

## METHODOLOGY OF WORKING WITH CHILDREN WITH SPEECH DEFECTS IN MUSICAL ACTIVITY

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### ABSTRACT

This article talks about the methodology of working with children with speech defects in musical activities in preschool educational organizations, the activities of music leaders in restoring the speech of children with speech defects.

**Keywords:** music, speech, defect, correct breathing, rhythmic exercises, perception, emotion, singing.

### INTRODUCTION

It is known that in working with speech-impaired children, music plays an important role in restoring their speech. With children of such a group, the music leader will achieve his goal if he works in cooperation with the speech therapist group leader. Music leaders are expected to pay more attention to logarithmics when restoring the speech of speech-impaired children. In this:

- to establish proper breathing;
- games.

The above-mentioned recommendations will bear fruit in the course of activity. Develops children's musical thinking. Educates perception and emotion. Children of preschool age like bright and cheerful colors, they develop feelings of cheerfulness through this.

The training material is different in terms of complexity: tasks that require more mental activity and attention should be given at the beginning of the training. It is impossible to give complex physical exercises before singing, because such exercises make it difficult for children to breathe. According to practice, it is appropriate to give the following types of activities.

At the beginning of the activity, small musical-rhythmic exercises, they can also be some dance elements. Such actions focus the child's attention. After rhythmic exercises, children sit and listen to music. And then they start singing. Children sing 2-3 songs during one exercise. For example, they become aware of music literacy during marching, dancing and singing. Another is complex training. In this, children are engaged not only in music, but also in literature and fine arts. Such activities are based on an artistic image that unites three arts. For example, "Winter pleasure", "Autumn has come", "Spring".

Music activities are activities that provide appropriate and comprehensive education and training of each child's musical ability. In them, they carry out activities such as singing, performing rhythmic movements, listening to music, introducing music literacy. Playing music makes children more active. Organized holidays will be more interesting and successful. Musical activities are held simultaneously with the whole group. Its content and structure depends on the age of the children and the assigned tasks.

Activity is short in one-year-old children.

In the first age group, it is held for 10-13 minutes.

It is conducted in small groups for 15-20 minutes.

It takes 20-25 minutes in the middle group.

It is conducted in a large group for 25-30 minutes.

It takes 30-35 minutes in the preparation group.

Musical activities are held twice a week. All children of the group participate in it. Music activities include listening to music, teaching songs, performing musical-rhythmic movements, dancing, musical-didactic games, teaching children to play musical instruments, and information about music. The music director leads in this work, shows the right way, gives advice and recommendations. Requirements for children's knowledge and skills are created for each group depending on the type of activity.

The difficulty of such activities is that it is necessary to shift children's attention from one activity to another. It is difficult to implement this sequence based on the plan. Considering the psychological characteristics of children, they may forget the works they learned today the next time. The goal of the modern pedagogic education system is to achieve the general and professional maturity of the music leader who belongs to a new category.

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