological and personal characteristics set additional structuring and style-forming parameters, algorithms, modules and models, violating program-consistent boundaries and conformity successful first-grader, then a successful second-grader – and, in general, an exemplary graduate.

Our children are all different. Even in a monoethnic environment, they speak and think right away in the context of polylinguistic culture, in the format of a complexly structured information environment, and in the long run neither the simplification of the communicative sphere nor the simplification of the organization of the adult world is foreseen.

Therefore, Sun expressed the need for more e first word in the socio-educational space given to the child, as far as possible to follow him, making adjustments and suggestions as I need, and the best e – upon request. Increasing the productivity of children's activities, their effectiveness in the educational and educational process, vote in favor of this approach as strongly as the escalation of difficulties that increase with the mechanistic organization of support, the objectification of the child, with the apparent superiority of the teacher and his lack of doubt, surprise, intrigue.

Conversely, activity and personal correspondence in the organization of child support can compensate for the lack of special correctional help and even small errors in training.

If others can provide the necessary support or at least not increase tension, anxiety, impulsiveness of the child, we can not even detect such cases or consider them as problematic. In our practice, for example, schoolchildren, who have noticeable signs of a previously overcome stutter (certain signs of convulsive readiness of breathing and articulation apparatus, peculiarities of general and fine motor skills, specific tricks of self-control of the tempo – rhythm of active speech, the corresponding neuropsychic status, tensions, didactic expectations, etc.), although others do not recognize the stuttering of a child in the past, and the student himself, as a rule, does not position such problems in his or her past or in the present. However, complex problematic and even co-dependent

situations that require comprehensive support not only for the reader, speech therapist, defectologist, but also psychological support, and even course psychotherapy, are often observed.

It is advisable not to postpone surrounding with the organization of the surrounding escort, if there is a need for it, otherwise they can significantly distort the corrective- development activities, reduce its productivity and expediency of cooperation. Understanding the nature of the support and the importance of the project orientation of activity is formed in the environment of support, the more effective it is than the organic process of involving adults in the subjective value paradigm of the employment of schoolchildren.

Project organization private letter quite respectable history in the creative aspect m, both as parodies, pastiches, preparation and execution of congratulatory texts, etc. -. And in fact literary relatedness. We add to this group more unfettered, Polymodality of meaningful and creative, in our opinion, a group of design and execution of inscriptions on T-shirts, logos, business cards. However, we can not say that this area necessarily productive, successful participants, enough to motivate and positively due to a number of objektivity and subjects in governmental trends. In addition, school age cox injuring need for sensual m directly m the perception of quality writing instruments, punctuated by sensory feels the communication component, the more – the children with disorders e m writing, which may be a connection but with a primary insufficient Stu function, so and, for example, at too rapid for a given child's status, the development of reading and writing skills, without sufficient reflection, sensibilbsation or stabilization (which is characteristic, for example, for some categories of gifted children or for children with advanced development of abilities in the field of exact disciplines, as well as poetic, inclined to deep comprehension performed actions, well, and perfectionists; There are also children who are sensitive to the external design of reading and writing, to the quality of writing instruments, accented on the harmony handwriting location with text and other components of the organization's activities, the environment, the context).

The degree of complexity and theme of the text work is discussed operatively and analytically, in an accessible and concise manner.

The speed and extent of the finical speaking with adults and adjusts calculate, not too monotype, one to enough to support psiho-emotsional flax and communicative favored.

The methods of control and self-control of the quality of work, the conditions of productivity and health savings according to the student's intention, or in agreement with him, are dosed, improved, and analyzed. Without excessive didacticism and edification, lively, witty, diverse, laconic, avoiding excessive pedagogical evaluation and preferences of the teacher's opinion.

For the promptly selective organization of the writing process, we propose, for example, that the child, in the course of a corrective session, be able to choose, in a motivated or random way, an option of noisy action, against the background of color drawings, landscape photographs, chaotic and rhythmically applied strokes, spots, curls and ornaments and similar materials without emphasis on argumentation, justification – “as it seems more convenient or interesting” Here we emphasize the significance of each moment of employment of the child, his sensations, opinions, impulses. What we call today significant vagaries in didactics and the general life activity of a child, in particular a child with limited health opportunities, allows often ‘corrected, warn reaktsentiring be and overcompensate very serious problem of child developed, socialization, macro- oh diskompensation.

The choice of writing tools – immediate, but bright, sensori-motor satisfying, satisfictionared component of the more effective, there is for the givens on the efficiency, accuracy, carefully, pattern matching. Finds and interesting effects it makes sense to analyze after the fact, after the child will experience both sensory and subject- activity- compiling unusual way organized Foot letter, the results, felt his new activity- status in the loading area for themselves and get a motivational impulse to self-development, self-organization in this – and other areas of activity.

The transition to more pronounced components of autonomy, selectivity, design in the organization of the child's activity in this training occurs more often spontaneously, and pedagogical

developmental and corrective support is provided with minimal inclusions, only if necessary. Even with the incomplete rightness of the decision, the choice of the student – style, for example, or design, writing in complex versions of written projects, it makes sense to provide a pedagogical pause, for the current self-analysis, then tactfully propose options, adjustments, weighted building intersubject dialog. Of course, aerobatics of the correctional, and in general developing process – when the teacher or the parent consults the child as little as possible during the didactic” quest ” – and in the right places is justified but says: “Wow, you!” And” Will you come myself small?”, “How did you guess?”. Or let the child indulge in contemplation, replication, demonstration and discussion of the product of his labor as much as he really needs – and not as much as corresponds to age and disciplinary standards. We often do not know what kind of internal work he is doing at the same time, what conclusions and decisions should come on his personal program.

Together with the children, we establish real difficulties and the origin of imaginary, optimal load and correctional- educational routes along the course of diagnostics and correction, introduce operational adjustments and restructuring components of cooperation.

Separate, categorically important components of targeted cooperation between children and adults is the identification of development resources and areas of priority development, which is often forgotten not only by parents but also by children, but also by pedagogues, considering the inadequacy of functions only in a negative and restrictive way.

Often, by examining the degree to which the student’s achievements and abilities correspond to the training program, it is possible to miss, for example, the signs of verbal sensitivity and verbal intelligence, the poetic nature of the mental frame or perception, the unusual priority area, the technicality of introspection or overcoming difficulties, achievements in the field of personal interests or emotional- volitional regulation.

Together with the student it is not out of place to even try to use such resources in the educational process – even to try to find out. For example, if we ask the schoolchild’s opinion about his problems in teaching, we do not, in the absence of a coherent position, presume, of course, on a necessarily reasoned answer. But often later this child can detect not only the continued understanding of the issue, but also the readiness for a conscious decision, and the unusual approach, and valuable findings. Sometimes the posture and the communicative status of the pupil are changed, and the effectiveness of all educational activity in a fairly short period.

A free, individualized, responsive organization of employment, a willingness to give priority to the positioning of activities, and also to be surprised at the personal discoveries of children allow me to ensure the targeting and positivism in the approach to accompanying children with neurological disorders, including ADHD, and also provides an operational resource for the correction of secondary developmental defects and social discomfort.

Moreover, nowadays there are tendencies towards an orrelating increase in the neuropsychic changes in the children’s population, in accordance with the society’s demand for a highly informational transformation of human vital activity, which determines the direction of the development of the social and educational environment. Children are massively discovering the need for high-voltage multi-channel information employment, and the prospects for their professional implementation also imply a significant change in the standards, structure, content of activities, to which we must apply today and prepare pupils to conform in the future.

Adjusting pedagogical support under temporitmic, style, energy context, there is a verbal environment student, saving time and attend the more tense important, multi-task, the student concentrates on understanding the relatively new and load information for themselves and the easier it is to master the elements comparing the style and structure of more or less conventional con tents that the compared object ‘s not too distanced from each other and from its earned register in organic perfecting – that naturally precedes the effective comparison and analysis.

The tasks, their orientation and the level of complexity are subject to the maximum possible discussion with the student. “You managed to do the task last time with words of increased complexity. Today, will we start with software urine or are you ready to dare?”, “Just try to see the error in this unfamiliar word, what letter do you think is out of place? Do you have any other unusual task to offer today?” “Here today the senior guys... have hardly completed such an assignment. Do you think it makes sense and we try with you? Help, only if you ask.”

Including coined and motivational guidance of life a child riddles, puzzles, crossword puzzles, another leisure, but enough difficult forms of employment, including verbal content, we support its presentations about the importance of successfully STI in such kinds of praxis, anchoring habits as much as possible on their own perform actions, apply for dosed care only in extreme cases, and track the increase in productivity and self – sufficiency, ensuring sustainable development itself.

The projected resource of self-organization and overcompensation for the development of children with disabilities, thus optimizes the present family, the future of society and devaluates the negative perception itself, the dramatic expectations of all participants in the social and educational dialogue.

It’s not easy, but it improves the quality of life for both children and adults – you have to play honestly.

Hamburg sky expense, judgment and action is the most honest, the perceived risk, the responsibility open routes – and the amazing victory, discovery, acquisition.

Children have the opportunity to understand their self only in a viable situation, real subjective activity.

We believe now that existing in reality, but not identified in the course of a standardized educational route or under the influence of other circumstances, increased capabilities must also be defined in activities for current and prospective positioning, especially as often the process of learning to read and letters can pass s high-sistemed, and inconsistencies of the current organization of writing may well related significant component m of self-depth analysis, the perceived critical high-level conceptual, operational, self-organizing elements of literacy, text competence.

Experience shows that the attire with high frequency of cases of school success, significantly behind the real abilities of children, in this group the proportion of students gifted in the field of verbal intelligence, creativity and sensory sensitivity is also high. Let’s compare these trends with the real school performance in terms of official statistics – the run-up of indicators is dramatic.

It is no coincidence that the share of official “non-achiever” is also high, taking an active part in the olympiads in profiles, according to which teachers rank them as a lagging pupil. Moreover, according to the study m specialists participating in relevant Project workshops Inter-Regional Interagency Internet Lounge” White speech”, not as high here indicators fighters for “time off” / strongly interested in an s in a legal holiday from school officialdom from seven to twelve percent pupils of this group. On the other hand, from twelve to twenty-five percent of all pupils, are trying to increase their self-esteem and personal rating in all available Olympiads of the city and the district, as well as remote format, which is explained by disagreement with the opinions and assessments of the teacher, as well as the desire to test oneself.

Such measures, as well as targeted diagnostic and corrective support of positivistic orientation, contribute to a rational current and perspective understanding of the student’s intellectual and educational status, subject resources and prospects, as well as personal self-actualization. Thus, children, together with adults, can and must accept themselves and their particularities, including writing a letter, the writing process, themselves and their writing in writing.

Many students who study much lower than their abilities, secretly feel their hidden resources. Power insufficient realization of abilities and protest, rather than in order to further burden psihoemotsional Flax state, activity- child status and school performance should be uses Wang

to form a component of the subject of Noah and the subject of self-actualization adequate individual characteristics and priority of the students.

Words of complex structures and meanings, unfamiliar, ambiguous, foreign language lexemes, technicalisms must necessarily enrich the oral and written communal environment of children of all age groups, prompting for proper search, recognition, analysis and unusual speech samples. Reflexive abilities are systematically disclosed precisely in the course of such transactions, called, as applied to poetry, Mayakovsky, "riding into the unknown".

Modeling the problem- resource balance, taken into account that the discrepancy between the learning skills, especially the written section, can be largely initiated precisely by high or rapid expansion of the vocabulary, actualized or passive, phraseology, semantics or conceptual sphere for the given child. Often, a bright, rapidly growing manifestation of growing artistry, communication skills, and the priority sphere can become problematic. High incidence in both groups was noted in the cases of intensified extensification of educational activity of children, mainly initiated by adults. It is troubling that at the moment such trends are actively developing as an educational and cultural movement, for example, in India, China, in some communities of European countries. Perhaps, for the future prospects of competition this position may be significant, but we think that the strategic consequences are problematic.

In addition to the principal, level-oriented orientation of support, it is also necessary to take into account the temporal context. It is not uncommon for educators and parents to rigidly correlate the child's achievements with age and program standards and, orienting himself on the ideal status of a first-grader, then a second – grader, and spontaneously or hidden from their exacting eye, developing competencies are ignored at best, like in the first class teacher actively rejects the possibility of you reading from a smaller number greater than e. Our observations show that just children with special educational needs need quality the positioning of personal cognitive status in time, in perspective, although taking into account their conceptual, verbal and operational resources, respectively, adults should saturate their communicative use with different levels of content, significant at the current moment in the life activity of the child, and turned into his personal history, family, and opening the way to more complex spheres, structuring future competencies, priorities, searches. A remarkable feature of environmental of compliance is to achieve a satisfying, overcoming psycho-emotional discomfort, nervous and mental stress, behavior problems in the child as a result of the implementation, etc. As on the need to be him in a respectably comparable verbal environment. Hour it happens that it is hard to then find, so increased his confidence st, independence, willingness to cooperate, not only targeted to adults, but also actively solicit support environment, including opposing. The quality of verbal communication, the attribution of this quality to future activity functions is difficult and overestimated, and exhaustive to analyze.

In such a complex interaction, we effectively alternate and combine the weakening of sensory and selective saturation with the tension of self-organization, correction, and criticality. It is this regime that creates the conditions for efficiency, promising conformity and, at the same time, the didactic attractiveness of the diagnostic- correctional process. And after all, we often observe not only a complicated nosological picture, aggravated by social and pedagogical inadequacy, but also a speech therapy, for example, marriage. The child of preschool age was transferred to a general pre-school organization with insufficiently corrected disturbances in the sound quality caused by dysarthria. The phonemic defect, with the general high abilities, did not cause noticeable disturbances in the development of cognitive activity, but rather, it increased the lexical susceptibility of the child in conditions of a small but habitual difficulty, but in school lessons the problem manifested itself as a violation of the structure of complex words, more appreciably due to the individual increased need of the student in the extension of the lexical base of verbal intelligence.

Ethics, aesthetics and the perspective of written communication, or what, why and in what style we exchange information

As you know, greet, ask forgiveness and thank the natural, organic, willing and early start the children from families, where adults provide a favorable example for this.

Analyze the flow of information directed at the child and initiating the child's own contribution to the communicative sphere, to the life of the environment. Does he motivate communication, cooperation, development? Does it improve the quality and sensation of life? Does it show signs of a value attitude of others around the child himself, his well-being, opinion, style, image? Apply the received data to the transformation of the content and form of the information directed to the child. Once caught, that the quality posts a negative, destructive or bad taste – discount the unfavorable promise more spiritualized information, fill harmony due to the positive x contents, replenish the deficit of interesting, intriguing, unusual information, it is possible and with critical comments if the child's age allows. Although experience shows that good, kind comments are available not only to a person, but we tend to underestimate the abilities of children.

Orientation to quality, efficiency, social significance and cultural value of oral speech, writing, developing, anti-entropic application of digital information technologies is laid in the family, and even public opinion disapproving of the purely intellectual and cultural nature, lack of healthy social lifting will not be able to abolish this predetermination.

Of course, in families where there is no value perception of developed speech, children are more often in a situation of aggravation of the existing prerequisites for violation of oral and written speech due to microsocial neglect. Often this turns out to be a blessing, since a pronounced violation in speech development leads to the use of speech therapy, and the speech therapist in the situation of psychological tension and didactic mismatch of the child's activity compensates for his insufficiency, not only of a program nature, but also of a conceptual, motivational, value plan, attitude to language culture and own speech, which the child did not receive in his family, in his preschool childhood.

It is on this basis that we form the aesthetic ideas, the feelings of the child, replacing them with a negative or even dramatic attitude associated with communicative insufficiency, errors in self-positioning, the opinions of others about their capabilities and prospects, and their own tense expectations of failure, blame or insulting underestimation, level of tasks, unnecessary or customary advances.

The aesthetic perception of the native language (and, indeed, of the foreign one, too!) Increases the effectiveness of metamodeling, forms the so-called sense of language. Teachers talk about spelling, and we suggest: you write down a word or try to see it with your inner gaze. What letter hinders, badly, ugly looks in a number of others? What letters did not you want to write? On which keys did she flinch? Not always the choice of such spelling sensitivity corresponds with the leading modality of the child (auditory, visual or other). Because a complex of abstractions and specifics is extremely multitasking here, and if the mismatch of such operations can be optimally structured, often such achievements are reflected in the adult, further success of the person, for example, professional, family, personal.

Aesthetics are a reflection of the appropriateness of any self-organizing phenomenon. By incorporating such an important and ordering factor in their activities, a person becomes involved in the possibilities of synergy, in the strategy of anti – entropy.

That, in fact, in itself is the need of the person of the highest plan – and at the same time increases the efficiency of simple and complex actions by an order of magnitude.

A person who has joined the sphere of high multitasking technologies, experiences exceptionally favorable experiences, what he has the right, the need for them lies in our nature and motivates him to further self-development. He becomes himself interesting and socially attractive.

Consider the presence of beauty, harmony in the speech environment of the child, in his self-concealment, especially – a child with a communication disruption is essential. It would seem that the predominance of negative, monotonous, simplified verbal information in the child's living space is not the main destructuring factor for its development. But then we are surprised to find out the lack of motivation not only for the purposeful development of the child's speech – but also the reluctance to cooperate with adults in general and the misunderstanding why it is necessary to do so. Participants in our workshops include teachers and parents to correlate the amount of positive information with negative, unpleasant – with attractive, one-type – with intriguing, support socio-pedagogical monitoring of aesthetic compliance of prosodics and graphics in communication.

We often even apply this approach. If the child is in a situation of intense correctional-educational process for a long time-or, conversely, with a short-term short-term correction act, we suggest that he imagine, simulate a situation of didactic success, and under this impression do some work. Often, such a technique can be effective and presentation.

It is effective to relate yourself to an attractive character, a significant close person, and not just in a didactic situation.

Harmony is given to praxis also through motor attraction of activity, social inclusion, grace of decisions.

Motivating and modeling, effective and effective, intriguing and value- significant – these are the components of self-determination of the individual, the status of the student, his communicative competences in the context of general civil growing up. Separately, they really do not exist.

Can we determine by the handwriting of the child whether he is restrained, tense, neurotic, anxious, bored, inclined to impulsiveness, exhausted? There are, of course, signs of various physical and psychological conditions. But the ability to tune in to the child, and his own ability to feel non-verbal information of the communicative component of the activity – is a powerful factor for achieving prosperity, success, mutual understanding.

Practitioners of education are becoming more and more surprised by clinicians and researchers. For example, how to consider the possible manifestation of a child with severe impairment in the development of sensori-motor amnesia? Sometimes the feeling of beauty is the most effective or the only language of cooperation accepted by the child.

The missing is replenished in a harmonious environment, in aesthetically and ethically conformable praxis.

The invasion of the digital civilization into our everyday life, the information expansion into the communicative sphere of human activity, too, must be cultivated in the format of a personal territory of human well-being, social attractiveness, to adopt an instrumental, functional position – as human-like components of its activity. And, accordingly, aesthetic, ethical, personally significant means and criteria are applicable and effective. For example, even for several years a person can gradually delegate some of the operations to an electronic “co-author”, even if he started with copying text, written on paper, on an electronic medium. Then the person tests the effective moment of editing the electronic text, archiving, sending on the Internet, but the system organization of the process includes more complex, structuring, analytical, evaluation components for creating, developing and structuring content, including right-hemispheric processes in passing, similarly to how it is formed and activated in such a way called “spelling vigilance”, but at a higher level, corresponding to the possibilities of digital technology. Instead of wearing a head preparing an article or several articles of periodically anosya its elements on paper and p ost e By transferring information electronically, today a person can already sketch out the scheme of several books, including rearranging the nodal components, expanding the components of the text without much stress, saving time, along the

way carrying out other work that requires, perhaps, greater concentration of attention. the person to some extent takes out some of his functions, distances himself from the work that is being done, which usually involves the imposition of tools on the objects of labor. It is important that modern people can effectively perform a number of complex types of intellectually productive work with a parallel organization. This especially applies to children. Compare: modern schoolchildren for decades accumulate tendencies tendencies to perform simultaneously up to three or four cases, combining writing essays and communicating with watching TV, listening to music and recording individual thoughts. At first, public opinion included such a “syndrome of Julius Caesar”, also inclined to versatile simultaneous employment, to deviations from the norm. Now this phenomenon of time is ambiguous, but we must learn to live with it and to accompany more and more complex features of child development. This is especially important for children with disabilities, they often have to catch up with peers in accordance with the program, overcome specific difficulties in education and communication, and sometimes it is desirable for them to reach some advanced positions in development (due to the peculiarities of the educational route, frequent diseases or the operational cycle).

But even here the effectiveness, the motivating importance, the noticeable effectiveness of the ethical and aesthetic components of employment, no one canceled the intersubject inclusion of all participants in the social and educational dialogue!

Mastery of written communication does not exist in the form of the emergence of a separate human competence. It is systemically important **what** a person expresses, **where** he develops and **what role he** plays in society.

The application of Elena Rybakova's "Phonemic Riddles" for development of morphological and grammatical vigilance of schoolchildren on the letter

The complication of the nosological picture observed by specialists who specifically accompany children with violation of written speech, as well as the socially contextual structure of the defect, presupposes both an expansion of the methodological base for the development of special education in this area, and the updating of diagnostic, correctional and developing materials to help teachers and parents.

Especially noticeable is insufficient aids and materials specialists arsenal accompanying children with pronounced layer, multiple breach requiring prolonged stress cooperation is often observed at pupils didactic negativism, fatigue, exhaustion perception needing effects overt, capacious means x correction and Development.

Many specialists develop new manuals and materials and adapt the available ones taking into account the categorical and individual needs of the students.

Such means are becoming and now updated manual "Fonematich riddles". Prepared on the basis of experience in correcting oral speech of pre-school children, as well as a number of other manuals of this series, this publication, whose materials and recommendations are aimed at the development and refinement of the children's dictionary, the notions of the surrounding world, and their correction an analytical perception, an analytico – with the intellectual components of speech, – with respect to the written speech of schoolchildren with dysgraphia, remains relevant.

Sophisticated, whimsical word usage, word formation, a combination of words that contribute to the refinement of perception, analytical and synthetic support oral speech of children, as well as the need to st ugadyvat s answers, taking into account as a phonetic-f onemat ble and lexical component s mysteries, and the semantic content of the texts, allow to improve operational processes and comprehension of tasks already in written speech, especially this is relevant for children with violations of letters and other problems in cognitive development.

In addition, for these groups of schoolchildren, it is also possible to consolidate in the game form knowledge about the environment, which also allows to achieve this benefit with a favorable organization.

For children with respect to the normative formation and development of oral speech, writing, the conceptual sphere, these materials can be applied in the game, training plan, as well as the object of cultural and projective research of schoolchildren, a model for parody and imitation.

The updated edition is being prepared with the development of illustrative and didactic material that meets modern requirements, including – intriguing, distanced from the usual format.

Selection of text for reading in difficult cases violation of the letter from schoolchildren at speech therapy and in the family

Letters violations observed in both children with dysgraphia as a separate problem, and at the school level suffering from inadequate STI educational organization de yourself, exhaustion of neuro- psychological processes with significant characterological features – and many other options diskompetentions.

An important circumstance here is not always available, especially correctional with overdoing, so parents and teachers need simple and distinctive guidelines both for determining the nature of the student's difficulties and for supporting effective, efficient, coherent social and educational support.

Another category of schoolchildren who may not receive correctional help due to a number of subjective and objective circumstances are gifted children, highly motivated pupils and schoolchildren with unequal object success (in this case we mean children who have difficulty on subjects related to literate writing. Gifted children can, for example, be tightly engaged in olympiads, additional occupations on priorities and profiles, extra-curricular and social activities-and at the same time accumulate gaps, problems, difficulties for quite some time, effectively masking them or depleting the operational resources of compensation.

Many of them are in primary school too quickly passed the stage of development of literacy is not enough mastered the delicate operations n avykov, analytical and with and ntetichesky component and process s comprehension of written language, h then the complication of textual material and other components of the lexical, graphic work, these shortcomings manifest themselves with growing on tensions. The more neglected the situation, the greater the subsequent difficulties, the more complex the organization and the provision of diagnostic and corrective support.

The organization of their educational status by the schoolchildren, as well as his environment, the objective conditions do not always contribute to the provision of a corrective-development process.

The more pronounced is the shock of students and adults, when a complex survey reveals, for example, that the problems in the development of written speech are more significant than anticipated – but the reading is not so favorably shaped to neglect the system of special accompaniment of dyslexia.

Students especially have secondary school level, actively protesting at depth diagnosis of reading processes, their ambitious expectations you expressions discord with lowering their educational status – and then stunned the state must be reoriented in productive actualization not only p adi saving their psihoemotsiona ceiling elements of well-being, but also due to the high resource availability of such affective readiness.

Correctional and developmental studies at school age are mainly associated with the educational process, therefore their content is correlated with the training program both in the strategic aspect and in the operational mode. However, the principle of correlation of individual achievements and perspectives of pupil development prevails when selecting texts for correctional work. If the productive speed and the level of text complexity are significantly behind at the moment from the parameters of the main program, the work of the class, then the teacher's ability to adjust to the productivity of the child is more limited than for the speech therapist in individual lessons or for the prepared parent.

Speech therapist at the introductory stage of the remedial work, as a rule, is combined with the primary diagnosis in the school, often simplifies text Materia ly read / important first – read it without errors / even on current student opportunities with a view to ensuring psihoemotsiona ceiling elements of comfort, improve individually significant motivation, didactic employment attractiveness

and also for positioning correcting process, the need for perspective model tion and often contributes independently appl ennomu schoolboy desire to increase the degree of difficulty and pace of work.

Experience shows that the student can be favorably motivates in an to a operation an adult in a sufficiently hardly hydrochloric Allocation to independently mu complicates work in a more responsible Nome relation with respect to th free participation, and also expressed in the possibility of selecting the degree of tension work. The effect of such conditions is significant both in terms of motivating regulation and productivity of cooperation with an adult and, in the form of purposeful acceleration, complication of work initiated by the student himself.

Further, the gradually increasing complexity of texts for reading and, in part, for writing, is organized with the maximally accessible, expedient and reasoned participation of the student.

Once the age, software complexity level of text availability is reached, presentation of texts of higher complexity should be envisaged..

- taking into account the remaining level of discompensation, which can provoke violations of recurrent, recurrent nature or operational difficulties of non-specific orientation;

- in connection with a high probability of spine th hidden abilities and competencies, koto rye thanks to the work done and the enrichment of the motivational component could ut receive the impulse to spontaneously moo sa morazvitiyu, as well as the possibility of th escalation of overall development as a result of the release of the resources of cognitive activity STI, reflection, positioning;

- in accordance with other hidden educational needs, which can be met simultaneously, thanks to the presence of specialists in the correctional profile and the achieved level of social and educational dialogue.

with reference to perspective-oriented diagnostics, so that more subtle, complex features of development and self-positioning of the child, its priorities and individual style are manifested;

- with the purpose of studying and correcting didactic expectations of students, initiating their impulse to self-development, forming an enabling didactic culture in the school environment.

Complicated texts from fiction, scientific, technical, medical, can become a complicating reserve for the continuation of text work.

A separate content component of the text correctional work is the material content of the materials:

- for general and inter-subject provision;

- to enrich the subject- developing environment;

- for distraction from negative experiences and expectations;

- to maintain and regulate attention, interest in occupations and overall performance.

It is also desirable to provide cultural, social, moral, personal relatedness text mother als, which again is not indifferent about and for the general development of pupils in, and their psihoemotsiona ceiling elements status, and for optimal efficiency of cooperation.

Advance development of children's vocabulary in the modern information society and the problems of the development of written communication

The organic unity of man's thinking and speech exists in a mobile interaction, and the moments of mismatch in the rates, volumes and levels of complexity in this dynamic, with weighted address support, create an additional anti-entropic, synergistic effect that can and must be actualized in the interests of the developing personality of the child, his social educational status and reflexive state of health.

Observing the verbal aspects of thinking and communication of modern schoolchildren shows that the development of the dictionary by modern schoolchildren, especially in the passive aspect, is not limited temporally or systemically only to actual or purposefully terminological processes. Verbally, grammatically, logistically, children show readiness for a broader knowledge of the world,

including the scientific, for broader generalizations and more paradoxical concepts. Unconsciously, children master the words of both living foreign languages and the large spectrum of Latinisms of the terminological plan, they feel the morphology and grammar of linguistic means, their semantic reference and the perspective of word and meaning formation. These phenomena were observed more locally, of course, earlier, and were noted by a number of linguists, psychologists, teachers, but in the era of information expansion they demonstrate very significant qualitative and quantitative growth.

To some extent, these phenomena and indigo approaches, technologies, both diagnostic and projective, are reflected. But a number of informational processes, the structurally communicative plan, as well as, we believe, caused by the tendencies of the development of the children's population, led to the fact that children imperceptibly find themselves acquainted with a significant verbal resource systematically ahead of the currently available content of conceptual strata and combinations of meanings.

The most indicative and, of course, systemically productive purely verbal methods of diagnosis, motivating cooperation, productive activity.

We recommend the use of a number of rather simple and visual techniques to identify different vocabulary words level owned student, unaware of his awareness. The most logical of them is the use of a chain of interpretations. The student is asked to determine the scope, the meaning of the word of different remoteness from the sphere of his active cognition and immediate interests, experience, school program. This technique is not very effective linguistically, but as an admission for the self-cognition of the child, giving him confidence in his abilities, as a practical goal-setting apprentice, is invaluable. Thus, the learner learns by experience the process of expanding his sphere of immediate development. Surprise, which is experienced not only by children, but also by many adults, serves as an affective impulse for independent educational activity. The participants of the experiment considered using the "correct mistakes", "find a synonym" and even the "fourth superfluous" methods more effective.

The dictation conducted by the participants of the experiment in Beloretsk Pedagogical Guesthouse "Belaya Rech" (known for a number of regional and federal publications, participation in numerous international forums) showed that pupils of primary school and secondary school can correctly write and comprehend, even in a simplified editors of interpretation, complex words of philosophical, ethnocultural plan, compound names of chemical preparations and medicines, restore the correct order of words in offers of science-intensive content. Often a student who stubbornly writes "fox" and "popol'", Almost without errors, can write and pronounce "trinitrotoluene", "neocolonialism", "behaviorism", etc., especially confidently observing the structure of the word.

It is noteworthy that in quantitative terms this feature of speech development as a whole is not too different in families of more educated and intelligent people from those who come from families with secondary educational interests.

Variations in the degree of expression can be significant (from 30% to 55% of children in the class, with marked signs of an extended development of the dictionary). But these fluctuations do not have a strict dependence on the characteristics of intellectual development, active verbal practice and the interests of children. As for the correlation of the results of the study of the advancement of the verbal component of the intellect of "reading" and "unread" children (that is, those who enjoy reading a broader plan and different levels of complexity – and avoiding this occupation), then our activists do not note the pronounced dependence of this phenomenon on conscious intellectual activity, although qualitatively, of course, the results are predictable: wider coverage of conceptual strata, higher spelling sensitivity, more dynamic logistic potential, or rather, grammatical structuring.

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