

Logopedski postupci u poučavanju hrvatskog jezika u razrednoj nastavi

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LOGOPEDSKI POSTUPCI U POUČAVANJU HRVATSKOG JEZIKA U RAZREDNOJ NASTAVI

Ovaj stručni rad ima za cilj prikazati sadržaje i aktivnosti koje provodi logoped u obrazovnom kontekstu u sklopu redovnog programa i to na predmetu Hrvatski jezik.

U OŠ Poliklinike SUVAG školuju se djeca s jezično-govornim teškoćama i djeca s oštećenjem sluha. Provodi se redovan nastavni program u posebnim uvjetima, koji je obogaćen programima rehabilitacije slušanja i govora. Primjenjuju se načela verbotonalne metode koja ujedinjuje fonetske, lingvističke i audiološke spoznaje te suvremena tehnička rješenja. VT metoda potiče usvajanje odgojno-obrazovnih sadržaja pomoću više osjetilnih kanala.

Kao logopedi u Osnovnoj školi Poliklinike SUVAG u ulozi smo razrednih učitelja.

Koristimo različite metode i oblike rada, kako bi učenici oštećena sluha i/ili učenici s poremećajima jezika i govora na što lakši i zorniji način usvojili ishode zadane kurikulumom Hrvatskog jezika. Učenje hrvatskog jezika obuhvaća četiri jezične vještine: slušanje, govorenje, čitanje i pisanje. Čitanje i pisanje su složeni procesi. Učenici trebaju uočiti razliku među glasovima, savladati analizu i sintezu glasova, razviti fonematski sluh. Fonematskim sluhom dijete razlikuje glasove i pretvara ih u vizualne simbole-slova. Svakodnevnom vježbanjem uz pomoć jezičnih igara i elektroakustičke opreme učenici usvajaju tehniku čitanja i razvijaju zanimanje za pročitano, a to je temelj za cjelokupni razvoj djeteta kao aktivnog sudionika u obrazovnom procesu.

Za učenje čitanja i pisanja učenici moraju imati dobro razvijenu vizualno – prostornu percepciju i vizualno pamćenje. Zato u našem radu primjenjujemo postupke poput pljeskanja slogova, igre dan/noć, vokalizacije otvornika pomoću pokreta, igre slogovima u prostoru i na papiru, dramatizaciju, vježbe slušne pažnje i diferencijacije.

Početno ovladavanje vještinama čitanja provodimo na način da posebnu pažnju pridajemo globalnom čitanju kao i poticanju predvještina potrebnih za razvoj čitanja. Kako bismo djecu što više privukli čitanju, koristimo se slikopričama i slikovnim materijalima.

Proces usvajanja vještine čitanja uvježbavamo na grafi laganoj za čitanje, mnogim jednostavnijim tekstovima, često praćenim slikovnim materijalom i s jasno strukturiranim dijelovima te jasnom porukom.

Jako puno pažnje polažemo razumijevanju pročitano. Stoga često radimo na zadatcima odabira točnih odgovora i dopunjavanja rečenica. Posebnu pozornost obraćamo bogaćenju rječnika kod djece s RJP i djece oštećena sluha. To radimo uz puno slikovnog materijala, kao i uvježbavanjem upotrebe sintakse u različitim igrama.

Verbotonalnom metodom i logopedskim radom učenici oštećena sluha i/ ili učenici s poremećajima jezika i govora jednostavnije i brže ovladavaju vještinama čitanja i pisanja, a samim time i lakše usvajaju obrazovne sadržaje.

Ključne riječi: *logoped, VT metoda, hrvatski jezik, razredna nastava, posebni uvjeti, redovan program.*

SPEECH THERAPY PROCEDURES IN TEACHING CROATIAN LANGUAGE IN CLASSROOM TEACHING

This professional article aims to present the contents and activities carried out by a speech therapist in the educational context within the regular program in the subject Croatian language.

Children with speech and language difficulties and children with hearing impairments are educated at the SUVAG Polyclinic primary school. A regular curriculum in special conditions is implemented, which is enriched with listening and speech rehabilitation programs. The principles of the verbotonal method that unites phonetic, linguistic and audiological knowledge and modern technical solutions are applied. The VT method encourages the adoption of educational content through multiple sensory channels.

As speech therapists at the Elementary School of the SUVAG Polyclinic, we are in the role of class teachers.

We use different methods and forms of work, so that students with hearing impairments and / or students with language and speech disorders adopt the outcomes set by the Croatian language curriculum as easily and clearly as possible. Learning the Croatian language includes four language skills: listening, speaking, reading and writing. Reading and writing are complex processes. Students need to notice the difference between voices, master the analysis and synthesis of voices, develop phonemic hearing. With phonemic hearing, the child distinguishes voices and turns them into visual symbols-letters. Through daily practice with the help of language games and electroacoustic equipment, students adopt reading techniques and develop an interest in what is read, which is the basis for the overall development of the child as an active participant in the educational process.

To learn to read and write, students must have a well - developed visual - spatial perception and visual memory. That is why in our work we apply procedures such as clapping syllables, day / night games, vocalization of the opening with the help of movements, playing syllables in space and on paper, dramatization, exercises of auditory attention and differentiation.

Initial mastery of reading skills is carried out in a way that pays special attention to global reading as well as the development and encouragement of skills necessary for the development of reading.

In order to attract children to reading as much as possible and enable them to automate the reading process, we use picture stories and pictorial materials.

We practice the process of acquiring reading skills on easy-to-read material, many simpler texts, often accompanied by pictorial material and with clearly structured parts and a clear message.

We pay a lot of attention to understanding what we read. Therefore, we often work on the tasks of choosing the correct answers and completing sentences. We pay special attention to vocabulary enrichment in children with DLD and hearing impaired children. We do this with a lot of pictorial material, as well as practicing the use of syntax in different games.

With the verbotonal method and speech therapy work, hearing-impaired students and / or students with speech and language disorders master reading and writing skills more easily and quickly, and thus more easily adopt educational content.

Key words: *speech therapist, VT method, Croatian language, class teaching, special conditions, regular program.*