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**FEATURES OF THE DEVELOPMENT OF COHERENT SPEECH
OF OLDER PRESCHOOLERS WITH GENERAL UNDERDEVELOPMENT
OF SPEECH IN THE ASPECT OF POLYSENSORY PERCEPTION**

***Abstract:** the article is devoted to the problem of the peculiarities of the mechanisms of coherent utterances in general underdevelopment of speech from the point of view of compensating possibilities of polysensory perception, which are one of the most important, but poorly developed areas of speech therapy and special psychology.*

***Keywords:** coherent speech, speech development, senior preschoolers, polysensory perception.*

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**ОСОБЕННОСТИ РАЗВИТИЯ СВЯЗНОЙ РЕЧИ
СТАРШИХ ДОШКОЛЬНИКОВ С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ
В АСПЕКТЕ ПОЛИСЕНСОРНОГО ВОСПРИЯТИЯ**

Аннотация: статья посвящена проблеме особенностей механизмов связанных высказываний при общем недоразвитии речи с точки зрения компенсирующих возможностей полисенсорного восприятия, представляющих собой одно из важнейших, но слабо разработанных направлений логопедии и специальной психологии.

Ключевые слова: связная речь, развитие речи, старшие дошкольники, полисенсорное восприятие.

The process of mastering speech (according to R.E. Levina) needs «the child's lively use of his analyzers» and «social correction» when communicating with others.

Fundamental research in the field of the pathophysiology of speech production as the basic reason for the unformed monological abilities determine the shortcomings of polymodal perception.

The peculiarities of the mechanisms of coherent utterances in general underdevelopment of speech from the standpoint of compensating possibilities of polysensory perceptivity represent one of the most important, but poorly developed areas of speech therapy and special psychology.

This problem is relevant for practicing speech therapists. Since children with general speech underdevelopment may have shortcomings of both individual types of perception and intermodal connections. And in order to build effective correctional and developmental activities with children, in our opinion, a personal approach to each child is necessary, that is, providing the child with that form of information, the perception and study of which will be given to him the easiest.

Addressing this problem, we conducted a study aimed at identifying the features of the development of coherent speech in older preschoolers with general speech underdevelopment by relying on polysensory perception.

The experimental study was conducted on the basis of MADOU d/s No. 2 in Belgorod. The study involved 24 older preschool children with general speech underdevelopment.

The objectives of the study were as follows:

1. To identify the features of coherent utterances in older preschoolers with general underdevelopment of speech.

2. To determine the leading modes of perception of younger schoolchildren with general underdevelopment of speech.

The experimental study was conducted in 2 stages:

1. The first stage is the study of the features of coherent speech in older preschoolers with general speech underdevelopment.

2. The second stage is to identify the leading perception modalities of older preschoolers with general speech underdevelopment.

At the first stage, in order to comprehensively study the coherent speech of the children of the study, we used a series of experimental tasks proposed by V.P. Glukhov, including:

- 1) Composing a phrase based on individual situational pictures;
- 2) Making a proposal for three subject pictures related in meaning;
- 3) Retelling of the text (familiar fairy tales, stories);
- 4) Making a story based on a series of plot pictures;
- 5) Making a story from personal experience (on questions).

Task 1. Composing a phrase.

The goal was to determine the child's ability to compose a complete utterance at the phrase level (according to the action shown in the picture).

Task 2. Drawing up a proposal for three subject pictures

Purpose: to identify the ability of children to establish lexical and semantic relations between objects and transfer them in the form of a complete phrase-utterance.

Task 3. Retelling the text (familiar fairy tales, stories).

The aim was to identify the ability of children with ONR to reproduce a small in volume and simple in structure literary text.

Task 4. Make a coherent plot story.

Objective: to identify the possibilities of children with ONR to compose a coherent story based on the visual content of consecutive fragments-episodes.

Task 5. Make a story based on personal experience

Purpose: to identify the individual level and features of the possession of coherent phrasal and monologue speech in the transmission of their life impressions.

The results of the first stage of the study are presented in Figure 1.1.

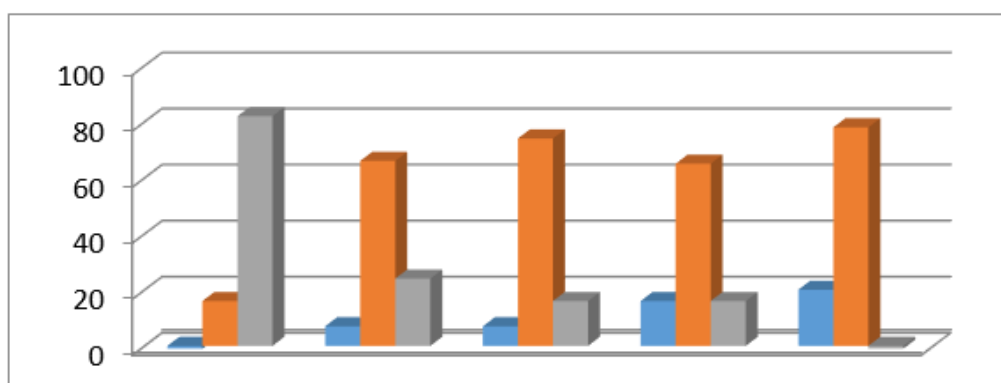


Figure 1.1. The level of development of coherent speech of older preschoolers with general speech underdevelopment (%).

The easiest task for children was task No. 1. Almost all children (83%) independently made suggestions for the actions depicted in the pictures. Four children needed additional help in the form of leading questions to get an answer in the form of a complete sentence.

The second and third tasks caused some difficulties for most children. When making a proposal for three subject pictures, 25% of the subjects coped with the task without the help of an adult, expressing a complete phrasal answer. For 67% of preschoolers, an additional leading question was required, and the remaining 8% of children in the number of two people did not cope with the task at all, they limited themselves only to naming pictures, failing to make a sentence. The third task was perceived positively by the children, with interest, and its results were positive. Most children were familiar with the fairy tale read for retelling, but only 17% of children (4 preschoolers) coped with the task on their own. The stories of these subjects were quite complete, logically correct. However, many children (75%) needed hints and leading questions when making a retelling. In the stories of preschoolers, repeated, sometimes long pauses were noted, in the presence of a logically correct sequence of narration, the presence of semantic omissions was noted, there were errors in the construction of sentences (sentences were incomplete, unfinished, grammatically incorrect). For example, Victoria

B.: «There was a chicken Ryaba», Andrey D.: «The chicken was at the grandfather and the woman», Gleb A.: «Don't cry, I'll take you down again.»

The compilation of a coherent plot story based on the visual content of consecutive fragments-episodes based on a series of pictures based on the plot of the fairy tale «The Fox and the Crane» (task 4) was performed by children with the following results. Four children were never able to make a coherent story. Their answers were limited to the enumeration of events, the naming of objects depicted in the pictures, the logical connection between the picture-episodes could not be traced. For example, Daria K.: «There is a crane and a fox. Here the fox is drinking, the crane is standing. Here the crane drinks, and the fox sits. They separated», Alice L.: «The Crane and the fox. Crane, fox, plate. Table, fox, crane, vase. The crane and the fox are standing». 17% of the preschoolers tested showed a good result on this task. The children not only made a coherent, logically correct, consistent story, but also managed to understand and formulate the moral of the fable. The remaining 66% of children coped with the task at an average level. These subjects needed the help of an adult, an indication of a certain picture, leading questions, help in the formulation of sentences, the selection of the right words.

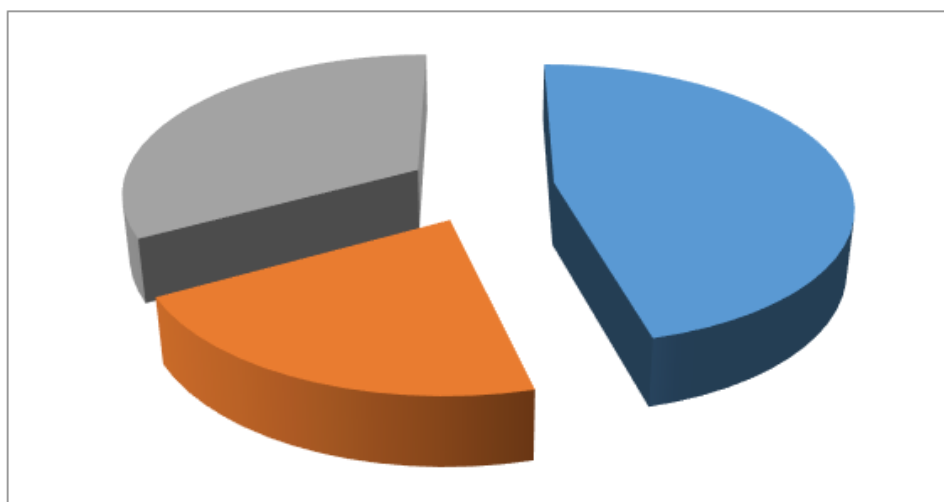
The last task turned out to be no less interesting for the children, but the most difficult. Children were asked to compose a story based on personal experience on the topic of «Playground games». The answers of 79% of children were difficult to define as a coherent text. An additional question was asked by the experimenter to each point of the plan presented for the compilation of the story. While observing the logical sequence of the presentation, there were no semantic connections between the sentences, grammatical errors in the construction of sentences were noted. For example, Anna S.: «Children are playing. They crawl on a ladder, a slide, on a swing. I love to swing, to run." The remaining 21% of children did not cope with this task. Their answers were monosyllabic, unrelated, the answers were presented only after the experimenter's question.

At the II stage of the experimental work, a survey of the features of polysensory perception of older preschool children with general speech underdevelopment was conducted. To do this, we used the methodology of E.N. Dzyatkovskaya adapted by I.Y. Murashova under the title «Diagnostics of polymodal perception in older preschoolers».

Objective: to determine the type of profile of the structure of polymodal perception (identification of the leading and evaluation of the ratio of open, closed, covered modalities based on the study of the activity of the functioning of visual, tactile-kinesthetic and auditory channels of perception).

Evaluation criteria: a greater number of choices in favor of stimuli related to any one modality allows us to conclude about the leading role of one of the channels of perception (visual, tactile-kinesthetic or auditory).

The results of the survey are clearly shown in Figure 2.2.



2.2. Distribution of the leading modes of perception in older preschoolers with general speech underdevelopment

As can be seen from the presented indicators, the same number of examined children made a choice in favor of visual modalities (46%), i.e. almost half of older preschoolers with general speech underdevelopment most actively use visual perception in perceptual activity. This was manifested in the choice in most cases of a stimulus that carries information through visual perception (figure).

The results obtained by us in the course of experimental work do not contradict the data of studies in this area (A.N. Kornev, E.M. Mastjukova, I.Y. Murashova,

L.I. Peresleni, etc.), who also noted that the main sensory channel in children with speech pathology is visual.

Despite the fact that the group with the dominant visual modality is predominant among children of this category, the inconsistency of the visual modality of perception in children with a lag in speech development is described in detail in the works of E.M. Mastjukova, L.I. Pereslen and others.

Kinesthetic modality was recorded in 33% of children of the experimental group. The children of this group chose a photo depicting actions and feelings as the most powerful source of information.

According to the research of various authors (R.E. Levina, S.I. Mayevskaya, E.F. Sobotovich, etc.), the predominance of kinesthetic modality is characteristic of older preschoolers without speech pathology. Thus, preschoolers with speech underdevelopment have disadvantages of tactile-kinesthetic perception.

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