

THE VIEWS OF SCIENTISTS ABOUT THE LOGOPEDIC RHYTHMIC EDUCATION SYSTEM

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ANNOTATION

The article contains information about the importance of logopedic rhythmicity and the educational system of logopedic rhythmicity. Also, the views and development of the scientists on logopedic rhythms are reflected.

Keywords: rhythm, speech, music, dance, gymnastics, education, speech therapy, educational system.

Modern speech therapy prioritizes early diagnosis of children with speech disorders and the principle of complex corrective action. At the same time, they come from the fact that preschool children are the most favorable period for the development and formation of speech. The child's after-school education depends on how effectively the work is carried out in the preschool educational institution. The rhythm of speech therapy is one of the means of developing and improving the motor skills and speech of preschool children with impaired speech. Of course, speech therapy and rhythmic movements have an incomparable role in this. The combination of movement, music and speech in logarithmic lessons increases the effectiveness of speech therapy work in general.

Logopedic rhythmicity is a method of remedial teaching and teaching individuals with various developmental anomalies, including speech pathology, movement tools, music and words. Logopedic rhythmicity is an integral part of the rhythm of correction, which affects the child's abilities and speech with the help of these tools. The main goal of logarithmic lessons is to eliminate speech disorders by developing and correcting the motor area.

At the beginning of the 20th century, the system of rhythmic education spread in many European countries. He is artistic gymnastics method as " was recognized . His the founder Swiss teacher and the musician was Emile Jacques-Dalcroze (1865-1950) .

E. Jacques-Dalcroze in his youth to the theater love put first _ _ Paris , then the Vienna Conservatory finished _ It is a composition theory with A. Bruckner , L. Delibes, S. Frank together learned _ _ He is France and in Switzerland famous has been children for many songs the author . of E. Jacques-Dalcrozet mixed choir , soloists and children rhythmic groups for oratorios in Switzerland spring holidays decorated _

In 1909, E. Jacques -Dalcrozet brothers Wolf and Harald of the Dorns offer acceptance to Germany _ moved _ passes . W. Dorn E. Jacques-Dalcrozeny Dresden nearby german of workers small town in Hellerau under construction Music and rhythm to the institute leadership to do offer did _ Building architect G. Tessenov by and artist A. Zaltsman closely in the presence of designed . Theirs help with at the institute solemn rhythmic games for hall was built . 1912 _ in

the summer in Hellerau Artistic games festival transfer planned was and 1912 _ for " Rhythm " institute in the yearbook to the students holiday program offer done _ " Rhythm". Russian in the publication publisher A. Borovsky wrote in the preface " June of the month the end of July month at beginning (new in style) First Artistic games festival organize in progress ... Specialists this from the festival a lot thing they are waiting scene of art delayed reform point of view in terms of holiday ".

Whole From Europe to Hellerau letters sent in them joy and pleasure , according to the festival program advice and wishes of the institute great from work surprise and surprise words stated . Future holiday about comments From Russia, St. Petersburg from Prince S. Volkonsky , Count V. Zubov came _ S. Rachmaninov from Moscow wrote like this was : " Musical rhythm and ear in the field Dahlkroz method with achieved results extremely interesting _ they are me from the bottom of my heart surprised left _

In the institute the following sciences studied : art _ gymnastics , solfeggio (ear development), improvisation , breath take , gymnastics , dance (optional). E. Jacques-Dalcroze students fatigue from the head did not forgive : complex musical and rhythmic tasks things with rhythmic exercises with replaced , balls , balls , serso with interesting rhythmic to the games became _ Bigger in groups children for plastic expressive tasks , in motion of music emotional and figuratively content deliver for intended etudes type current Ethyl started _ To adults rhythm , solfeggio , art gymnastics (plastic), dance , choir singing on the piano musical improvisation taught _ _

The following exams submitted : new starters for artistic gymnastics according to classes - 1/4 hour ; of the institute the first from the year after students for artistic gymnastics lesson - 1/4 hour ; E. Jacques-Dalcroze by on the piano improvisation made individual rhythms done increase _

That's why really for _ rhythmic based on actions his own temporary duration and combination in terms of dynamics is also infinite in terms is different because to the music suitable coming actions not only of music rhythmic to the mold , maybe his all suitable for colors will come power , eng calm , balanced and of muscles complete those that require voltage with will be completed . Rhythm , music and from a combination of action used without , E. Jacques-Dalcroze " rhythm using the rhythm teach " (first musicians with), then while before school from the age starting from in children work developed special selected exercises using solution did _ , musical ear , memory , attention , rhythm , movements plastic expressiveness . Exercises in the complex E. Jacques - Dalcroze the music leader and formative considered a principle . His to his words according to music because it is necessary music system on paper actions , steps and of gestures duration sure and sure show enable gives _ Music of expression helper tool as from rhythm except sound and has harmony , and the body expression of colors all wealth only rhythmic vibrations using deliver need _ E. Jacques - Dalcroze as said , " music shapes the body ." takes , it is ours our body changes ".

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