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**ИСПОЛЬЗОВАНИЕ ПРОДУКТИВНОЙ ДЕЯТЕЛЬНОСТИ В РАБОТЕ ПО ФОРМИРОВАНИЮ СВЯЗНОГО ВЫСКАЗЫВАНИЯ У ОБУЧАЮЩИХСЯ С ТЯЖЕЛЫМИ НАРУШЕНИЯМИ РЕЧИ****Преподаватель: Сергеева Н.Н.**Аннотация. Статья посвящена особенностям связного высказывания у детей с тяжелыми нарушениями речи.Ключевые слова: продуктивная деятельность; связные высказывания; тяжелые нарушения речи; логопедия; нарушения речиСведения об авторе: Бердникова Анастасия Александровна, студент 1 курса магистратуры Института специального образования.

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**THE USE OF PRODUCTIVE ACTIVITY IN THE WORK ON THE FORMATION OF COHERENT UTTERANCE IN STUDENTS WITH SEVERE SPEECH DISORDERS****Professor: Sergeeva N.N.**Abstract. The article is devoted to the peculiarities of coherent utterance in children with severe speech disorders.Keywords: productive activity; connected statements; severe speech disorders; speech therapy; speech disordersAbout the author: Berdnikova Anastasia Alexandrovna, 1<sup>st</sup> year Master's Degree Student of the Institute of Special Education.

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In severe speech disorders in children, there is a violation of the formation of all components of the speech system, phonetics, vocabulary and grammar. This is most clearly manifested in the violation of the formation of various forms of monologue speech – retelling, story [5].

Coherent speech is the result of general speech development, an indicator of both the speech and mental development of a child's speech. Coherent speech is a complex form of speech activity, since it is a detailed, complete, compositionally and grammatically designed, semantic and emotional utterance consisting of a number of logically related sentences. A coherent statement reflects the level of development of the child, namely mental, verbal, emotional. Thanks to a coherent utterance, it is possible

to assess how much the child owns the vocabulary of the language, grammatical means, norms of language and speech; is able to selectively use the most appropriate means for this monological utterance, that is, is able to use words, phrases and sentences that accurately, fully, expressively and competently reflect the intention of the utterance [1; 3; 5].

The main task of speech therapy for children with TNR is to teach children to formulate their thoughts correctly (linguistically and meaningfully).

The formation of coherent speech in children with TNR is carried out by a speech therapist in the course of practical activities, during various games, in correctional classes, in regime moments, while observing the environment [4]. The main principles of work on the formation of coherent speech in children with TNR is to take into account the general patterns of its development in ontogenesis, the formation of all components of the speech system and, especially, lexical and grammatical means of speech. Considerable attention is paid to detailed answers of children, retelling of the text, making a story based on visual support, statements by analogy. The work on the formation of coherent speech is built in accordance with didactic principles (systematic and consistent training taking into account the age and individual psychological characteristics of children, the focus of training on the development of their activity and independence) [4].

The method of teaching children with TNR to tell stories from pictures is one of the most important areas of work on coherent speech [2]. It is preceded by preparatory work, which includes: selection of visual material, preparation of children for the perception of the content of the picture (conversation, reading and retelling of literary works on the relevant topic), analysis of the content of the picture and teaching children to compose a story.

It should be noted that the lack of coherent speech of preschoolers with TNR negatively affects the development of all speech-thinking activities of children, limits their communicative needs and cognitive abilities, imposes secondary mental layers, and sometimes leads to aggressive and closed behavior of the child. Therefore, for the entire process of teaching and raising children with TNR, the most important is the search and application of special methodological techniques and means of forming coherent speech.

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