

ПЕДАГОГІЧНИЙ АЛЬМАНАХ «АКТУАЛЬНІ ПРОБЛЕМИ ДОШКІЛЬНОЇ ОСВІТИ: ТЕОРІЯ ТА ПРАКТИКА»

Збірник матеріалів

**V Всеукраїнської конференції
здобувачів вищої освіти і молодих учених**

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ПЕДАГОГІКИ І ПСИХОЛОГІЇ

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Матеріали збірника відображають наукові дослідження і їх результати, здобуті в процесі науково-дослідної роботи студентів та молодих науковців, які навчаються у закладах вищої освіти України.

Відповідальність за зміст, точність цитат, прізвищ і представлених даних несе автор.

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PECULIARITIES OF COMMUNICATIVE SPEECH DEVELOPMENT OF ELDER PRESCHOOL CHILDREN WITH MODERATE MENTAL DELAY

Senior teacher Y. O. Tubycho

Language and speech play a key role in the mental development of a child. The involvement of a child in the world of language provides him with the opportunity to actively engage in cognitive activity and communication, which ultimately affects the formation of the child's basic mental processes. Therefore, violations of language perception and its production (speech) negatively affect the development of cognitive activity, communication and social adaptation of the child.

In special pedagogy, there are separate theoretical and experimental works devoted to the comprehensive study of communicative and speech activity of children with moderate mental retardation, as well as recommendations for the correction of violations of their speech development. However, there are no studies that address the issues of communicative and speech development of such children, which are implemented during interaction with whole statements, mastering the skills of organizing dialogical interaction and coordinating speech behavior at the discursive level, which determined the direction of further research [5].

Speech disorders in children with intellectual disabilities are widespread, characterized by the complexity of pathogenesis and symptoms. Late speech development is characteristic of mentally retarded children. Individual words appear in them at 2-3 years, and they master phrasal speech only after 4-5 years. The main reasons for the underdevelopment of speech in mentally retarded children are «weakness of the function of cortical closure, slow development of new differentiated connections in all analyzers». Due to the fact that differentiated conditional connections in the area of the speech-auditory analyzer develop slowly, a mentally retarded child does not distinguish speech sounds, words pronounced by others for a long time, and therefore cannot accurately and clearly perceive the speech of others [1].

The specificity of speech disorders and their correction in children with mental retardation is determined by the properties of their higher nervous activity and mental development. The main signs of higher nervous activity of mentally retarded children are the weakness of the function of the cerebral cortex closure, the weakness of the processes of active internal inhibition, the inertia of nervous processes, the tendency to protective inhibition; disruption of the interaction of the first and second signaling systems, which is explained by the underdevelopment of the second signaling system. In the process of mastering skills and abilities, mentally retarded children rely more on visual demonstration, visual perception than on verbal instruction, which leads to a decrease in the regulatory function of speech and affects the child's behavior [2].

The development of speech motor skills in children with moderate mental retardation is slow, undifferentiated; coordination of respiratory, phonatory and articulatory movements in the process of speech is difficult; both auditory and kinesthetic control over the correctness of speech movements is unformed.

A significant role in the occurrence of speech disorders in mentally retarded children is played by such biological factors as: local damage to brain structures, anomalies in the structure

of the articulatory apparatus (dental rows, tongue, soft and hard palate), hearing loss.

Among the psychological factors that determine the features of speech development and speech disorders, the leading role is given to the underdevelopment of higher forms of cognitive activity (analysis, synthesis, generalization, abstraction), concreteness and superficiality of thinking, impaired verbal regulation of behavior, immaturity of the emotional-volitional sphere and mental activity in general are noted. All this leads to a decrease in the need for verbal communication, limited speech contacts, which also negatively affects the process of mastering speech.

The decisive condition for the successful inclusion of children with moderate mental retardation in the educational space is a comprehensive consideration of their educational opportunities and needs with support for various organizational forms of their development and upbringing. At the same time, the effectiveness of corrective work with such children largely depends on their level of communicative and speech development. Of particular importance in this aspect is the inclusion of the child in a role-playing game, his involvement in joint play activities in a group of peers, which marks the transition from situational to extra-situational forms of communication [4].

A special place in the structure of speech is occupied by the semantic component, which is considered as a subsystem of rules for choosing an adequate meaning, a necessary stage in the generation of a speech utterance. The basis for choosing adequate means of expression is semiotic-situational analysis, as a result of which elements of the situation that are significant for communication and activity are revealed.

Regarding the problem of the genesis of communicative activity, it is traditionally understood as a manifestation of the child's verbal egocentrism and is a certain step in the development of speech communication, the assimilation of relationships and connections of the surrounding world, and the

awareness of one's own position in the system of socially significant relationships.

The results of domestic and foreign studies on the specifics of communicative and speech development of children with moderate mental retardation indicate significant deviations in the mastery of phonetic, lexical, syntactic, morphological, semantic components of speech ability by children with this form of mental dysontogenesis. It has been found that the basis of the structure of speech defect in the case of mental retardation is the lack of formation of the semantic component. At the same time, the picture of speech disorder is often characterized by heterogeneity, variability, combinatorics of various symptoms of speech pathology.

Children with moderate mental retardation are characterized to one degree or another by all known types of speech disorders, which is explained both by profound intellectual underdevelopment and by the presence of local brain damage, pathological changes in the articulatory apparatus, which cause speech defects.

It was found that in this form of mental dysontogenesis, the insufficiency of the communicative function is most pronounced against the background of systemic speech disorders. Therefore, when determining the content of the initiated experimental study, we were guided by the recommendations of T. Pirozhenko, L. Savchuk, O. Smirnova regarding the diagnosis of the leading form of communication of children with adults and the identification of speech features in the communication of children with adults and peers. In this regard, it is significant to consider the speech features of children of senior preschool age with moderate mental retardation from the position of a communicative-pragmatic approach, which reveals the specifics of mastering the skills of implementing communicative intentions and organizing dialogical interaction in the process of communication [3].

30 children with intellectual disability participated in the ascertaining stage of the experiment. The experimental group

(EG) consisted of 15 children with moderate mental retardation, the same number of children with mild mental retardation entered the control group (CG). The experiment was conducted in specialized preschool educational institution No. 235, Odesa. EG children were characterized by a limited knowledge of the surrounding world, underdevelopment of general and fine motor skills, decreased working capacity, insufficient concentration of attention, and emotional and volitional disorders of varying degrees of manifestation.

All children had speech disorders, which were defined as systemic speech underdevelopment of moderate (10 children – 67%) and severe (5 children – 33%) degree in the EG and 60% mild (9 children), 20% moderate (3 children) and the same severe degree in the CG. Almost all children in the EG had violations of sound pronunciation, gross underdevelopment of phonemic perception, lack of formation of word-forming processes, underdevelopment of the grammatical structure of speech, and insufficient lexical stock. Analysis of the syntactic organization of speech allowed us to identify the predominance of replicas represented by one syntactic construction (a single one-word, less often two-word statement). The study was conducted in two stages: 1) observation of the communicative and speech development of children of senior preschool age with moderate and mild mental retardation in conditions of educational, play and everyday activities; 2) study of communicative and speech development in experimental situations.

Analysis of the results of the first stage of the study (observation of the communicative and speech behavior of the subjects within the framework of interaction with adults (teachers, speech therapists) and other children in the conditions of educational (organized classes), game and everyday (spontaneous communication) activities) allowed us to identify the main features of the communicative and speech development of children with moderate mental retardation: statements of a commenting, reporting nature prevail, which are mediated

by the content of the activity being carried out, a low frequency of creating dialogic unity, addressing an adult, that is, orientation towards him as the «recipient» of speech is noted. As a result of observations, it was found that for the most part, children with moderate mental retardation are characterized by fairly high indicators of communicative and speech activity, lexical and grammatical formation of statements in the conditions of situational and business communication with an adult (situations of playing with a constructor, assembling a mosaic, playing with a doll).

At the 2nd stage of the ascertaining experiment, children were offered communicative and speech situations aimed at determining the formation of situational and business communication and extra-situational and personal communication.

The data indicate significant differences in the use of indicators of communicative and speech development and types of statements by children with moderate and mild mental retardation in the process of a joint plot game with an adult “Buying Gifts”. The increase in the number of statements characterized by a high communicative focus in the dialogue (messages, explanations, proposals) indicates a change in the psychological position of children with moderate mental retardation in the process of communication, associated with the adoption of an active role of a communicative subject, the development of partnership relations.

The lack of social perception skills, narrow views on the social world led to the limited content of the statements of children in the experimental group in situations of extra-situational-personal communication with an adult (conversations on the topic «My family», «New Year's celebration», conversations based on the results of visual activity). The data of the correlation analysis indicate that such situations are significant for the formation of skills in the use of statements-messages, evaluative statements using appropriate speech means in older preschool children with moderate mental retardation.

There are significant differences between children with moderate and mild mental retardation in terms of the use of statements containing cognitive and affective components and belonging to the category of evaluative ones. This fact is of significant importance in terms of the formation of social perception skills in children with moderate mental retardation. Analysis of the statements produced by them allows us to conclude that communicative intentions are not formed, which is manifested in the extreme limitation, uniformity of the implemented communicative types of statements with a predominance of statements-messages, the poverty of speech (lexico-grammatical) means of forming productive statements.

The results of the study proved that children with moderate mental retardation have a rather low level of communicative and speech development, which is manifested in the dominance of statements of a commenting, reporting nature, a low frequency of creating dialogic unity, the absence of appeals to an adult, the limitation and uniformity of statements, which are mostly one- or two-word, and the poverty of the lexical and grammatical meanings of statements. It has been determined that the close correlation between indicators of communicative and speech activity, lexical and grammatical design of speech with different types (classes) of statements indicates the significance of the presented communicative situations for communicative and speech development, skills for establishing and maintaining dialogical interaction in children with moderate mental retardation.

The obtained data allowed us to determine the main significant directions in the system of further speech therapy work for the communicative and speech development of children of senior preschool age with a moderate degree of mental retardation. Based on the idea of polymotivation of speech in conditions of natural communication, on the one hand, and on the dependence of the content and form of speech utterances on situational factors of interaction - on the other, the communicative and speech development of children with moderate mental

retardation within the framework of various «forms» of communicative activity - situational-business and extra-situational-personal - has become important in the process of correctional speech therapy work. Taking into account the data of experimental and theoretical studies on the significance of asymmetrical and symmetrical interaction for children's mastery of communicative communication skills, in the process of further speech therapy influence, special attention should be paid to communicative and speech development in the system of the child's relations with both adults and peers.

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