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ЭФФЕКТИВНЫЕ ФОРМЫ РАБОТЫ УЧИТЕЛЯ – ЛОГОПЕДА ПО РАННЕЙ ПРОФОРИЕНТАЦИИ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА С ТЯЖЁЛЫМИ НАРУШЕНИЯМИ РЕЧИ¹

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Аннотация

В статье раскрывается содержание профориентационной работы детского сада с детьми старшего дошкольного возраста. Основной акцент делается на деятельность учителя-логопеда по ранней профориентации детей 5-7 лет с тяжёлыми нарушениями речи. Авторы описывают профессии с которыми педагоги знакомят дошкольников, рассматривают игры о профессиях и предлагают читателям использовать формы профориентационной работы (словесные, наглядные, практические, игровые; языковые, визуальные, практико-ориентированные).

Ключевые слова: профессии, профессиональная деятельность, профессиональная ориентация, профессиональное самоопределение, ранняя профориентация, трудовая деятельность, профессиональная направленность.

EFFECTIVE FORMS OF WORK FOR A SPEECH THERAPIST TEACHER IN EARLY CAREER GUIDANCE FOR SENIOR PRESCHOOL CHILDREN WITH SEVERE SPEECH DISORDERS

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ABSTRACT

The article reveals the content of career guidance work in kindergarten with senior preschool children. The main focus is on the activities of a speech therapist teacher in early career guidance for children aged 5–7 with severe speech disorders. The authors describe the professions that educators introduce to preschoolers, examine games about professions, and suggest that readers use various forms of career guidance work (verbal, visual, practical, game-based; linguistic, visual, practice-oriented).

Keywords: professions, professional activity, career orientation, professional self-determination, early career guidance, labour activity, professional orientation.

Introduction.

In the past, choosing a profession was a task for school education. Teachers guided students towards choosing a professional path in upper grades, revealing their abilities for various professions.

Currently, based on Order No. 2206 of the Ministry of Education of the Belgorod Region dated July 13, 2022, "On Approval of the Concept for Developing the System of Career Guidance and Professional Self-Determination for Students in Educational Institutions of the Belgorod Region", introducing children to work and developing their interest in professions begins in preschool education.

In our preschool institution, the Combined-Type Kindergarten No. 21 "Little Willow", children are introduced to professions at the senior preschool age. Kindergarten teachers introduce 87 children aged 5–7 to professions, including 13 children with visual impairments, 35 children with severe speech disorders (SSD), and 39 neurotypical children. Our pupils study professions in the Belgorod Region within the Academy of Professions project, which focuses on exploring the following sectors: agriculture, mining industry, construction, safety, and education.

The agriculture sector introduces preschoolers to professions such as vegetable grower, beekeeper, farmer, veterinarian, agronomist, etc.

The mining industry sector allows children to learn about professions such as geologist, miner, driller, crusher operator, drilling rig operator, etc.

The construction sector helps children consolidate their knowledge of professions such as builder, architect, bricklayer, carpenter, painter, etc.

The education sector covers professions such as teacher, educator, speech therapist teacher, educational psychologist, music director, etc.

To immerse children in the world of professions and achieve positive results, our educators use individual, group, and mass forms of work, which involve various methods (career guidance diving, challenges, festivals, etc.).

Now let us consider how career guidance work is carried out in a preschool institution with senior preschool children with severe speech disorders.

Statement of the Problem.

In this context, the aim of this work is to examine the content of early career guidance for senior preschool children with severe speech disorders, using the activities of a speech therapist teacher as an example.

This aim is achieved through the following objectives: to provide examples of lexical topics about professions; to identify forms of career guidance; to show which дидактические (educational) games can be used in early career guidance.

Main Part.

One of the main assistants to educators in early career guidance for children aged 5–7 with SSD is the speech therapist teacher.

Senior preschoolers with severe speech disorders exhibit not only various speech disorders, in which the formation of all components of the speech system is impaired, but also insufficient attention, memory, rapid exhaustion, and nervous system fatigue [3].

The correctional direction of work with children with SSD is very important; therefore, all activities for initial familiarisation with professions are organised through collaboration between the speech therapist teacher, educators of the speech therapy group, and parents.

When planning their career guidance activities, educators of the speech therapy group build a foundation for further speech therapy sessions. At the initial stage, senior preschoolers with severe speech disorders develop an initial understanding of professions, tools of labour, and adults' work activities [5].

Subsequently, in subgroup and individual sessions, the speech therapist teacher teaches children to correctly express their acquired knowledge verbally and to speak coherently and grammatically correctly about different professions.

Key objectives of speech therapy work in early career guidance with preschoolers: to form an initial concept of labour; to develop an understanding of various aspects of work activity through fiction; to expand and generalise understanding of adults' labour and its personal and social significance; to expand and generalise knowledge about various types of equipment that support human work functions; to consolidate knowledge about people's work in different seasons [4].

Even in the preschool period, children should know what their parents, relatives, grandparents do for a living. They need to be introduced to various professions and types of adult activities and also be asked what they want to become when they grow up.

Of course, everything is laid down in childhood, including professional orientation. Therefore, the more information a child receives about professions, the easier it will be for them to make a choice in the future that will determine their further life.

The main challenge of speech therapy work on teaching professions to senior preschoolers with SSD is that most adult work is not directly observable by children, so it remains beyond their understanding [1].

Based on this, the activities of the speech therapist teacher and educators in fulfilling career guidance tasks are based on diverse methods and forms of work with preschoolers and are built sequentially.

To introduce preschoolers with SSD to adults' work, various methods and techniques are used: verbal (reading fiction, conversations using various characters and visual aids); visual (observing work processes of people in different professions, looking at pictures and illustrations, watching videos); practical (conducting experiments with different materials, conducting experiments);

Game-based (educational games, role-playing games, game situations).

In speech therapy work, all these methods and techniques are not used in isolation but in combination with each other [5].

Undoubtedly, one of the most effective ways to consolidate knowledge acquired from educators and speech therapist teachers for preschool children is play. Play is the freest form of children's activity, in which they explore the world around them, and it offers great scope for personal creativity and self-expression.

A large number of educational, role-playing games, and game exercises help the speech therapist teacher activate and expand the vocabulary of senior preschoolers with SSD on the lexical topic "Professions".

Children improve their grammatical speech structure, develop dialogical and coherent speech, and enhance memory, attention, and thinking; they also develop an interest in people of different professions [3].

Educational games develop children's thinking, help establish simple connections, and foster an interest in adults' work activities. Here are some of the most commonly used types of educational games in speech therapy work:

Lotto "Adults' Professions". Objective: to learn professions, tools of labour, and instruments. It promotes the development of logic, spatial orientation, and imagination and is used to reinforce knowledge of professions.

"Name the Profession Correctly" / "What Does He/She Do?" Objective: to train children in identifying a profession's name based on the names of actions.

"What Is Needed for the Job...?"

Objective: to develop active and passive vocabulary, thinking, and attention. Children need to place a card in the appropriate slot and explain why this item is necessary for an adult's work in a specific profession.

"Which Profession Needs This?"

Objective: to expand children's understanding of objects required for a specific profession. The speech therapist teacher lists various items, and children must name the profession that requires them [2].

"Finish the Sentence."

Objective: to develop the ability to complete sentences using words and phrases related to a specific profession. The speech therapist teacher begins the sentences, and children take turns finishing them.

Overall, when discussing the career guidance activities of educators in kindergarten, it is worth noting that the results of final monitoring among children aged 5-7 with severe speech disorders showed that out of 35 children, 6 have a high level of сформированности (formation) of understanding the world of work and professions, 29 have an average level, and 0 have a low level.

When studying basic emotions (joy, sadness, anger, surprise, fear) in the section "Emotions Alphabet" or developing children's abilities to concentrate attention, memorise information by ear, and use thinking processes, the educational psychologist reinforces children's knowledge about professions in the "Agriculture" sector – vegetable grower, farmer, beekeeper, etc.

By revising the material on the lexical topics "Domestic Birds" and "Domestic Animals and Their Young", preschoolers recall professions such as farmer, veterinarian, milking machine operator, etc. When addressing the "Education" sector, the specialist discusses with the children the professions of kindergarten staff: "educator", "assistant educator", "speech therapist teacher", "music director", "physical education instructor", "cook", etc.

By drawing children's attention to the "educational psychologist" profession, the adult explains to the children why such a specialist is needed in the kindergarten and what they do.

Consequently, when talking about early career guidance, the psychologist's work in the speech therapy group is aimed at reinforcing the material children have learned about professions. By consolidating the learned material, the adult activates cognitive interest and creates a positive

emotional attitude towards work among children, which confirms the goal of the Career Guidance Work Concept for pupils.

Conclusion.

After everything said above, the main goal of early career guidance for senior preschool children with severe speech disorders is to foster a positive attitude towards the world of professions and to provide them with the opportunity to demonstrate their abilities and knowledge in various types of activities and professions. Thus, it is important to create a diverse “palette of impressions” about the world of professions in a timely manner so that, based on the acquired knowledge, preschoolers can independently and more competently analyse the professional field of activity and feel more confident within.

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