

оны түсіну екі жақтағы фронтальды самай бөліктерін ынталандырады. Сөздің графикалық (әріптік кескіні) негізінен екі жарты шардың желке аймақтарын белсендіреді.[2]

Есту қабілеті сол және жартылай оң жақ аймақтармен өңделеді Ассоциативті байланыстардың қалыптасуының нейропсихологиялық көрінісі суретте көрінетін визуалды кескін және сөздің графикалық бейнесі мидың екі жарты шарының-желке аймақтарының, сондай-ақ маңдай бөліктерінің белсендірілуін ынталандырады деп айтуға мүмкіндік береді., ол көргенді түсінуді қамтамасыз етеді. Баланың сөйлеуге деген қажеттілігі физиологиялық тұрғыдан анықталған қалыпты сөйлеу дамуы кезіндегідей естігенінен емес, бірақ көрген (оқылған) сөздер артикуляциялық қимылдарға мүмкіндік береді. Оптикалық-артикуляциялық, дәлірек айтқанда, графикалық-артикуляциялық ассоциациялар туындайды. Графикалық-артикуляциялық бірлестіктерге сөйлеу әрекетіне енетін есту мүшелері қосылады. Артикуляциялық актілер бірте-бірте нормативтік есту және сөйлеуді қолдау үрдісіне «өтеді».

Дыбыстардың айтылуын қалыптастыру сөйлеудің дыбыстық элементтерін қабылдауға және олардың айтылымына сүйенуді. Дегенмен, дыбыстар мен сөздерді толық қабылдау артикуляцияның белсенді қатысуынсыз мүмкін емес. Сөйлеу тілін түзету бойынша жұмыс жасағанда келесі принциптерге сүйену керек: жүйелілік, күрделілік, жүйелілік, даму принципі, сөйлеу бұзылыстарын баланың психикалық дамуының басқа аспектілерімен бірге қарастыру, белсенділік тәсілі, онтогенетикалық принцип, есепке алу принципі. этиологиясы мен механизмдері (этиопатогенетикалық принцип), бұзылыс белгілерін есепке алу принципі және сөйлеу кемістігінің құрышымы, айналып өту принципі, жалпы дидактикалық және басқа принциптер.

Логопедиялық әсер – түзету білім беру мен тәрбиелеу міндеттері жүзеге асырылатын педагогикалық процесс. Дислалияға логопедиялық әсер етудің негізгі мақсаты - сөйлеу дыбыстарын дұрыс ойнату дағдылары мен дағдыларын қалыптастыру. Логопед баланы сөйлеуге үйретудің ең үнемді және тиімді әдісін табуы керек.

Осылайша, дыбыстың айтылуын түзетуде нейропсихологиялық технологияларды қолдану психо-сөйлеу бұзылыстарын түзету үшін ықпал етеді және логопедтерге өз жұмысын тиімдірек жүргізуге мүмкіндік береді.

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УДК 740
ББК 88. 75

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FEATURES OF NEUROPSYCHOLOGICAL CORRECTIONS OF DIFFICULTIES IN LEARNING YOUNGER SCHOOLCHILDREN

This article discusses the features of the organization of psychological and correctional work with younger schoolchildren, taking into account their individual typological neuropsychological characteristics: the state of higher mental functions, highlighting strengths and weaknesses, components of the development of higher mental functions.

Keywords: primary school age, neuropsychological correction.

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ТӨМЕНГІ СЫНЫП ОҚУШЫЛАРЫН ОҚЫТУДАҒЫ НЕЙРОПСИХОЛОГИЯЛЫҚ КОРРЕКЦИЯНЫҢ ҚИЫНДЫҚТАРЫНЫҢ ЕРЕКШЕЛІКТЕРІ

Бұл мақалада кіші мектеп оқушыларымен психологиялық-түзету жұмысын ұйымдастырудың ерекшеліктері, олардың жеке типологиялық нейropsихологиялық ерекшеліктерін ескере отырып қарастырылады: жоғары психикалық функциялардың жағдайы, күшті және әлсіз жақтарын, жоғары психикалық функцияларды дамытудың құрамдас бөліктері.

Кілт сөздер: кіші мектеп жасы, нейropsихологиялық түзету.

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ОСОБЕННОСТИ НЕЙРОПСИХОЛОГИЧЕСКОЙ КОРРЕКЦИИ ТРУДНОСТЕЙ В ОБУЧЕНИИ МЛАДШИХ ШКОЛЬНИКОВ

В данной статье рассматриваются особенности организации психолого-коррекционной работы с младше школьниками с учетом их индивидуально-типологических нейropsихологических особенностей: состояния высших психических функций, выделения сильных и слабых сторон, компонентов развития высших психических функций.

Ключевые слова: младший школьный возраст, нейropsихологическая коррекция.

In the recent years there has been an increasing number of children with disabilities in mental development. Characteristically, this trend is observed among students from public schools. Clinical objective examinations, as a rule, aren't detected in those children a gross pathology and register choices levels of development within a below the standard. Meanwhile, the problems of their learn ability is a practically insoluble.

One can observe the growth of corrective classes, various rehabilitation centers and consultation. While experts say that traditional, generally accepted psychological-pedagogical methods of correction and development in many cases are not effective. In the current child population is actualized some dysontogenetic mechanisms that does not allow the efficient influence one or another mental deficiency of the child.

Modern methods of correction of children with disabilities in mental development are divided into two main areas. The first is the actual cognitive methods most often aimed at overcoming the difficulties of mastering school knowledge and the formation of HMF. For example, purposeful work in the field of auditory-speech memory and the formation of counting operations, etc. The second direction is the methods of motor correction, or body-oriented methods which have proven themselves when working with the adult population.

They are mainly aimed at restoring contact with one's own body, relieving bodily tension, understanding one's problems in the form of bodily analogues, developing non-verbal communication components in order to improve mental well-being when interacting with other people.

The presence of these two opposite in their orientation approaches - "from above" and "from below" at the perspective of psychological correction reveal to us the eternal problem of the relationship between the soul (psyche) and body, the first one is focused "on the head", and the second - "on the body».

The few attempts to "link" these two directions together in order to overcome the existing dualism most often come down to the usual summation: both cognitive and motor methods are introduced into the correctional program. Experience shows that the desired results are not achieved, since systemic disorders of mental functions with an abundance of mosaic, outwardly multidirectional defects predominate in the modern population of children. Thus, in the current situation a systematic approach to the correction and habilitation of the child's mental development is optimal, in which cognitive and motor methods should be applied in a certain hierarchical complex, taking into account their complementary influence[1].

Correctional work with children provides the solution of the following tasks:

- development of cognitive abilities (elimination of educational failure);
- correction of unfavorable personality traits (behavioral and emotional problems);
- development of interpersonal interactions and communication skills;
- psychological, pedagogical and educational work with parents.

The complexity of the tasks of correctional and developmental education necessitates an integrated approach to their solution. Correctional work begins with establishing emotional contact with the child, clarifying his interests, the presence of overvalued interests, the level of motivation, self-esteem, tolerance for mental stress, the time during which the child can actively participate in the lesson. Due to this preliminary stage, correctional and developmental education provides an individualized approach to the child, corresponding to the characteristics of his cognitive activity and personality. Only on the basis of differentiated and systemic neuropsychological diagnostics which is not limited to identifying weak links in the development of the child but determining the zone of its proximal development, that is, the possibilities and necessary conditions for correcting defects can a timely individual program of correctional and developmental education can be built. This program should take into account the two-way interaction between the morphogenesis of the brain and the formation of the psyche: on the one hand, a certain degree of maturity of the nervous system is required for the appearance of a certain function, on the other hand, the functioning itself and the active corrective and developmental influence in the maturation of the corresponding structural elements. All this further increases the requirements for early neuropsychological diagnosis of the child's mental functioning [2].

The methodological advantage of the neuropsychological approach to corrective action, which ensures its effectiveness, lies in the principle of consistency. It means the focus of the correction program is not on overcoming a single defect but on harmonizing the mental functioning and personality of the child as a whole. This principle does not exclude the need to choose the main, priority area of work at each stage of correction of the child's psyche based on the data of his complex neuropsychological examination [3].

The neuropsychological approach to the methods of correctional and developmental education involves the development of a weak link in the course of a specially organized interaction between a child and a teacher, relying on strong links, which requires the interaction of strong and weak links of the psyche. Identification of a weak link is carried out on the basis of a neuropsychological examination and analysis of the child's educational activity and its products. In the process of interaction, the adult first assumes the functions of the child's weak link, and then, in accordance with the laws of the internalization process, gradually transfers them to the child with a smooth transition from joint to independent action, from action mediated by external supports to internalized action; from an expanded element-by-element action according to an external program to a collapsed action according to an internalized program [3].

This implies the principle of an individual approach to each child under going correctional and developmental education. Despite the similarity of symptoms revealed during neuropsychological examination, each child is an individual with features of ontogenetic development, living conditions and upbringing, and, consequently, with their own personality and mental functioning. At the same time, the emotional involvement of the child in the process of correctional and developmental education is important. The psychologist needs to create a motivating situation. The most important thing is not only to teach the child something, but also to arouse in him the desire to learn what he would like to teach - that is, the child in the process of correctional classes is not an object, but the subject of correctional and developmental influence. This is achieved if the learning tasks are interesting and accessible to the child, if for success he should make certain, but not excessive efforts [4].

The paramount principle of correctional and developmental education is the complexity of the impact, that is, the combination (rather than sequential introduction) in each cycle of classes of methods of motor, cognitive and emotional-personal correction. Firstly, this is due to the parallel and interdependent development in the ontogeny of all these spheres of the child's mental functioning. And, secondly, all these types of methods, as will be shown below, affect the same functions (voluntary regulation, spatial representations, kinetic, organization of action, attention and memory, etc.). The same mental function is simultaneously formed with the help of cognitive and motor correction, so the combination of cognitive and motor methods in each lesson is mandatory. A complex effect is also necessary to increase the overall brain activity of the child, improve cerebral circulation, normalize activation processes, relieve tonic disorders, increase efficiency, the lack of which is one of the main reasons for the difficulties in the formation and successful functioning of all mental functions and failure in schooling. [5].

Neuropsychological correction includes two complementary orientations of work with a child: the first is aimed at the formation of the basic foundations, prerequisites for cognitive functions, the second is at the development and correction of cognitive functions and their components. Both orientations necessarily include an impact on the emotional and personal aspects of the child's mental activity, because the unity of affect, perception and action is the basis for the development of social communication and all internalizable mental functions of a person [4].

The effectiveness of correction can only be achieved by providing high motivation for learning, involving the child in active interaction with an adult. Emotional involvement provides a natural increase in efficiency, an increase in the efficiency of the brain, which does not come at the expense of health[5].

All methods follow the didactic principle: from simple to complex, that is, the psychologist builds tasks from simple to complex with respect to a weak link in the mental functioning of this particular child. Relying on the "strong" links of mental functioning, the psychologist works on the development of the "weakest" links of mental activity, while first taking on the functions of the child's weak link, and then, as already mentioned, gradually transfers them to the child not in one isolated function, but in all verbal and non-verbal functions that include this link. The transition from simple to complex is carried out according to three parameters: joint - independent action; mediated by external supports - internalized action; expanded element -by - element action – collapsed action. It is important that the help of a psychologist who conducts correctional and developmental classes is always "interactive" in nature: he reduces or increases his help depending on the child's progress, that is, he works in the zone of his proximal development. An important feature of remedial classes is the search for methods of mediating unformed functions, and not their direct training[6].

Thus, the urgent task of today is the development of interaction between neuropsychological and psychological-pedagogical correctional and developmental centers and a mass school. On the one hand, this will allow the school teacher and psychologist to refer a child in need of help to qualified specialists in a targeted and timely manner. On the other hand, effective integration into the school team of a child who has completed a course of correctional and developmental education in a special center, providing him with optimal conditions that support and consolidate the achieved level of HMF development, is possible only with close cooperation between specialists from the correctional center and the school.

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УДК 371.78

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THE ACTIVITY OF A PSYCHOLOGY TEACHER IN THE PROCESS OF ENSURING THE PSYCHOSOMATIC HEALTH OF STUDENTS

The article examines the activity of a psychology teacher in the process of ensuring the psychosomatic health of students. The authors analyze the factors that have an impact on the psychosomatic health of adolescents in the educational process of school. Each factor is considered from the standpoint of its importance for ensuring the psychosomatic health of students, as well as negative disorders resulting from adverse effects. The conclusion describes the psychological and pedagogical conditions for the prevention and correction of psychosomatic disorders of adolescents, aimed at the formation of safe and health-preserving behavior in them.