Context	The principal environment where the learning object is expected to be used	School; higher education; training; other.
Typical Age Range	Age of the typical intended user	E.g., "7 - 9", "18 - ".
Language	The human language used by the typical intended user	E.g., "en"

We conclusion is the tremendous amount of activity taking place in e - learning today has been accompanied by various efforts to develop specifications for the discovery and use of content in e - learning scenarios. We believe that this problem can be tackled in a flexible manner by having learning objects themselves manage the missing information in some way. This is a topic we are currently investigating. Other specifications for e - learning describe how to put together content packages, how to apply simple sequencing rules to these packages, and how to create content packages based on a particular pedagogical perspective.

List of used literature:

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LOGOPEDIC RHYTHM IN CORRECTING SPEECH DISORDERS OF PRESCHOOL CHILDREN

Abstract

Children's speech disorders lead to negative consequences for the development of cognitive processes, the emotional - volitional sphere, and also cause isolation, restraint, feelings of inferiority

and other psychological changes. Early correction of preschoolers' speech is necessary for the child's harmonious development, for his / her further successful schooling, in particular, prevention of reading and writing disorders. The logopedic rhythm is one of the most effective methods of speech correction, allowing you to build work based on gaming activity, which is a leading one in preschool childhood. The main means of logarithmics are walking, dancing, finger exercises, singing, various exercises for the development of articulation, breathing and voice. Tasks are accompanied by music at a convenient pace. It can be concluded that logarithmics is useful not only in correcting speech, but also for the overall development of the child. The musical - rhythmic education of the child should begin as early as possible, paying special attention to the period of early and preschool childhood. Parents are encouraged to stimulate the motor activity of the child, organize dancing, jumping, marching with musical accompaniment.

Key words: logopedic rhythm, speech disorders, preschool children, correction

Children's speech disorders lead to negative consequences for the development of cognitive processes, the emotional - volitional sphere, and also cause isolation, restraint, feelings of inferiority and other psychological changes. Early correction of preschoolers' speech is necessary for the child's harmonious development, for his / her further successful schooling, in particular, prevention of reading and writing disorders. The logopedic rhythm is one of the most effective methods of speech correction, allowing you to build work based on gaming activity, which is a leading one in preschool childhood. A variety of logorithmic means helps to avoid fatigue of a child. The motor training, which underlies logorhythmics, has a beneficial effect on the strengthening and preservation of the child's health. Despite the great variety of logorithmic techniques and experimental evidence of its effectiveness, the study of logorithmics is very actual today. Modern scientists continue the research in the field of interaction between speech and music, speech and rhythmic exercises from the viewpoint of neuropsychology, speech therapy and other medical and pedagogical sciences, and develop separate techniques for various speech disorders.

The value of logarithmics in the correction of speech disorders. Rhythm and tempo are the most important characteristics for a person's successful development. One of the most complex types of rhythmic activity of the central nervous system is the speech rhythm, which is involved in the most important mechanism of perception and speech production. Filatova proved the peculiarity of the speech rhythm, consisting in a clear dynamics of the maturation sequence of rhythmic processes on different levels of speech. By the preschool age, the verbal and syllabic level ripens, and to the younger school - the syntagmatic level. Also, it was detected that children with speech disorders had similar manifestations of speech rhythm disturbances, namely, dysrhythmia [2]. But there is a number of specific manifestations with different speech disorders, understanding of which will ensure the choice of effective logorithmics for the successful implementation of the corrective program.

The algorithm solves a number of correctional and educational tasks. Corrective tasks directly affect the structural elements of the violation. Educational tasks are solved due to the work on the formation of motor skills and abilities, spatial representations, the development of dexterity, strength, endurance, switchability, coordination of movements. They also contribute to the assimilation of theoretical knowledge in the music field. Educational tasks contribute to the mental, moral, aesthetic and labor education of people with speech pathology [1].

Logopedic rhythmics is a technique of speech correction with the help of special exercises, based on the word, music and movement. Logorhythmic exercises are unique in that they allow

you to simultaneously correct the motor and speech sphere, and, moreover, have a positive effect on other mental functions.

The logorhythmics helps to correct speech disorders of children by developing nerve structures, activating analyzer systems, improving psychophysiological properties and cognitive functions. Education of general musicality plays a huge role in the development of the child; on the musical material the child learns to listen, evaluate musical fragments, which activates cognitive processes, attention, observation. The child compares, analyzes, and generalizes while listening to music. Musical works broaden the horizon, educate moral and aesthetic feelings.

The main means of logarithmics are walking, dancing, finger exercises, singing, various exercises for the development of articulation, breathing and voice. Tasks are accompanied by music at a convenient pace. As a repertoire can be used children's cycles of great classical composers (R. Schumann's Children's Album, P.I. Tchaikovsky's Children's Album and M.P. Mussorgsky's Children's Album) as well as modern songs for children. When implementing logarithmics, it is mandatory to use speech material. There are various options for entering a word in logorithmic games. For example, it can be texts of songs, dances, dramatization with singing. Thanks to the introduction of the word, you can create a whole series of exercises, built on a poetic rhythm, which like music promotes rhythmical movements [1].

When implementing logorithmics in the correctional process, it is desirable to follow a specific plan. So, in the techniques of Volkova, Filatova are described the stages in which certain means of logarithmics are used. Volkova suggests starting a logorithmic complex with walking and marching training. With the help of this stage, the child improves the orientation skills in space and the team, in the right - left direction of movement and in turnings, the skill of walking between objects [1]. In the technique of Filatova as an initial stage, it is proposed to work on the development of the tempo of movements and the rate of speech [2].

Logopedic rhythmics can be used both in individual and in group sessions. Most logorhythmic exercises involve active interaction of children with the teacher and peers in the process of accomplishment, due to which they develop communicative skills and increase self - confidence.

Specificity of logorythmic classes for various speech disorders.

Logorithmics has special value in correction of stuttering, as when stuttering the tempo - rhythmic organization of speech is disrupted. Filatova notes the specific features of rhythm development of children with neurotic and neurological form of stammering, and in this regard, suggests different ways to work out a plan for working with these groups of children. Filatova has found that children with a neurotic form of stuttering are able to master the rhythmic characteristics of speech quickly. Much of the work is done on communication skills. The smoothness of speech, worked out during logorhythmic exercises, favors the stage of work on communication. Children with a neurosis - like form of stuttering need more time to master the motor rhythm. At the initial stage of the formation of motor rhythm, the application of the form of individual occupation will be more effective. Further work is under way to strengthen the speech rhythms at the level of the syllable, words and sentences [2].

The main goals of logarithmics for rhinolalia are the development of facial mimics, general and speech motility; the mobility of the palatine curtain; overcoming of nasalization. To activate the palatine curtain exercises are used with the imitation of coughing, yawning, swallowing, playing with singing. Singing is one of the most effective means of eliminating nasalization. The lyrics

should contain the maximum number of vowel sounds. When performing vocal exercises, it is necessary to control the correctness of breathing and the breadth of mouth opening [1].

Children with dysarthria are characterized by the following features: general motor awkwardness, impaired muscle tone of the articulatory apparatus, motor skills are formed with a delay. Work begins with the stage of development of motor rhythm, which is given the greatest amount of time. Exercises are used to develop the habit of rhythmic walking, coordination of movements of hands and feet, the ability to change the tempo, and then the rhythm of movements. After achieving the goals of this stage, they move on to work on mastering the musical rhythm, and then on to the consistent assimilation of all types of speech rhythm: syllabic, verbal, syntagmatic [2].

Children with alalia are characterized by a simplification of the motor task, slow inclusion in the work, difficulties in memorizing and reduced motivation for studies. Filatova suggests starting work with the formation of motivation to classes with the help of motor, musical material, as well as non - verbal means of communication. At the beginning of the correctional program imitations are used for patterns of movements, exercises for emphasizing accent in movements and repeating sounds. Particular attention in the development of speech rhythm is given to onomatopoeic patterns on syllabic and verbal material with appropriate musical reinforcement. Specific when working with children with alalia is a one - type exercise at all stages of the technique [2].

Compared with other verbal disorders, dyslasia is not characterized by gross violations of motility and auditory perception, the leading defect is only a violation of the sound quality. Nevertheless, a fairly large number of children with dyslasia have a lack of auditory rhythm and a musical ear; they affect the phonemic perception and difficulties in mastering intonation, stresses, and modulations. Some people have underdevelopment of finger and speech motility.

The algorithm can be used at all stages of correction of dyslalia. During the preparatory period, exercises and games for the development of auditory attention, speech hearing, phonemic perception, articulatory motility, physiological breathing, speech breathing, and voice are conducted at speech therapy and logrhythmic sessions. At the stage of sound setting, logarithmic exercises include material for the development of facial expressions, oral praxis, and general motor skills. In the process of automation of sounds in logarithmic exercises, the development of articulation, diction, prosody in combination with various movements is carried out. At the stage of differentiating sounds, play - dramatization is useful, which also enriches the prosody of speech. The text of the game is saturated with distinct sounds [1].

The effectiveness of logarithmics allows us to prove a number of foreign studies. At the present time, the mutual influence of musical - rhythmic abilities and speech is actively studied abroad. The research of G. Mari [4] may be of particular interest to modern logarithmics; he established a correlation between the perception of music and language abilities of children with speech disorders. The study noted the benefits of curricula, which simultaneously stimulate the use of language and music. Cohrdes [3] studied the influence of music on the development of literacy of 5 - 7 year old children. For this, the relationship between musical and linguistic skills at different levels was explored. According to the experimental data obtained, they succeeded in proving that the competence to integrate smaller units into a higher - level syntax system is based on the ability to recognize and also reproduce smaller units in the form of phonemes / sounds, words / tonal phrases, syllables / rhythmic phrases. O. Ozernov - Palchik [5] revealed a connection between the

perception of rhythm and the knowledge of the sound - letter. The importance of perception of the musical rhythm for the development of literacy has been established.

In conclusion, I would like to emphasize that logarithmics is useful not only in correcting speech, but also for the overall development of the child. The musical - rhythmic education of the child should begin as early as possible, paying special attention to the period of early and preschool childhood. Parents are encouraged to stimulate the motor activity of the child, organize dancing, jumping, marching with musical accompaniment. Developing the perception of rhythm in the child, parents and teachers provide a favorable basis for fluent and competent speech. Domestic (G.A. Volkova, Yu.O. Filatova) and foreign (O. Ozernov - Palchik) scientists obtained data on the effectiveness of musical and rhythmic exercises. The researchers note not only the favorable effect of rhythmic exercises and music on the development of speech, but also on the development of other higher mental functions (memory, thinking, attention).

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ОБ ОДНОМ АСПЕКТЕ РАЗВИТИЯ ИНТЕЛЛЕКТУАЛЬНЫХ УМЕНИЙ В ЦИФРОВОМ ОБЩЕСТВЕ

Актуальность проблемы заключается в том, что неотъемлемой составной частью развитие интеллектуальных умений студентов является умение проводить анализ и синтез, сравнение, классификацию и систематизацию понятий и фактов, находить