

Features of inclusive physical education of preschool children with general underdevelopment of speech

UDC 376.37



T.S. Bushmanova¹

PhD, Associate Professor **T.V. Fendel**¹

¹Tchaikovsky State Academy of Physical Culture and Sports, Tchaikovsky

Corresponding author: bushmanova_tatyana.ifk@mail.ru

Abstract

Objective of the study was to develop and experimentally prove the effectiveness of the methodology of inclusive physical education of preschool children with general underdevelopment of speech by means of fitness.

Methods and structure of the study. The pedagogical experiment was carried out on the basis of preschool educational institutions in the city of Tchaikovsky. The study involved preschool children of five-six years old with general underdevelopment of speech and their peers with normative speech development attending groups of a combined type. In order to determine the effectiveness of the methodology in preschoolers, changes in indicators of physical development and physical fitness, the level of speech development and communication skills were assessed.

Results and conclusions. The methodology of inclusive physical education of preschoolers with general underdevelopment of speech is based on the complex use of fitness means (classical aerobics, step, fitball and logo aerobics, stretching and yoga), outdoor games, finger gymnastics, breathing exercises and exercises with speech material. Based on the results of the study, the following conclusions were made: the experimental methodology, created taking into account the peculiarities of the psychomotor development of children with general underdevelopment of speech, allows for a comprehensive solution of the problems of inclusive physical education; the implementation of the methodology contributes to the growth of physical fitness and the level of communication skills of preschoolers who participated in the experiment. There is a statistically significant positive dynamics of speech development indicators in children with general speech underdevelopment.

Keywords: *inclusive education, preschoolers, general underdevelopment of speech, fitness.*

Introduction. Recently, there has been an increase in the number of children with general underdevelopment of speech [2, 6]. General underdevelopment of speech is a form of speech anomaly in which the formation of all components of the speech system, related to both the sound and semantic aspects of speech, is impaired, with intact hearing and intelligence. Speech disorders affect the physical and mental development of preschoolers. In children with general underdevelopment of speech, there is a lag in the development of physical qualities, difficulties in the correctness and accuracy of performing motor tasks, memorizing the sequence of movements, performing exercises according to verbal instructions, re-

producing a given tempo and rhythm of movements, and underdevelopment of fine motor skills [3, 6]. Peculiarities of psychophysical and speech development of children complicate their social adaptation and require purposeful correction.

At present, an important role in creating conditions for the successful socialization of children with disabilities is played by inclusive education, which involves ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities [5]. When organizing inclusive education, developmental features and specific educational needs of children with disabilities (HIA) should be taken into account and favorable



conditions should be created for all participants in the educational process. In this regard, it is relevant to search for effective means, methods and forms of organizing physical education in the system of inclusive education of preschoolers with general underdevelopment of speech, which allow solving the problems of strengthening health, increasing physical fitness, overcoming speech disorders, developing communication skills and increasing the level of social adaptation of children with speech impairment in conditions of joint classes with children with age-appropriate speech development [1, 4].

Objective of the study was to develop and experimentally prove the effectiveness of the methodology of inclusive physical education of preschool children with general underdevelopment of speech by means of fitness.

Methods and structure of the study. The pedagogical experiment was carried out on the basis of preschool educational institutions in the city of Tchaikovsky. The study involved preschool children of five or six years old with general underdevelopment of speech (16 people in the control (CG) and experimental (EG) groups) and their peers with normative speech development (44 people in the CG and 22 people in the EG), attending groups combined type. In order to determine the effectiveness of a methodology based on the complex use of fitness means, preschoolers were assessed changes in physical fitness indicators, the level of speech development and communication skills.

Results of the study and their discussion. In the course of the study, a methodology was developed for inclusive physical education of preschoolers with general underdevelopment of speech by means of fitness.

The main objectives of the methodology were: health promotion, improvement of physical develop-

ment and increase in physical fitness of preschoolers, mastering motor skills, improving speech development, increasing the level of communication skills and social adaptation.

The content of the methodology included means of various types of fitness (classical aerobics, step, fitball and logo aerobics, stretching and yoga), outdoor games using fitness technologies, finger gymnastics, breathing exercises and exercises with pronunciation of syllables, words and phrases.

In table 1 shows the main fitness tools used in the lessons according to the experimental method.

The types of fitness presented in the methodology allow for a complex effect on the body of those involved, contributing to the solution of not only the general tasks of physical education, but also correctional and developmental ones.

Classes according to the experimental methodology were implemented within the framework of the "Children's Fitness" circle, in which children with speech disorders and children with normative speech development were simultaneously engaged. Elements of the methodology were also used in other forms of physical activity of preschool children: in morning gymnastics complexes, sports leisure activities, sports festival, demonstration performances. Classes were held twice a week in the afternoon, the duration of the classes was 25 minutes. During the school year, children consistently mastered different types of fitness.

Preschool children with speech disorders are characterized by a slow process of formation of motor skills, errors occur more often [3]. If there were difficulties in mastering motor actions, the children were given a simplified version of the exercise, a slow-tempo demonstration was used, accompanied by counting and verbal comments.

Table 1. Fitness means used in the methodology of inclusive physical education of preschool children with general speech underdevelopment

Kind of fitness	Fitness means
Classic aerobics	Basic steps with hand movements, muscle strength exercises with and without objects, dance games
Step aerobics	Basic steps, exercises for the development of muscle strength on the step, exercises on the step in pairs, outdoor games
Fitball aerobics	Basic steps sitting on the ball, exercises with the ball in hands and on the ball, outdoor games with the ball
Logo aerobics	Basic steps combined with pronunciation of words, recitatives, quatrains
Game stretching	Sets of exercises of a plot-role-playing or thematic orientation ("butterfly", "peacock", "crane", "turtle", etc.), paired stretching
Children's yoga	Postures of «snake», «dog», «tree», «lotus», «stork», etc., chest, diaphragmatic breathing, relaxation exercises

**Table 2.** Structure and content of a comprehensive fitness class

Parts of the lesson	Contents
Preparatory part:	- varieties of walking and running - basic aerobic steps combined with hand movements
Main part:	- classical / step / fitball or logo aerobics exercises - mobile game - exercises with speech material - exercises for developing muscle strength with step / fitball / with objects / with weights - breathing exercises
Final part:	- stretching / yoga exercises - finger gymnastics - relaxation exercises - breathing exercises

The content of the classes was determined by the type of fitness, the stage of training in motor actions and was built according to the principles of accessibility and consistency. When mastering different types of aerobics, children were introduced to the name of exercises (movements), showed and explained the execution technique, used repeated repetition of the elements being learned under the score and musical accompaniment. Gradually complicate the training material, adding hand movements, connecting steps in combination. To increase the interest of preschoolers in performing physical exercises and creating a favorable emotional background, a plot-game form of classes was used.

Each lesson included outdoor games, finger gymnastics, breathing exercises that promote the formation of speech breathing, and exercises with speech material.

In the second half of the year, the classes were of a complex nature, the content of the classes was based on a combination of the means of previously studied types of fitness according to the thematic plan.

The structure and content of a comprehensive lesson are presented in Table 2.

When implementing the methodology in the context of inclusive education, the following organizational and methodological conditions should be observed:

- classes should be built taking into account the principle of complex impact: to positively influence the development of the motor sphere, mental processes and speech of preschoolers,

- it is necessary to promote the creation of a favorable speech environment in the classroom: outdoor games and exercises with speech material should be included, the method of conjugated speech should be used - pronunciation of the names of exercises together with children,

- the process of physical education in groups of combined orientation should be based on an individually differentiated approach: it is important to take into account the peculiarities of the psychomotor development of children with general underdevelopment of speech, apply the most appropriate means of correcting existing disorders, while creating favorable conditions for the full development of healthy children,

- it is recommended to use techniques in the classroom to develop the communication skills of children (performing exercises in pairs, triplets, groups), facilitating their interaction.

Conclusions. The experimental technique, created taking into account the peculiarities of the psychomotor development of children with general underdevelopment of speech, makes it possible to comprehensively solve the problems of inclusive physical education.

The implementation of the methodology contributes to the growth of physical fitness and the level of communication skills of preschoolers who participated in the experiment. There is a statistically significant positive dynamics of speech development indicators in children with general speech underdevelopment.

References

1. Ermakova Yu.N., Pravdov D.M., Kornev A.V. Fitnes v sisteme inklyuzivnogo fizicheskogo vospitaniya detej starshego doshkolnogo vozrasta s narusheniem sluha [Fitness in the system of inclusive physical education of senior preschool children with hearing impairment]. *Sovremennye problemy nauki i obrazovaniya*. 2014. No. 5. p. 84.
2. Lakhmotkina V.I., Yastrebova L.A. Psichologopedagogicheskie aspekty harakteristiki detej s obshchim nedorazvitiem rechi [Psychological



- and pedagogical aspects of the characteristics of children with general underdevelopment of speech]. Problemy sovremennogo pedagogicheskogo obrazovaniya. 2021. No. 71-2. pp. 226-229.
3. Nosenko N.P., Tomashvili E.A. Osobennosti razvitiya dvigatelnoj sfery detej starshego doshkolnogo vozrasta s obshchim nedorazvitiem rechi [Features of the development of the motor sphere of children of senior preschool age with general underdevelopment of speech]. Fizicheskaya kultura, sport – nauka i praktika. 2014. No. 2. pp. 16-18.
 4. Stafeeva A.V., Reutova O.V., Zamashkina A.E. Osobennosti organizacii zanyatij step-aerobikoj s doshkolnikami, imeyushchimi ogranicheniya v sostoyanii zdorovya [Features of the organization of step aerobics classes with preschoolers with disabilities]. Izvestiya TulGU. Fizicheskaya kultura. Sport. 2019. No. 5. pp. 48-54.
 5. Federalnyj zakon ot 29.12.2012 № 273-FZ (red. ot 02.07.2021) «Ob obrazovanii v Rossijskoj Federacii» [Federal Law No. 273-FZ of December 29, 2012 (as amended on July 2, 2021) “On Education in the Russian Federation”]. Available at: <http://pravo.gov.ru/proxy/ips/?docbody=&nd=102162745>.
 6. Hah S.R., Khazova S.A., Karyagina N.V. K probleme ispolzovaniya nekotoryh sistem fizicheskogo vospitaniya dlya korrekcii obshchego nedorazvitiya rechi u doshkolnikov [On the problem of using some systems of physical education for the correction of general underdevelopment of speech in preschoolers]. Vestnik Adygejskogo gosudarstvennogo universiteta. Seriya 3: Pedagogika i psihologiya. 2015. No. 3 (162). pp. 212-217.