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НАСТАВНИЧЕСТВО В ЛОГОПЕДИЧЕСКИХ ГРУППАХ

Аннотация: наставничество в логопедических группах является одним из ключевых методов работы с детьми, испытывающими проблемы в речевом развитии. Логопедические группы предоставляют возможность детям общаться и взаимодействовать друг с другом, что способствует более эффективному прогрессу в их развитии. Однако для достижения максимальных результатов необходимо наличие квалифицированного наставника, который будет оказывать поддержку и руководить процессом работы.

В статье рассмотрены основные принципы наставничества в логопедических группах, а также его роль в индивидуальном развитии каждого ребенка. Обсуждены практические аспекты работы наставника: от выбора подходящих методик до создания эффективных коммуникативных стратегий. Познакомившись с этой темой ближе, можно получить ценные знания о том, как помочь детям преодолевать трудности в речевом развитии через коллективную работу и процесс наставничества.

Ключевые слова: наставничество, логопед, логопедическая группа, инклюзивное образование.

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THE ROLE OF THE MENTOR IN THE PROCESS OF SPEECH THERAPY WORK

Abstract: mentoring in speech therapy groups is one of the key methods of working with children experiencing problems with speech development. Speech therapy groups provide the opportunity for children to communicate and interact with each other, which contributes to more effective progress in their development. However, to achieve maximum results, it is necessary to have a qualified mentor who will provide support and guide the work process.

The article discusses the basic principles of mentoring in speech therapy groups, as well as its role in the individual development of each child. Practical aspects of a mentor's work are discussed: from choosing appropriate techniques to creating effective communication strategies. By becoming more familiar with this topic, you can gain valuable knowledge about how to help children overcome difficulties in speech development through teamwork and the mentoring process.

Keywords: *mentoring, speech therapist, speech therapy group, inclusive education.*

The mentor is a key figure in the speech therapy group who plays an important role in helping children with speech disorders. The work of a mentor is based on the principle of an individual approach to each child, taking into account his characteristics and needs.

One of the main tasks of a mentor is to organize and conduct classes aimed at developing speech in children. He develops special exercises and games that help improve articulation, vocabulary and grammar. It is important that the teacher knows how to conduct classes in a playful way, since children learn the material better if it is presented in the form of a game.

The mentor is also responsible for monitoring the children's progress. It systematically assesses each child's progress, celebrates their achievements and identifies problem areas. This allows the mentor to timely adjust the educational process and select the best methods of working with each child.

Another important task of the mentor is interaction with parents. He advises them on teaching methods, gives recommendations on organizing home activities, and explains the principles of speech development in children. Such interaction helps parents to actively engage in the process of speech therapy work and strengthen the results achieved.

An integral part of a mentor's work is regular training and self-education. He should be aware of the latest scientific advances in the field of speech therapy, study new techniques and approaches. Such training allows the mentor to develop professionally and provide more effective assistance to children.

The speech therapy group mentor plays an important role in helping children with speech disorders. He organizes classes, monitors children's progress, interacts with parents and constantly improves his professional level. Thanks to a mentor, children receive the necessary help and support in developing their speech, which has a positive impact on their future.

Methods and approaches to mentoring in speech therapy groups.

Mentoring plays an important role when working with children in need of speech therapy. It allows you to create a supportive and stimulating environment for the development of speech in children with disabilities. There are several methods and approaches to mentoring speech therapy groups that can be used to achieve maximum results.

One method of mentoring is modeling and simulation. The teacher or speech therapist acts as a model for children, demonstrating correct pronunciation and communication techniques. Children watch the adult and try to repeat his actions and words. This method is especially useful for children with language delays, as they can imitate and repeat patterns from an experienced teacher.

Another method is instruction and step-by-step explanation. The mentor explains in detail to the children how to pronounce words, how to form sounds correctly, how to construct sentences, etc. He demonstrates each step and then lets the kids repeat it on their own. This approach is suitable for children with pronunciation problems who need training in correct articulation.

The third method is positive reinforcement and encouragement. The mentor rewards children for their efforts and achievements in speech development. He uses verbal praise, rewards, games, and other stimulation methods. This helps children not only receive support and recognition, but also motivates them to continue working on their speech development.

In addition, it is important to use an individual approach to each child. Different children may require different methods and approaches to language learning and development. The mentor must take into account the characteristics of each child, adapt methods and approaches in accordance with their needs.

As a result, methods and approaches to mentoring in speech therapy groups should be flexible and varied. They should help children with speech impairments overcome difficulties and achieve an optimal level of communication. By combining different methods and approaches, a mentor can create a positive learning environment where children will develop language and confidence.

Features of working with different age groups in speech therapy.

The work of a speech therapist in speech therapy groups involves working with children of various age categories. Each age group has its own characteristics, and working with them requires a specific approach and techniques.

From a very early age (infancy, infancy), the main task of a speech therapist is to ensure the correct formation of speech in children and prevent the occurrence of speech disorders. Working with such children includes stimulating speech development, teaching parents the correct methods of communication and interaction with the baby.

With preschool children, the work of a speech therapist is aimed at developing speech skills, correcting violations in the pronunciation of sounds and forming correct

intonation and accent in speech. A variety of methods is important here, since each child is individual and requires an individual approach.

With children of primary and senior school age, the work of a speech therapist is focused on eliminating pronunciation errors, developing speech hearing and expanding vocabulary. In this age group, it is extremely important to take into account the child's interests and preferences in order to make classes as effective and interesting as possible.

When working with teenagers, speech therapists face special difficulties. During this period, many children experience changes in their speech apparatus, so the task of the speech therapist is to help them adapt to the new structure of the articulatory apparatus and develop new pronunciation skills. In addition, mastering new vocabulary and mastering social communication skills are also the tasks of a speech therapist.

Each age group has its own characteristics, and to successfully work with children in speech therapy groups, it is necessary to take these characteristics into account. It is important to remember that each child is unique, and work with him should be individualized, corresponding to his needs and interests. This is the only way to achieve good results in correcting speech disorders and help children achieve harmonious development.

Evaluation of the effectiveness of mentoring in speech therapy groups.

To determine the effectiveness of mentoring in speech therapy groups, it is necessary to conduct a systematic assessment of the results and level of development of participants. One assessment method is the use of standardized tests and scales that establish a baseline and track changes over time.

Mentoring in speech therapy groups can be aimed both at working with children with specific speech disorders and at developing speech skills in children with general speech impairment. In the first case, the effectiveness of mentoring can be assessed using tests that measure the accuracy of pronunciation of sounds associated with disorders, as well as the understanding and use of relevant lexical items. In the second case, the assessment may include measuring progress in general grammatical competence, vocabulary and communication skills.

Research shows that the effectiveness of mentoring in speech therapy groups depends on several factors. What is important is the competence and experience of the mentor, who must have knowledge and skills in the field of speech development in children, as well as the ability to work in a group format. In addition, cooperation with parents, who can continue to work with children outside of group classes, also plays an important role.

For a more objective assessment of the effectiveness of mentoring in speech therapy groups, a comparative analysis study of the results of children who received individual lessons with a speech therapist with children who worked in a group format can be conducted. Such research can help identify the advantages and disadvantages of each approach and determine which is more effective.

In conclusion, assessing the effectiveness of mentoring in speech therapy groups is an important component of the process of working with children with speech disorders. It allows you to evaluate the results achieved and determine the mentor's future work plan. In addition, it makes it possible to compare different methods of work and choose the most effective approach to providing speech therapy assistance to children.

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