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АНАЛИЗ ЛИТЕРАТУРЫ ПО ВОПРОСУ ОРГАНИЗАЦИИ МЕТОДИЧЕСКОГО СОПРОВОЖДЕНИЯ ЛОГОПЕДИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ¹

Бровкина Светлана Федоровна,студентка 2 курса магистратуры
факультета психологии

Белгородский государственный национальный исследовательский университет

город Белгород

sveta.brovkina2017@yandex.ru

Аннотация

В статье представлен анализ современного состояния литературы, посвященной организации методического сопровождения логопедической деятельности в дошкольных образовательных учреждениях. Рассматриваются основные подходы и модели, используемые в практике логопедической работы, а также роль методического сопровождения в повышении качества образовательного процесса. В статье подчеркивается значимость методической поддержки для профессионального развития логопедов и повышения эффективности коррекционной деятельности. Статья будет полезна учителям-логопедам, педагогам и руководителям дошкольных образовательных учреждений, заинтересованным в улучшении качества логопедической помощи и развитии речевых навыков детей.

Ключевые слова: методическое сопровождение, логопедическая деятельность, дошкольное образовательное учреждение, логопедическая работа, нормативно-правовая база, консультационная поддержка.

LITERATURE ANALYSIS ON THE ORGANIZATION OF METHODOLOGICAL SUPPORT OF SPEECH THERAPY ACTIVITY IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Svetlana Fyodorovna Brovkina,

2st year student master's programme, faculty of psychology, Belgorod State national research university, Belgorod

ABSTRACT

¹ Научный руководитель: Прокопенко Юлия Александровна, доцент кафедры иностранных языков. Белгородский государственный национальный исследовательский университет, город Белгород

Scientific supervisor: Yulia Aleksandrovna Prokopenko, associate professor of the department of foreign languages, Belgorod State national research university, Belgorod

The article presents the analysis of the current state of literature devoted to the organization of methodological support of speech therapy activity in preschool educational institutions. The main approaches and models used in the practice of speech therapy work are considered, as well as the role of methodological support in improving the quality of the educational process. The article emphasizes the importance of methodological support for the professional development of speech therapists and improving the effectiveness of correctional activities. The article will be useful for speech therapy teachers, teachers and managers of preschool educational institutions interested in improving the quality of speech therapy and the development of children's speech skills.

Keywords: methodological support, speech therapy activity, preschool educational institution, speech therapy work, normative-legal base, consulting support.

Currently, improving the effectiveness of speech therapy work in preschool educational institutions is an urgent problem. One of the important aspects of this work is the organization of methodological support aimed at supporting speech therapists, providing them with the necessary methodological materials and sharing experience. In this context, it is important to analyze the literature on the issue of organizing methodological support of speech therapy activity.

In their work E.R. Mazitova and L.N. Sannikova reveal the essence of methodical activity, describe in detail the aspect of one of its manifestations - methodical support. They emphasize the relevance of the organization of methodological support of correctional and speech therapy work in preschool educational organization, thus proving the necessity of our study. The authors also formulate the forms of methodological support of a speech therapist teacher in the main directions of correctional work [5]. And in the text of the following joint work they present the data of empirical research obtained in the course of analyzing the organization of methodological support for the professional growth of teachers-speech therapists in the system of two preschool educational institutions. Their study is based on the analysis of preschool organization documentation for the availability of methodological support for specialists and conducting a survey of specialists' satisfaction with the methodological support for their professional development, identifying the level of digital literacy of specialists [4].

An effective model for organizing the work of a speech therapy center in a preschool educational institution, which includes an individual and subgroup form of classes with children was developed and presented by O.N. Paramonova in the text of the scientific article. This model allows the speech therapist to conduct both individual sessions with children and work with small groups, which contributes to a deeper and more effective correction of speech disorders. The author notes that the key aspect of the successful work of the speech therapy center is the relationship between the speech therapist teacher, teaching staff and parents. Cooperation and joint efforts of all participants of the educational process allow to achieve the best results in the correction of speech disorders in children. The work of the teacher and speech therapist in close contact with the educator allows to create favorable conditions for the correction of speech skills of preschoolers. In addition, interaction with parents allows the speech therapist to inform families about methods and techniques of correction, and also provides support and continuation of work on speech development at home [6].

M.N. Zakirova and N.A. Kalugina also speak about the importance of organizing comprehensive support for preschoolers in their work. Their article is devoted to the development of a training and thematic plan for the training of specialists in the field of integrated support of children. This plan includes several directions, each of which covers different aspects of work. The

authors conducted a survey among the course participants to assess their satisfaction with the material they listened to. The results of this survey were presented in the form of statistical data that allow us to draw conclusions about the quality of the proposed training program [1].

Many speech therapists are not only faced with the issue of organizing correctional work, they are also interested in the maintenance of reporting documentation. Some authors in their works consider and present examples of reporting documentation, which is an important resource for teachers. Firstly, it helps speech therapy teachers to get an idea of how reports on children's speech development should be organized and designed, which helps to improve professional skills. Second, the availability of examples of reporting documentation can help young professionals learn the necessary standards and procedures, facilitating the process of adaptation to a new job. At the same time, it should be noted that sample reporting documentation is not seen as rigid templates, but as a reporting guide that can be adapted to the individual needs and characteristics of each speech-language pathologist. The sample documentation can be a valuable source of inspiration and help to imagine how information about children's speech development can be organized and structured in remedial work. Thirdly, reporting assists in interaction with parents, teachers and the administration of the institution. Well-written documents can serve as an important tool for feedback, influence decision-making and help in planning work. Finally, well-designed reports provide an opportunity to track the dynamics of children's development and provide significant support for individual consultations with parents.

Studying this problem, V.O. Yoshchenko developed a manual, which is a collection of sample forms of compulsory and advisory documentation. It is based on the idea of systematizing documents and practical materials, in accordance with which diagnostic, preventive and corrective work with children in preschool, so necessary in the daily work of a speech therapist. The presented manual is a valuable resource for speech therapists, as it includes samples of mandatory and recommended documentation necessary for successful diagnosis, prevention and correction of speech disorders in children in preschool educational institutions. V.O. Yoshchenko's work allows speech therapists to see how the reporting, work plans, individual correction programs and other documents necessary for effective work with children can be drawn up. It is safe to say that the manual is a valuable tool in the professional activity of a speech therapist, helping the teacher to effectively organize his work and meet the standards and requirements in the field of correctional and speech therapy [3].

L.V. Porfirieva addresses the importance of local documents and requirements concerning speech therapy teachers in preschool educational institutions. In the text of her work, she considers the role of a speech therapy teacher in accordance with the requirements established in local documents, including the issues of interaction with parents and teachers, adaptation of the program to the needs of a particular institution. In her opinion, the analysis of local normative documents and their role for speech therapy teachers is important not only for compliance with legislation, but also for ensuring effective practice of correctional and speech therapy work. The analysis of the requirements for a speech therapy teacher helps to identify areas of work that need to be improved or adapted to the realities of a particular preschool educational organization. It also helps the teacher to orient in the process of interaction with parents and colleagues and better integrate his/her work into the general educational practice of the institution [7].

Y.V. Ivanova's manual is a valuable tool for speech therapy teachers, as it includes practical materials necessary for organizing work at a preschool speech therapy center. Her work contains regulatory documents, plans, samples of reports, samples of organizational documents regulating the work of speech therapist with teachers and parents, as well as documents necessary for the examination. The materials described in the manual help speech therapy teachers to keep documentation correctly and efficiently, meeting all necessary standards and requirements. Samples of school-year progress reports and organizational documents provide examples of how

to complete the reporting documentation within a preschool speech therapy center. Analysis of the proposed materials shows that they can serve as templates for speech therapy teachers to create their own documentation, as well as help them navigate the necessary procedures. This manual is a valuable resource that provides practical support and guidance for speech-language pathologists in their daily work [2].

As a result of literature analysis on the issue of organizing methodological support of speech therapy activities in preschool educational institutions, we can conclude that it is important and necessary to systematize this process. Literature review allows us to identify only the main aspects related to the organization of methodological support of speech therapy work, including the development and use of methodological materials, consultative support for teachers and parents, as well as coordination of activities with other specialists. The importance of systematizing and expanding the existing knowledge of the organization of methodological support of speech therapy activities in preschool educational institutions is that this approach will make it possible to create a more effective and adapted system of methodological support.

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