

Lukyanova Tatiana Vyacheslavovna

speech therapist teacher

Municipal budget preschool educational institution

kindergarten of combined type No. 60

Belgorod, Belgorod region

FEATURES OF THE DEVELOPMENT OF THE VOCABULARY OF CHILDREN OF SENIOR PRESCHOOL AGE WITH GENERAL SPEECH UNDERDEVELOPMENT

***Abstract:** the article presents the data of a study of the level of development of the vocabulary of older preschoolers with ONR. The specific features characteristic of the formation of the vocabulary of children with ONR are revealed. Preschoolers have a limited vocabulary. Passive vocabulary usually prevails over active vocabulary. The article defines the stages of work on the development of the vocabulary of older preschoolers with general speech underdevelopment. Examples of games and exercises used in the course of correctional work on vocabulary development are given.*

***Keywords:** dictionary, lexicon, senior preschoolers with ONR, vocabulary development, methods and techniques of lexicon development.*

Лукьянова Татьяна Вячеславовна

бакалавр, учитель-логопед

МБДОУ Д/С №60 «Черемушка»

г. Белгород, Белгородская область

ОСОБЕННОСТИ РАЗВИТИЯ СЛОВАРНОГО ЗАПАСА ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ

***Аннотация:** в статье представлены данные исследования уровня развития словарного запаса старших дошкольников с ОНР. Выявлены специфические особенности, характерные для формирования словарного запаса детей с ОНР. У дошкольников словарный запас ограничен. Пассивный словарный запас обычно преобладает над активным. Автором определены этапы работы по развитию*

словарного запаса старших дошкольников с общим недоразвитием речи. Приведены примеры игр и упражнений, используемых в ходе коррекционной работы по развитию словарного запаса.

Ключевые слова: *словарь, лексикон, старшие дошкольники с ОП, развитие словарного запаса, методы развития лексикона, приемы развития лексикона.*

Speech is the most important means of communication between people. One of the most important components of the speech system is the vocabulary or dictionary. It is thanks to a rich vocabulary that a child can communicate productively with peers, is able to fully express his thoughts.

Preschoolers with ONR have a decrease in the level of vocabulary development compared to their normally developing peers. The features of the formation of the vocabulary of preschoolers with general speech underdevelopment are described in the works of such scientists as B.M. Grinshpun, V.N. Eremin, I.Y. Kondratenko, R.E. Levin, V.A. Kovshchikov, N.V. Serebryakov, T.B. Filicheva, S.N. Shakhovskaya, etc [1] In children with ONR, they note the scarcity of vocabulary, specific errors in the use of antonyms, synonyms. Commonly used words are mainly used, words of emotionally expressive vocabulary are used very rarely.

A study of the level of development of the vocabulary of senior preschoolers with ONR was conducted on the basis of MBDOU d/s No. 60 in Belgorod. The study involved 10 children, 7 had a conclusion of general speech underdevelopment, 3 level of speech development, 2 general speech underdevelopment, 2 level of speech development, one child had a conclusion of phonetic and phonemic speech underdevelopment.

The study was conducted using the methodology of I.A. Smirnova [4] and consisted of two blocks:

- understanding and use of words of nominative lexical meaning;
- identification of the state of the structural aspect of lexical meanings of words.

In the course of the study, the state of the nominative, verbal, attributive dictionary, the dictionary of numerals and prepositions was evaluated. The use of lexical paradigms (antonyms, synonyms), understanding of the part and the whole were also evaluated.

After the survey was completed, a quantitative and qualitative analysis of the data was carried out.

According to the results of the study, a low level of lexical development was detected in 60% of preschoolers, 40% had an average level of lexical development. Not a single preschooler showed a high level.

The greatest difficulties were caused by: the selection of generalizing words, the formation of relative and possessive adjectives, as well as the use of prepositional case constructions. When selecting antonyms, most children used the negative particle «not», the selection of synonyms turned out to be inaccessible for 2 pupils.

Preschoolers could not name some nouns: vegetables (eggplant), dishes (mug, saucepan). Characteristic was the replacement of words that denote objects similar to each other in appearance: «shirt – T-shirt». To the question «The tail of a crow. Whose is he?" four answered «Voronin», 6 «crows», «Ears of a bear. Whose are they?", 7 answered «bears», three «bear». There is a lack of formation of ordinal numerals (first, second, third, etc.), preschoolers could not count in order, basically they called the number of objects in the picture (one, two, three, etc.).

Most of the children of the experimental group do not have such prepositions as: near, for, because, by, from, K. Also, the children made mistakes when choosing synonyms: «the train is going, the horse is going." None of the children picked up synonyms from the pictures: «the Christmas tree is elegant, the bouquet is festive, the street is decorated." There were frequent pauses, reflections, requests for help. The results of the study are clearly presented in Figure 1.



Fig. 1. The level of development of the vocabulary of preschoolers with ONR

The results of the study indicate the need for correctional work on the formation of the vocabulary of older preschoolers with ONR.

A study of the ratio of active and passive vocabulary of preschoolers was conducted. 60% of children had a low level of development of an active vocabulary, which indicated a limited vocabulary, inaccurate use of words. They were able to complete the tasks only with the active help of a teacher. Preschoolers had difficulties in forming a predicative vocabulary, difficulties were observed in naming the subject according to its description when the subject is absent: «The object with which they embroider is fabric».

40% of children had an average level of development of an active vocabulary. The children made minor mistakes. Qualitative analysis of the data shows that the nominative vocabulary is best developed in children. The worst thing is the attributive dictionary. And also difficulties were caused when selecting antonyms: dexterous, lazy, dry. Children picked up antonyms with the help of an adult or gave a distant verbal replacement.

As a result of the survey of children with general speech underdevelopment, we revealed a sharp discrepancy in the indicators of the study of active and passive vocabulary (passive vocabulary is wider than active). The sharp discrepancy between the active and passive vocabulary is the most pronounced feature of the speech of children with ONR.

The average level of passive vocabulary was 70% of preschoolers in the experimental group with general speech underdevelopment, and the low level was 30% of children. After the study of the active vocabulary, 40% had an average level of vocabulary formation, and 60% of children had a low level. L.S. Vygotsky, S.N. Karpova, I. N. Kolobova, L.V. Sakharny, N.V. Serebryakova, N.V. Ufimtseva, G.D. Cheremukhina, A.M. Shakhnarovich and others described the organization of work on the development of the vocabulary of preschoolers with ONR, taking into account the leading activity of children – play [2].

In this work, several stages can be distinguished:

1. Preparatory – creating the basis for the development of vocabulary. At this stage, games and exercises aimed at developing the cognitive functions of preschoolers are used. The passive nominative and verbal vocabulary is being replenished.

The teacher uses the display of a new subject, a story about its signs and actions. This will help children understand the essence of this subject. Each new word is repeatedly pronounced and gradually incorporated into the familiar context.

The transition to the second stage of work is gradually taking place.

2. Active – increasing the volume of the dictionary. The main goal is to translate words from a passive dictionary into an active one. After getting acquainted with a new word, explaining its origin and meaning, children are invited to use it in familiar lexicogrammatical and semantic constructions.

Next, you can use questions that allow you to select words-signs or words-actions to the word entered into active use (Is this ball big or small? Is it lying or rolling?). When working on an attributive dictionary, it is recommended to actively use high-quality adjectives denoting color, taste, shape. In correctional work, you can use the games: «Edible-inedible», «Riddles», «Guess the subject» [3].

To assimilate the meanings of antonyms by preschoolers, you can suggest comparing objects by taste, color or size. When playing games in this case, it is necessary to rely on the visual analyzer of the child.

Next, preschoolers are invited to select the names of objects for actions and vice versa, actions for objects. The selection of single-root words is also carried out. Gradually, there is a proliferation of children's suggestions by introducing circumstances and making suggestions on reference words and schemes.

Thus, today one of the acute problems of speech therapy is the problem of vocabulary development in older preschoolers with ONR.

The lexicon allows you to carry out speech activity and solve the necessary tasks in speech communication. A low level of vocabulary development negatively affects the personality development of a child with ONR. There are delays in cognitive activity, cognitive processes such as memory and thinking are disrupted. Difficulties of interpersonal interaction with both adults and peers are noted.

The development of the lexical level of preschoolers is one of the main tasks of teaching and educating older preschool children. The volume of the dictionary directly affects the development of a child's thinking. Working on the development of vocabulary not only allows a child to form a full-fledged speech development, but also prepares preschoolers for the transition to the next stage of education – admission to school.

It is noted that children with ONR have a passive vocabulary close to the norm. They understand the meanings of many words, but they do not use them in speech on their own. The categories of antonyms and synonyms are especially rarely used by children.

According to the results of the study, it was revealed that preschoolers with ONR have a predominantly low level of vocabulary development. When carrying out correctional work in this direction, it is necessary to rely on the leading activity of children – the game. The main areas of speech therapy are: the enrichment of the dictionary of synonyms, the development of an attributive dictionary, the development of a nominative dictionary, the enrichment of a dictionary of antonyms, the development of a predicative dictionary and the development of a dictionary of promising words.

Each of the directions must be implemented in two stages. The first stage is the development and enrichment of the passive vocabulary of preschoolers. At the second stage, new words are introduced into active speech use and the lexicon is fixed.

Correctional work on the development of the dictionary must be carried out in conditions of complex psychological and pedagogical support and taking into account general didactic principles.

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