

MODELOVANIE AKO PROSTRIEDOK ROZVOJA JEMNEJ MOTORIKY A REČI U PREDŠKOLÁKOV S DYSPRAXIOU

MODELLING AS A MEANS OF DEVELOPING FINE MOTOR SKILLS AND SPEECH IN PRESCHOOLERS WITH DYSPRAXIA

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Abstrakt

Cieľom článku je poukázať na špeciálnu metodiku rozvoja jemnej motoriky a reči u detí predškolského veku s dyspraxiou prostredníctvom modelovania. Modelovanie je jednou z rozvíjajúcich foriem arteterapie, ktorá je v materských školách obľúbená, pretože deti majú tento typ hrovej činnosti radi. Postupné uplatňovanie metód konštruktívneho, plastického, kombinovaného a reliéfného modelovania prináša pozitívne výsledky v rozvoji dieťaťa. Vďaka záujmu si dieťa rozvíja poznávacie duševné procesy, zlepšuje pohyby prstov a rúk a reč. Podľa pozorovaní pedagógov detských zariadení sa po modelovacích hodinách u detí s príznakmi dyspraxia zlepšuje ich emocionálny stav, vzťahy s rovesníkmi a znižuje sa miera ich nervozity.

Kľúčové slová

Modelovanie. Deti s dyspraxiou. Vývoj. Jemná motorika. Reč.

Abstrakt

The purpose of the article is to highlight a special methodology for the development of fine motor skills and speech in preschool children with dyspraxia through modeling. Modeling is one of the developing forms of art therapy, which is popular in kindergartens because children like this type of play activity. The gradual application of constructive, plastic, combined and relief modeling methods bring positive results in the child's development. Due to interest, the child develops cognitive mental processes, improves finger and hand movements, and speech. According to the observations of educators of children's institutions, after modeling classes, children with symptoms of dyspraxia improve their emotional state, relationships with peers, and reduce their level of nervousness.

Keywords

Modeling. Children with dyspraxia. Development. Fine motor skills. Speech.

Introduction

Describing the development of children in the modern preschool educational system, practitioners note that children with dyspraxia have a lag in the development of motor function of small muscles of the fingers, which significantly reduces the development of thinking and speech. Dyspraxia, according to medical scientists, is a neurological developmental disorder characterized by impaired coordination of physical movements due to inaccurate transmission of messages from the brain to the body. Manifestations of dyspraxia or the so-called “clumsiness” syndrome can be seen in children from the age of 2-3. Physiologists (Sechenov, Pavlov, Bershtein) in their fundamental works emphasized that the development of fine motor skills in children is a hidden reserve of their potential abilities and talents. In addition, it is believed that one of the indicators of mental readiness for school is the level of fine motor skills. Today, it is obvious that preschoolers, especially those with dyspraxia, have significant difficulties in this area of development. There are many receptors and nerve endings in the extremities of the hands that directly affect mental and speech development. A child masters fine motor skills from birth. Improving the fine motor skills of the hand and fingers is the main stimulus for the development of the central nervous system, all mental processes and speech. If you specifically train small hand movements, speech development can be significantly accelerated. The importance of fine motor skills and speech for the development of a child with dyspraxia cannot be underestimated. The better developed a child's hand is, the faster he or she begins to fully develop and speak. Given the fact that children with dyspraxia are in society, often brought up in educational institutions with an inclusive form of education, they need qualified help from not only doctors and speech and language

therapists, but also psychologists, occupational therapists, rehabilitation therapists, and teachers.

Modeling as a form of art therapy

The Encyclopedia of Contemporary Education defines the term “modeling” as a kind of sculptural technique, a method of forming when working with soft or wet substances (clay, wax, plasticine, plaster, hot glass, dough, cheese, etc.). Children's fine arts activities, such as modeling and drawing, as a prototype of adult activity, encapsulate the social and historical experience of generations. By assimilating this experience, the child develops comprehensively (Sukhorukova, Dronova, Holota, Yantsur, 2010). Creating images, the preschooler acquires various knowledge, clarifies and deepens his/her ideas about the world around him/her; in the process of work, he/she begins to comprehend the essence and qualities of objects, memorize their characteristic features and details, master visual skills and abilities, learns to use them consciously. Based on the experience of her pedagogical practice, Manoilo formulates recommendations for parents of preschoolers and teachers of preschool education institutions on the development of fine motor skills. In the recommendations, the author emphasizes that modeling classes have a complex effect on the development of the child, and in addition to developmental and educational, they can perform an additional function - correctional. She emphasizes the tasks that can be solved in modeling classes: “... to develop fine motor skills; to maintain interest in folk art; to encourage children to embody their ideas in an artistic form; to interest children in modeling three-dimensional figures and simple compositions made of plasticine; to show ways to connect parts; to encourage the desire for a more accurate image (to model the shape with the fingertips, to smooth the joints of the figure parts); to conduct collective work, to teach to coordinate their actions with the actions of other children; to develop children's ability to convey the same shape in different techniques; to create conditions for independent artistic creativity” (Manoilo, 2022). It should be added that modeling can

also be an effective form of habilitation and rehabilitation work with preschoolers. The effectiveness of modeling classes requires compliance with important didactic rules (see Fig. 1).

Different methods can be used in organizing modeling activities of preschool children, but the most commonly used in pedagogical practice are the following: **constructive, plastic, combined, and relief.**

Fig. 1 Didactic rules for modeling classes (author)



author

Constructive is the simplest of them. The object is molded from separate parts. For example, a bird: first, the body, head, and base are sculpted, and then all the parts are connected and given characteristic features. Children use the constructive method of modeling in the junior group of kindergarten. This method is used later in all age groups, but the number of parts increases, and the methods of connecting parts become more complicated.

The plastic method is the most difficult. This is modeling from a whole piece of clay or plasticine, from which all the small details, body parts, etc. are pulled out. Children start modeling in this way from the middle group (vegetables, fruits, toys). For example,

when modeling a mouse from a common piece of clay, the child forms the desired shape, pulls out the face, ears, tail, legs, and gives it characteristic features with the help of a stack. Children use the plastic method throughout their preschool years (“Tomato”, “Pear”, “Duck”, “Pig”).

The combined method combines modeling from a whole piece of clay or plasticine and from individual parts or pieces. For example, we make a part of a hen from a piece of clay: the body and head, and prepare the small parts and the stand separately, and then connect them (“Cockerel”, “Hen”, “Goose”, “Bunny”, “Crocodile”, etc.).

The relief method of modeling– small pieces of clay or plasticine are applied to the main form, and then smeared with a stack or fingers (“Titmouse”, “Snowbird”, “Snow Maiden”, “Grapes”).

In addition, teachers use the following types of modeling activities:

- modeling,
- by design,
- modeling from nature,
- object modeling,
- plot modeling,
- decorative,
- relief modeling.

Classes will be effective if the material (dough, plasticine, clay) and teaching aids are properly prepared. Thick (1 cm) and heavy boards (since they should not move during modeling, they can be of different shapes), matte cardboard, wet napkins or cloths for wiping hands, rolling pins (wooden or plastic), special geometric slotted molds for working with plasticine should be placed on the table surface; for older children – stacks (wooden, metal), special accompanying sheets – laminated drawings, small objects for decorating the product, paints with brushes, etc.

At the present stage, there are a lot of materials for modeling, and more and more new options are appearing in the assortment. It should be noted that the age of the child is of great importance, as

it is important not only for the tasks to be set for the child, but also for the correct choice of material (L. Chernichenko, 2023). Children are very enjoy working with plastic materials. Teachers should carefully consider the choice of plastic materials.

The following materials can be used for modeling in children's institutions:

- plasticine
- clay
- dough.

In 2022, a survey of educators of preschool education institutions in Kyiv was conducted to determine the types of materials used in the education of children aged 3 and older. It turned out that the most popular material for modeling was environmentally friendly plasticine. This material was chosen by 100% of respondents; 85.6% – salt dough and kinetic sand (98% of quartz sand and 2% of silicone oils, does not stick to hands, does not breed bacteria, comes in different colors); 28.6% – clay; plastic mixtures such as Play Doh were chosen by 14.3% (Litichenko, Kyrlyuk, 2022). Teachers emphasized that they choose materials that are easier to work with, because clay needs to be soaked beforehand (they do not want to get their hands dirty), and the dough needs to be kneaded beforehand).

Plasticine can be: waxy, floating, glitter, magnetic, fluorescent, ball, pearlescent. Ball plasticine often arouses the curiosity of a child, who is attracted by rich colors and unusual texture. It can be non-drying and drying. Plasticine is a fairly durable material, the parts are easily fastened, the color adds variety to the work, but can distract from the holistic perception of the form. Before use, plasticine requires special preparation. It needs to be kneaded or heated to make it pliable. It is best used for children over 3 years old.

Clay is considered to be the most valuable and environmentally friendly material, and its unusual properties have made it the main modeling material for children. It has a neutral color, is soft and pliable, softens well with water, has the ability to retain its shape

perfectly, the ability to choose a piece of any size, the presence of a uniform texture makes it possible to understand the integrity of the form without being distracted by details. Clay products can be dried and then continued to be worked on (painted, sculpted), and can be knocked, thrown, broken, and formed into a lump again. The disadvantages are the drying process, which takes time. A young child may lose interest in the result. It is recommended to store clay in a plastic container under a damp cloth.

Different types of dough are used: salted, sandy, fresh, puff, gingerbread, and layered. As a rule, children are introduced to dough by their mothers, who let them play with it. Salt dough is the most popular for modeling. Modeling with salt dough goes back to ancient times when craftsmen used salt dough to make various products. In northern Europe, there is still a tradition of giving salt dough crafts to relatives and friends on Christmas and New Year's holidays. This dough can be made according to the following recipe: flour – 250 grams; salt – 250 grams; water – 125 ml. Salt cements the dough, so the products hold their shape well after drying. Mix all the ingredients and knead the dough. To make it more elastic and not stick to your hands, you can add a spoonful of vegetable oil or glue or starch. The simplest dough made of flour and salt is perfect for children's crafts (O. Polovina, 2023). In pedagogical practice, you can also use a soft mass of modeling paste, ordinary wet or kinetic sand, snow, plasticine paper, etc. In the process of conducting classes with plastic materials, it is important to take into account the age-related peculiarities of children's psychophysical development.

Age-specific features of modeling

When modeling with children aged 1 to 3 years, the following techniques are used:

- pressing the material with the palm of the hand, with a finger;
- smearing the material with a finger;
- pinching off – separating a small piece from a large one with the thumb and forefinger;

- kneading – pressing the material with your fingers or hand;
- flattening – compressing the material and making it flat.

It is important to gradually move from the simple to the complex so that the child does not get disappointed in failure. At first, individual techniques are learned. Later, more and more tasks are offered, for which it is necessary to choose the right method from different types of modeling.

We offer examples of exercises that are widely used in the pedagogical practice of preschool educational institutions of Ukraine for different age groups and can be carried out by people close to the child (dad, mom, grandparents, older brothers and sisters) at home with their kids. Nowadays, more and more often, parents with their children take them to Early Development classes, where they organize modeling classes before attending preschools. Most children start attending preschool at the age of 3. For modeling with young children, it is best to choose special plastic materials from well-known manufacturers (SAS, Play-Doh, Hello Kitty, Orange Elephant, Zibi). Teachers in modeling classes pay special attention to the art of shaping plastic material. Children begin to learn to work in a group of children.

From the age of 3 to 6, the child becomes older and the techniques become more complex, he or she masters new techniques:

- pushing – creating a ball shape with circular movements of the palm of the hand;
- smoothing – making the shape round;
- indentation – pressing the thumb or index finger to make a depression;
- sharpening – making a sharp end by pressing with your fingers on all sides;
- pinching – stretching and sharpening one edge;
- joining – fastening parts to each other (V. Ragozina, 2015).

Special modeling techniques for the development of fine motor skills

Practice shows that the work of parents, in particular, the mother, who begins to engage the child of the first year of life in modeling,

is very important for the development of fine motor skills of the hand. The earlier, the better for the child.

A child of 1 year old (the baby is sitting steadily) at this age can already start modeling. In the kitchen, the mother (the child's relatives) lets the child knead the dough with her. This process gives the child new tactile sensations and makes him realize that the material can take on different shapes in his little hands. If a child does not want to do modeling at the moment, it is important not to force him or her, but to suggest it later. Approximate topics of the exercises are as follows: "Touching the dough", "Pressing the dough", "Pressing the dough", "Tearing the dough", "Rolling out the 'sausages'", "Pinching the dough", "Interesting dough", etc.

Exercise "Interesting dough"

Objective: to get acquainted with plastic material; to develop tactile sensations in the child's hands; to develop fine motor skills of fingers, attention; to teach to perceive sounds and words by ear, to imitate the speech of an adult; to form correct pronunciation of sounds, syllables; to arouse interest in new things.

Teaching materials: salted dough (fresh, shortbread, yeast) dough in a pot or bowl, a modeling board.

Procedure: the mother shows and teaches the child how to knead the dough, touch it with her fingers, and "slap" it with her palms. In the process of joint activity, the mother accompanies her and the child's actions with words: "Kneading, kneading, kneading the dough," and asks the child to repeat the sounds: "oh-oh", "ee-ee", syllables: "mo-mo", "si-si", "mi-mi", "ti-ti", and the word "dough" individually.

Reflection and results: the child develops tactile actions with hands, repeats sounds, syllables, imitates adult speech, and develops clarity of pronunciation. If the child does not want to do modeling at the moment, repeat sounds and syllables, it is important not to force him/her, but to offer these actions later.

A child from the age of 2 learns to press the dough (soft plasticine) with one palm, tries to tear off a piece from a large piece of dough on his/her own, and visually sees different colors.

Children of this age have a great interest in colored play dough, but it is better to use colored dough made at home using food coloring. Approximate topics of the exercises are as follows: "Sausages", "Caterpillar", "Balls", "Pencils", "Corn sticks", "Crumbs for the chicken", "Pancakes", "Candies", "Bun", "Balls", "Tower", etc.

Exercise "Tower"

Objective: to develop children's cognitive abilities regarding plasticity of material, color, volume, shape; to form primary modeling skills; to develop motor skills of hands and fingers; to teach to perceive sounds and words by ear and to understand that words can denote not only specific objects, but also color, shape and action; to form the correct pronunciation of sounds, words, phrase speech; to stimulate active speech; to teach to master the singular and plural forms of nouns in speech; to arouse interest in colored dough.

Teaching materials:

colored salt dough (colored plasticine), modeling board.

Procedure: the teacher (mother) teaches the child to knead the dough, touch it with fingers, "slap" it with palms, shows pressing the dough with a palm, finger, accompanies the child's activity with words: "Rain: drip, drip, drip". Asks the child to repeat the words: "drip-drip", "rain"; the phrase "Rain drip!", in order to enrich the vocabulary. At this age, it is important to use techniques that are within the power of such babies. Adults use the "child's palms in an adult's hands" technique; if a child fails to perform an action, they should demonstrate how to do it, not perform the action instead of the child.

Reflection and results: children, as a rule, repeat the actions of an adult with great interest, try to use plasticine of different colors. They try to repeat words and phrases after an adult. Adults should always be with the child during the lessons and, for safety reasons, make sure that children do not put objects in their mouths or stick them in their noses, ears, or eyes.

Children of the 3rd year of life learn to pinch off small pieces of plasticine or clay from a lump, roll it out with straight movements, roll it in circular motions, press it, pinch it, splash it between the palms, and connect the molded shapes. The most difficult technique for children of this age is rolling. Approximate topics of the classes are as follows: “Berries”, “Cookies for the doll”, “Necklace”, “Apples for the hedgehog”, “Let’s treat the bunny with carrots”, “Bagels”, “Nuts for the squirrel”, “Beets”, “Plate”, “Balls”, etc.

Modeling activity on the topic: “Balls”

Objective: to develop fine motor skills of fingers, attention, creative imagination; to train in sound pronunciation and enrich vocabulary; to stimulate active speech, form coherent speech of children; to cultivate interest in modeling, desire to make something nice for someone.

Teaching materials: salted colored dough or soft plasticine or clay, colored threads.

Procedure: before modeling, offer children the exercise “Balloon”, children inflate an imaginary balloon. The child takes in air through the nose and slowly exhales it through the mouth with sufficient force, saying syllables: “foo-foo”, then the children make balls, at first different in color and volume, then try to make them approximately the same in volume. The educator teaches children to pinch off small pieces of dough or plasticine from a large piece and form balls from them by rolling them with their fingers, teaches them to grasp small objects with tweezers. During the lesson, children say the words: “balls, colored, red, blue, yellow, green”. Physical activity “Ball”. Catch the ball as fast as you can (swing your arms). And when you catch it, sit down (Squats)! Lift it up to the sky (Pulling), spin it around (circular movements of the body).

Reflection: In the course of working together, children ask questions: Who are the balloons for? How many red balloons can you make (how many yellow)? Adults should always be with the child during the activity and, for safety reasons, make sure that

children do not damage their clothes or carry the material around the group.

Results: during the lesson, fine motor skills are developed, modeling techniques are consolidated, and children correlate two colors: red ball – red string.

It should be noted that if the diagnosis of dyspraxia was made after the age of three, parents and educators should take into account that children in this category need to be worked with individually, because their motor abilities lag behind those of ordinary children. It is necessary to conduct a diagnosis and pay attention to what they can already do and what they still need to work on. It happens that these children did not attend a children's institution and their parents did not model with them at home at all. For these children, you need to select individual exercises, perhaps start with elementary exercises that ordinary children did at an early age.

Children of 4 years old learn to sculpt simple objects of two or three parts of the same or different shapes from different materials. They continue to get acquainted with the techniques of modeling: rolling, rolling, connecting elongated shapes into a ring, splashing, pinching the edges with their fingers. They begin to learn how to roll vertically and at an angle, pull off small parts, smear, and learn to divide the material proportionally. Approximate topics of the classes: “Leaves on the tree”, “Dishes for the doll”, “Bowl for the Bear”, “Snail”, “Duck with ducklings”, “Snowdrop for mom”, “Table on a leg”, “Christmas toys”, “Viburnum bunches”, etc.

Modeling class on the topic: “Viburnum bunches”

Objective: to develop fine motor skills, attention, creative imagination. To improve sound imitation and enrich active vocabulary. To cultivate interest in modeling, interest in nature.

Didactic material: painting “Viburnum branches”, toy Karkusha the crow, red, green and brown plasticine, modeling boards, stacks, A4 sheet with a drawn branch (without berries), napkins.

Procedure of the lesson: group work is provided. The teacher teaches children to pinch off small pieces from a large one and

form balls from them by rolling them with their fingers; introduces children to the appearance of viburnum berries, emphasizes their healing properties; teaches children to attach balls in the form of berries and leaves to a twig, teaches them to say the chant “Ar-ar-ar” and the crow cried “Kar-r-r”; explains the meaning of words and expressions (Red Bunch - a variety of viburnum with bright red berries; bunches - a bunch, a tassel; healing properties – medicinal). General developmental exercise “Bluebird”. Here comes the bluebird (light running on the spot with waving hands). She sat down on a viburnum branch (children stop, hands behind their backs). She began to look away (turning her head). What would the bird like to eat (turning the body)? Suddenly it sees a red viburnum! The bird jumped up and started pecking (tilting the body down).

Reflection: In the process of working together, children ask questions: Why are we making viburnum? What size plasticine should we use for the berries? What are the branches? What are bunches? What does healing properties mean? Did he make a good viburnum? Why do birds like viburnum? Can we give the craft to mom?

Results: in the course of joint interaction, children consolidate the techniques and skills of modeling (pinching, rolling, smearing and pulling); develop fine motor skills of hands and fingers; correct sound pronunciation and sound imitation, enrich the vocabulary of words.

Children of 5 years old learn to convey as many features of an object as possible in modeling from different materials. They consolidate the ability to observe proportions between parts, round and sharpen edges, pull and smear small parts, and press shapes. They master the method of modeling from a whole piece and modeling an oval shape, model an image from 5-6 parts, learn to create simple plot compositions, use stacking to create a decor for the surface of the product. Suggested topics: “Mushroom Glade”, “Hedgehogs”, “Gifts of Autumn”, “Bunny”, “Mitten”, “Doll Set”, “Three Little Pigs”, “Christmas Toys”, “Giraffe”, etc.

Modeling lesson on the topic: “Giraffe”

Objective: to develop fine motor skills of the fingers; to form correct sound pronunciation, enrich the vocabulary of words, monitor case endings and ensure that children correctly coordinate words with each other, train the correct pronunciation of the sound “R”; to cultivate perseverance, interest in modeling.

Teaching materials: colored plasticine, modeling boards, stacks; a giraffe toy, a poem about a giraffe.

Procedure: the educator teaches children to model a giraffe using a toy as a model; conveys and explains the shape of the toy parts: oval (body), rounded (head), cylindrical (legs); conveys and explains the proportional ratio of parts and details (ears, neck, tail, paws); teaches to combine parts into a single whole, tightly connect them by smearing one part to another. In the process of working together, the teacher asks the children to memorize a rhyme: “The baby giraffe has a tall mom and dad. And the baby giraffe is also tall, even though he is a baby” in order to correct pronunciation and enrich vocabulary with caressing words.

Reflection: In the process of joint activity, children have questions: how big should the giraffe be? How big is the giraffe? What is the best way to mold the individual elements of the toy? Where can the toy be used? Where to put the toy?

Results: in the process of communication with the teacher, children improve their modeling skills (pinching, rolling, smearing and pulling); develop fine motor skills of hands and fingers, correct sound pronunciation “Af-af-af in Africa lives a giraffe”, enrich vocabulary with caressing words – “giraffe”.

Children aged 6 consolidate the modeling techniques acquired in previous groups. They learn to sculpt freely using different methods: constructive, plastic, combined. They learn to sculpt from nature, from imagination. Animals are sculpted from a whole piece. They learn to convey the dynamics of objects (animals and people). Older preschool children can already perform more complex tasks. For example: a picture from plasticine can be made in different ways, using the method of smearing and construction. To complicate the tasks, you can use the techniques of “plasticine

painting” that O. Saprykina suggests for preschool children. Plastilinography is one of the types of folk art and decorative and applied arts in the aesthetic development of people. It is the creation of stucco paintings depicting more or less convex, semi-volumetric objects on a horizontal surface. The main material is plasticine. Combined techniques can be used. For example, decorating the surface with beads, plant seeds, and natural materials. In some cases, the plasticine technique is used to modify products, which leads to the creation of original works. Approximate topics of the classes are as follows: “Still Life on a Plate”, “Decorative Autumn Carpet”, “Ukrainian Ceramics”, “Dishes for Fox and Crane”, “Violets”, “St. Nicholas”, etc.

Modeling classes on the topic: “Magic Morozenko or St. Nicholas”

Objective: To develop small muscles of the hand, eye contact, imagination, coherent speech and enrich vocabulary, creative abilities; to introduce children to the cultural heritage of the Ukrainian people and Christian traditions; to bring up neatness, perseverance in achieving the goal.

Didactic material: prepared backgrounds for work, plastic materials: clay, plasticine, salt dough, dough with sawdust; “moule patat” of white, blue, red color, beads for decoration, stacks, rolling pins, boards, curly knives, wet napkins, brushes, water containers, colorful paper snowflakes.

Procedure of the lesson: the teacher directs and motivates children to create crafts from plastic material - “mule-patat”; teaches to sculpt a human figure in a constructive way, observing the proportional ratio of body parts, create bas-reliefs on the plate (with the elaboration of details with a stack, fingers), decorate the sculpted figure in a way chosen by children: applying relief stickers, beads. In the process of working together, the teacher asks the children to repeat the words “snowy”, “magic”, “frosty”, “delicacies”, “row”, in order to correct the sound pronunciation. Enrich vocabulary with such words: St. Nicholas, Santa Claus, Frosty, Winter Wonderland. Explain the meaning of the word

rownina (bedspread, blanket). Memorize the poem “St. Nicholas”. There is a beautiful holiday in Ukraine. There is a holiday of fairy tales. That St. Nicholas brings goodies to the obedient in a holy cloth (M. Bezuglova, 2023).

Reflection: In the course of the joint activity, children have questions: will you help me to sculpt (fear of sculpting a human figure on their own so that other children do not laugh at the child)? Is my St. Nicholas good?

Results: older preschoolers learn to model a human figure. Children sculpt relief images and decorate their products with small details. Mostly they sculpt in a “finger” way (holding the object in their hands). At this age, children improve their skills of working with stack (applying reliefs). Children master the creation of objects of constructive and plant forms most easily, and with great difficulty – the depiction of human and animal figures.

The age peculiarity of preschool children opens up wide opportunities for subject activities with volumetric materials (plasticine, salt dough, clay, synthetic materials, etc).

Practice shows that in order for children to have a desire to perform an educational task, it is necessary to carry out special work aimed at forming playful motivation. Children need to know that someone needs their work (V. Vursta, E. Silko, 2014). Adults should motivate the child to complete the task, offer to playfully sculpt the necessary objects for the conceived characters, and the desire to bring joy to someone.

Teachers should provide counseling for parents to promote modeling and pay attention to the importance of modeling for preschool children, especially those with dyspraxia. Indicative topics for consultations: “Modeling as a means of developing fine motor skills in preschool children”, “Therapy with modeling tools”, “Features of modeling and their impact on child development”, “What are the benefits of modeling”, “Features of organizing modeling by children of older preschool age”, “Modeling from salt dough”, “Miracle clay”, “Drawing with plasticine”, “Free time for modeling in the family”, etc.

Conclusions

Systematic observations of preschool teachers and parents of preschoolers with dyspraxia show that modeling as a form of expressive therapy has a positive effect on the psychophysical development of the child. Modeling improves coordination of movements, in particular, synchronizes the work of both hands, develops general manual skills, fine motor skills; increases sensory sensitivity, that is, promotes a subtle perception of shape, volume, mass, texture, color, and plasticity. targeted and individual articulation exercises, physical exercises, chanting, tongue twisters, and creative storytelling while working with plastic materials help to correct speech disorders in children. The clear organization of interaction between the teacher and the child forms the ability to plan the work on the realization of the plan, to predict the result and achieve it and, if necessary, to make adjustments to the original plan, thus developing imagination and spatial thinking. the psychological and pedagogical atmosphere during the classes helps to get rid of stress and fears, and establishes a positive emotional state. in addition, modeling contributes to the education of character: discipline, perseverance, the ability to plan one's activities, and fosters neatness in work.

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