



Development of coherent speech of children with general underdevelopment of speech by the method of step-by-step formation of mental actions

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Annotation: The article presents the results of a ascertaining experiment on the development of coherent speech and the results of a formative experiment on the development of descriptive coherent speech in preschool children with normative development, with level III ONR, with level II ONR and in primary school children. The development of descriptive coherent speech was carried out by the method of systematic and gradual formation of P.Ya. Galperin's mental actions according to a special author's methodology developed on the basis of the concepts of L.S. Vygotsky, A.R. Luria, A.A. Leontiev, L.A. Wenger.

Keywords: systemic underdevelopment of speech, formation of coherent speech, speech utterances, descriptive coherent speech, descriptive coherent speech algorithm.

INTRODUCTION

Speech is a multicomponent and multilevel system and occupies a special position in the system of human mental processes. Being the foundation of thinking and the regulator of behavior, it plays a key role in the mental development of the child. Speech is a necessary condition for the arbitrary forms of all other higher mental functions. The most highly organized level of the speech system is the level of independent coherent speech. Coherent speech develops logic and abstract thinking, is built and based on them. Violations of speech activity, in particular coherent speech, in children can have negative consequences that go beyond psychological or social discomfort.

MATERIALS AND METHODS

Currently, there are a number of techniques developed by psychologists and speech therapists aimed at the development of coherent speech in various forms of speech disorders. According to E.L. Efimenkova (1981), the formation of coherent speech is included in the third and final stage of the system of correctional and developmental work with children with general speech underdevelopment. In classic for the development of coherent speech in the methods developed by N.S. Zhukova, E.M. Mastjukova, T.B. Filicheva (1973), T.B. Filicheva (1974) and N. Gvozdev (1961) the work is based on the sentence as the main semantic and syntactic unit of the language. The main method of work in this case is the formation of the lexical and grammatical side of speech - teaching children to unfold an utterance, the transition from collapsed, monosyllabic sentences to expanded compound



sentences, with correct grammatical and syntactic relations between precisely selected words.

Many authors emphasize that the development of coherent speech must necessarily be preceded by work on the development of the child's ability to describe the subject, i.e. descriptive coherent speech [1, 2, 7, 8, 9, 12, 15]. However, despite the relevance of such methodological developments, there are currently no holistic methods for the development of coherent descriptive speech, the effectiveness of which has been confirmed experimentally. Therefore, an urgent task is to develop theoretical and methodological foundations for the development of coherent speech in children and the development on this basis of a holistic program, methodology and technology for the development of descriptive coherent speech. In this paper, we propose such a system of methods for the development of descriptive coherent speech of 6-8-year-olds with speech development disorders and with normative development.

Subjects. The study involved 145 children aged 6-8 years, including 77 senior preschoolers and 68 first-graders. The sample included 60 children with normative development, 60 children with level III ONR and 25 children with a more pronounced speech defect - with level II ONR. The experimental group consisted of 30 children with normative development, 30 children with level III ONR and 25 children with level II ONR. The control group included 30 children with normative development and 30 children with level III ONR. The study was conducted on the basis of the "Polis-Lyceum" (for children with systemic speech underdevelopment) in Dubna, Moscow region.

During the school year, correctional and developmental classes were conducted with all children of the experimental group according to the methodology of formation and development of coherent descriptive speech, and children with normative development and children with level III ONR participated in group classes (5-6 people per group); individual work was carried out with children with level II ONR. The children of the control group did not participate in the formative experiment.

Methods. Two experiments were carried out: ascertaining and forming.

With the help of an ascertaining experiment, the assessment of the state of speech functions (including coherent speech) in children with normative development and with general speech underdevelopment was carried out. Two blocks of samples were used. The first block is represented by a set of samples to assess the overall speech development of the subjects, where the formation of oral expressive and expressive speech was evaluated. Diagnostics of expressive speech included checking the level of motor realization of the utterance, the study of word-formation processes, the formation of the grammatical structure of speech and the nominative function of speech. The diagnosis of expressive speech consisted of a study of understanding the meaning of words, complex logical and grammatical constructions, and a study of phonemic perception. A point system was used for quantitative data processing.

The second block is represented by methods of diagnostics of coherent speech, which included tasks: 1) for the evaluation of phrasal speech (preparation of a sentence drawing up a sentence for three subject pictures related in meaning); 2) to evaluate a coherent



monologue (retelling a familiar fairy tale, making a story based on a series of plot pictures, making a story description based on a given image).

To evaluate coherent speech, a 4-point evaluation system was chosen, where the maximum score corresponded to the best performance, and the minimum score corresponded to the worst (refusal to perform). The system was first presented in the work of V.P. Glukhov and adapted by us in accordance with the goals and objectives of the tested methodology.

RESULTS AND DISCUSSION

The results of the ascertaining experiment before working on the methodology of formation and development of coherent descriptive speech turned out to be predictable. The group of children with normative development was the most successful in performing all the tests. Children with level III ONR experienced speech difficulties (significant differences in comparison with the norm in this group were found in all indicators: $p < 0.05$), some of which are close to the results of the least successful group of children with level II ONR (in comparison with this group, there are no significant differences in the following indicators: the level of motor realization of the utterance; evaluation of word-formation processes: $p = 0.2$ in both cases). It is obvious that the greatest difficulties for these children, as well as for the norm, were caused by understanding complex logical and grammatical constructions; relatively less difficulties were naming objects, however, even here children with level III ONR experienced significant difficulties in choosing words.

The most complex, complex defect was found in a group of children with level II ONR. All components of speech are severely impaired in these children: there was a lack of formation of voice and articulation skills, there were significant defects in sound pronunciation, the sound syllabic structure of the word, the lack of phonetic and phonemic processes, the selection of lexical means, the lexical and grammatical organization of speech and the construction of a detailed speech utterance (significant differences between this group and the group with normative development obtained according to all the studied criteria: in all cases $p < 0.01$).

CONCLUSION

Thus, the study of the speech development profile of children with normative development, with ONR of III and II levels showed a natural picture: the most complex difficulties, the most gross defects were noted in the group of children with ONR of II level. Children with level III ONR also lagged behind the norm group in many parameters.

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regulatory development. The most important, "target" ontogenetic stage in the formation and development of the ability to coherent descriptive speech is the senior preschool and



junior school age. It is for these groups that the methodology developed by the author can be recommended in the first place.

The methodology of work on this system using algorithms for describing objects according to drawings and diagrams is presented in the author's previous works.

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