ОСОБЕННОСТИ ПРИМЕНЕНИЯ НАГЛЯДНОГО МОДЕЛИРОВАНИЯ В ПРОЦЕССЕ ПОДГОТОВКИ СТУДЕНТОВ-ЛОГОПЕДОВ

FEATURES OF APPLICATION OF VISUAL SIMULATION IN THE PROCESS OF
PREPARING SPEECH THERAPY STUDENTS

Акименко В.М.

Ставропольский государственный
педагогический институт

Akimenko V.M.

Stavropol State Pedagogical Institute

Аннотация:

В статье проанализированы положительные стороны применения метода моделирования в процессе обучения коррекции звукопроизношения студентов-логопедов. Представлена технологическая процедура процесса моделирования, позволяющая построить модели артикуляции звуков, отражающие положение органов артикуляционного аппарата в момент произнесения звуков.

Разработкой моделей артикуляции звуков послужил тот факт, что при осуществлении коррекционной работы по устранению дефектов звукопроизношения у студентов-логопедов довольно часто имеются нечёткие представления о положении органов артикуляционного аппарата в момент произнесения звука, что приводит к ошибкам и неточностям при исправлении дефектного произношения звука. Решение данной проблемы было направлено на разработку моделей, которые способствовали бы формированию правильного образа положения органов артикуляционного аппарата при произнесении звука. В связи с этим модели артикуляции звуков должны нести достаточно полную информацию об укладе органов артикуляционного аппарата в момент произнесения

Abstract:

The article analyses the merits of the application modeling method of sound articulation correction in the teaching process of speech therapy students. Represented technological process modeling, allows you to build a model of articulation of sounds, reflecting the position of the articulatory organs apparatus at the time of the utterance of sounds.

The development of models of articulation of sounds was the fact that p RI implementation of corrective works to eliminate the defects of sound articulation among the students-speech therapists often have quite fuzzy understanding of the situation of the bodies of articulatory apparatus at the time of the utterance sound that leads to errors and inaccuracies when correcting defective pronunciation sound. The solution was designed to develop models that would enhance a correct image position of articulatory apparatus when pronouncing the sound. In this regard, the model articulation sounds should carry sufficient information about the way bodies articulatory apparatus at the time of the utterance sound, thereby helping shape its image correctly.

This approach to visibility with the use of models is the most acceptable from our point of

звука, тем самым помогать формированию его правильного образа.

Такой подход к наглядности с применением моделей является наиболее приемлемым с нашей точки зрения при использовании их студентами в практической работе по коррекции звукопроизношения. Поэтому, перед преподавателем стоит задача обучить студентов методу моделирования.

При организации обучения преподаватель должен учитывать все аспекты, а при использовании моделей студент будет иметь возможность быстрее и эффективнее овладевать тем объектом знаний, умений и навыков, который определяется учебной программой, ибо модель сохраняет и несёт в себе информацию о его деятельности.

Ключевые слова:

процесс познания, моделирование, модель, оригинал, группы нарушенных звуков, коррекции звукопроизношения, технология процесса моделирования.

view when using their students in practical work on correction of sound articulation. Therefore, before a teacher's challenge is to teach students modeling method.

When teacher training must take into account all aspects and models the student will be able to quickly and efficiently acquire the object of knowledge, abilities and skills, which is determined by the curriculum for the model stores and carries on its activities.

Keywords:

learning, simulation, model, the original group of broken sounds, sound articulation correction, technology process modeling.

In education pays great attention to the study of peculiarities of application of modeling method in educational knowledge. In pedagogical literature extensively covers the application of modeling method (L. Apostel, N.M. Amosov, N.A. Bernstein, V.A. Brooms, B.A. Glinskiy, B.S. Gryaznov, A.N. Leontjev, K.E. Morozov, V.V. Nalimov, I. Novik, G.I. Ruzavin, L.M. Friedman, V.A. Stoff, N.G. Yaroshenko, etc.).

Of course, unlike the research modeling and models, their application in educational process has its specificity. A.A. Verbitsky, T.A. dmitrenko, G.K. Selevko believe that in high school in the development of creative abilities of students the use of visibility cannot be reduced to a demonstration of natural objects, as this often leads to an external descriptive familiarization objects [1-3]. While the learning process using visibility should lead to the disclosure of the entity objects and phenomena. The task of Visual learning using models to link observable phenomena and characteristics with their analysis and synthesis [4-6].

The modeling process serves as a specific form of thinking through the application of which, students develops vocational-pedagogical thinking, which is the highest expression of reflection [7,8].

Reflection occurs when the analysis of the students of its activities, its methods,

as well as their abilities and skills.

Understanding how decisions, availability of reflection, R.K. Zach relates to manifestation of theoretical thinking [9]. Build the correct business model is a reflection that requires theoretical thinking manifestations result of creative activity. While weak student performance, resulting from incorrect original business model, let us talk about the lack of reflection, as well as on empirical style of his thinking and appropriate approach to the educational process.

It is well known that in pedagogy have experience classifying empirical and theoretical research methods, so modeling refers to the second method of research. As stated by A.Y. Daniluk, modeling takes us to a much higher level of pedagogical reflection. It allows mentally play a holistic process of scientific research on the empirical and theoretical level. Pedagogical reflection consists of two simple reflections: first teacher carefully considering opposes him unconscious student, then studying it, and further: the developed consciousness of a disciple is a teacher not only subject hands-on educational activities, but also critical thinking means by which he is able to see and evaluate their own teaching activities, adjust it and develop the education system as a whole [10]. Therefore, pedagogical reflection mediated consciousness of student, entails the need to change. There are many reasons for this: human variability and individuality of each trainee, the intensity of the development of modern science, as well as the mentality of each new generation.

This approach to visibility with the use of models is the most acceptable from our point of view when using their students in practical work on correction of sound articulation. Before the teacher faces the challenge to teach students modeling method.

Exploring ways of correction of sound articulation in a wide variety of forms of violations requires a visual playback defined their submission. So instead of the old form visibility based on immediate representations about structure of articulatory apparatus using, for example, articulatory profile, we offer for that purpose, shape models, in other words, the mental model. Model images mentally and recreating the abstract properties of an object of study, can serve as a good basis for correction of sound articulation. Model representation, on the one hand, provides a means of formation of abstract knowledge about the subject, on the other hand, plays the role of a sensuous supports thoughts further movement towards a more in-depth knowledge of the object to a new abstract knowledge [11]. Mental model helps to interpret the display of the entity of theoretical knowledge in new concrete practical situation. Therefore, one of the main function of the models is a valuable manifestation. And in total information model properties expressed its reflective function, and are the result of the form, in each case, and characterizes the model object.

Model, said V.A. Stoff is the epistemological way because always thought, as well as building material and it should be seen as a gnoseologically system secondary compared with the object of knowledge (research) [11].

As a result, we have defined the modeling process technology, which includes the following steps:

The first stage. Study phase research facility to be modeling. At this stage were allocated properties and relations that are of interest to the researcher.

The second phase. At this stage, an analogue of the model was created and formulated the main provisions of the understanding of analogy.

The third stage. Substantiation of efficiency of the developed model and its ability to replace the original [10,17].

In the first stage of familiarization with the articulatory classification of consonants and vowels sounds characteristic is the shift from operations on specific characteristics of groups of phonemes to operations over phonemes, and vice versa. In the process of creating a model of articulation sounds necessary, first of all, to extend knowledge of the studied object. For this was carried out monitoring of articulatory organs apparatus at the time of the utterance sound, approached educational information about the features of vowel and consonant sounds of speech [12]. Therefore, we are building a model of articulation sounds (MAS) for each phoneme, what would in each case be reflected quite specific clause bodies articulatory apparatus.

Students-speech therapists, conducting corrective work to eliminate the defects of sound pronunciation, very often have or fuzzy or incorrect understanding of the situation of articulatory organs apparatus at the time of the utterance sound. Sometimes, without giving the value of the status of the lips, tongue, carry out the correction of defective audio pronunciation, thus only exacerbating the defect. The models you create articulation sounds should carry information about the way bodies articulatory apparatus at the time of the utterance sound, they should foster a correct image [13,17].

In this case, the model can be seen as a way to emulate the performances, but more effective, because the models do not distract on trivia, they focus on articulatory lifestyle, and most importantly, correspond to the position of articulatory organs the apparatus at the time of the utterance sound [14-17].

Experimental-experimental work was conducted at the Stavropol State Pedagogical Institute. The study took part students of special education.

Experimental study on the verification of the effectiveness of the implementation of models of articulation sounds in sound articulation correction process was conducted to study the course "Dyslalia" – stating experiment and after study (lecture and laboratory practical lessons) – control experiment.

We identified the following criteria of efficiency of introduction of models of articulation sounds in sound articulation correction process:

1. Knowledge of the articulatory organs apparatus at the time of the utterance sound.

2. Modelling of articulation of sounds reflecting the situation of articulatory organs apparatus at the time of the utterance sound.

3. Conducting performances sounds using model articulation sounds. Knowledge of articulatory organs apparatus at the time of the utterance sound was defined by the following parameters (see Table 1).

Table 1.

Parameters for assessing the knowledge of the position of the organs of the articulation apparatus at the time of pronouncing sound

Body articulation			
The position of the lips	In smile	Little	Wide open
Position of tongue	The tip of the tongue near the lower incisors	The tip of the tongue near the upper incisors	Language pinned to the palate
Work voice folds	Work	Do not work	
The distance between cutters	Incisors (teeth) are sealed	In between the crack	Open
Passage of air jet	Weak	Strong	

Survey on checking the knowledge by way of articulatory apparatus organs when speaking of sounds on status stage showed that the students do not know the position of the articulatory organs apparatus when whistling, hissing and sonorant sounds. In the control phase, the students have shown much better results (Figure 1).

Figure 1.

Knowledge of articulatory organs apparatus at the time of the utterance of sounds

The laboratory practical exercises, after studying the lecture material, students were proposed to build a model of articulation of sounds based on knowledge of the position of articulatory apparatus at the time of the utterance sound. Of course, the original versions of the models of articulation sounds that suggested that students do not always match the image position of articulatory apparatus at the time of the utterance sound. But as a result of discussions of the model were built.

Further, has been staging sounds using model articulation sounds.

Students simulated situation, “child having violations of sound articulation” and “speech therapist”. The role of children served students not speech therapists.

Knowledge of the “children” position of articulatory apparatus at the time of the utterance sound after setting sounds speech pathologists and therapists, students are shown in Table 2.

Table 2.

The results of the scan knowledge children position of articulatory apparatus at the time of the utterance sound

The shape of the broken sound pronunciation:	Distribution of results			
	Not know		Know	
	The control group	Experimental group	The control group	Experimental group
- Missing	25%	10%	75%	90%
- Shall be replaced by the	45%	14%	55%	86%

For this part of the experiment we took two groups of students: the control and experimental. In the control setting sounds was carried out using traditional methods: by imitation, mixed with the use of probes. The pilot has added party productions using models. All subjects (“children”) were evaluated according to the two-point rating scale.

The analysis of this part of the study suggests that the use of models in the treatment of sounds can be seen as the party of staging on imitation. Regardless of the form of speech violations, model helps comprehend sound process and clarify the articulation of sound. The role of Visual sensations performs model, in spite of that, the child is consciously trying to place the lips, tongue, include vocal folds as specified on the model. The model acts as a visual prop, constantly reminding articulation not spoken sound. The child creates models, the correct image position of articulatory apparatus at the time of the utterance sound, so setting the sound, as well as automation pass better.

When teacher training must take into account all aspects and models the student will be able to quickly and efficiently acquire the object of knowledge, abilities

and skills, which is determined by the curriculum for the model stores and carries on its activities. Important is that it gives information about the situation of the bodies at the time of the utterance apparatus articulatory sound. In all these cases, the student may substitute its original interest (study of) another object, which is the first model. In terms of a model, he not only deepens the existing knowledge of the characteristic sounds of the provisions of the articulatory organs apparatus at the time of the utterance of sounds, but also gets new, reveals previously unknown patterns.

Thus, the learning process in higher education would be more effective if the students will use a method of modeling, because its application develops vocational and reflexive skills, preparing for an independent pedagogical and the research work. Reflection as part of self-discovery, is essential to the future of specialist adequately assess the strengths and weaknesses of their professional activities, and reveal their potential for further self-development and professional growth. Reflexive skills in the application of the MAS develop, thereby increasing the overall intellectual and personal level student-speech therapist, develops creative thinking.

There is no conflict of interests.

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СВЕДЕНИЯ ОБ АВТОРАХ:

Акименко Валентина Михайловна – кандидат педагогических наук, доцент. Ставропольский государственный педагогический институт; 355037, Россия, г. Ставрополь, ул. Ленина, 417а. email: kimenst@mail.ru

INFORMATION ABOUT AUTHORS:

Akimenko Valentina Mikhailovna – PhD (Pedagogics), associate professor. Stavropol State Pedagogical Institute; 355037, Russia, Stavropol, 417a Lenin street. email: kimenst@mail.ru

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