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Theatre Pedagogy within Correction and Development Work with Children with Limited Possibilities of Health

Abstract: The article investigates the innovative models of organizing musical and theatrical work in a preschool educational institution in the frame of correction and development work with children with limited possibilities of health. The article reveals the modern practices used by the preschool teachers of kindergartens in organizing and supporting the preschoolers by means of theatre, theatrical activities, methods of theatre pedagogy adapted to children of preschool age with limited possibilities of health: the method of constructing educational situations (A.I. Burenina), the fancy-dressing method “Director Myself” (A.I. Burenina and V. Yankovskaya), the methods “Theatre of All Kinds”, “Doll-Land”, “City of Beads” (M.I. Rodina).

The conditions, mechanisms and tools for efficient implementation of theatre pedagogy in the work with children with limited possibilities of health have been revealed, which contributes to improving the quality of psychological and pedagogical support of children with special needs.

The proposed experience encourages teachers to develop and test in their practices the methodology of children’s correctional theatre, which implies creation of the correction and development environment, application in the course of theatre performance preparation of such methods and techniques as: articulation gymnastics, breathing exercises, fingerplays, etude games and others. For children with severe speech disorders, the following methodologies are proposed as a kind of correctional theatre: impromptu theatre, “Theatrical Sandbox”, “Theatrical Suitcase” and others. Interaction with the parents of preschoolers is considered to be an important condition of the correction and development work.