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CORRECTION OF MORPHOLOGICAL DYSORTHOGRAPHY IN PRIMARY SCHOOL CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT

Abstract: *modern educational practice increasingly encounters children experiencing learning difficulties. One manifestation of these difficulties is dysorthography – a persistent impairment in which a child struggles to master and apply spelling rules. The author's goal is to define the organizational and substantive aspects of speech therapy work aimed at correcting morphological dysorthography in primary school children with general speech underdevelopment.*

The article can be used by speech therapists, special education teachers, and other pedagogical professionals working with children with writing disorders.

Keywords: *dysorthography, morphemic analysis, general speech underdevelopment (GSU), orthogram, spelling skills, spelling norms, principles and strategies of spelling acquisition, systemic speech underdevelopment, universal learning activities.*

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КОРРЕКЦИЯ МОРФОЛОГИЧЕСКОЙ ДИЗОРТОГРАФИИ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ

Аннотация: *коррекция морфологической дизортографии у детей младшего школьного возраста с общим недоразвитием речи* Аннотация: *В современной*

образовательной практике все чаще встречаются дети, испытывающие трудности в обучении. Одним из проявлений этих трудностей является дизортография - стойкое нарушение, при котором ребенок с трудом усваивает и применяет правила правописания. Цель исследования - определить организационные и содержательные аспекты логопедической работы, направленной на коррекцию морфологической дизортографии у детей младшего школьного возраста с общим недоразвитием речи. Статья может быть использована логопедами, учителями специального образования и другими педагогическими работниками, работающими с детьми с нарушениями письменной речи.

Ключевые слова: *дизортография, морфемный анализ, общее недоразвитие речи, орфограмма, орфографические навыки, орфографические нормы, принципы и стратегии овладения орфографией, системное недоразвитие речи, универсальные учебные действия.*

Modern educational practice increasingly encounters children experiencing learning difficulties. One manifestation of these difficulties is dysorthography – a persistent impairment in which a child struggles to master and apply spelling rules.

Successful acquisition of spelling skills is one of the most important conditions for students' school adaptation.

Schoolchildren with GSU exhibit problems with sound pronunciation, slurred speech, distortions in word endings, limited vocabulary, errors in dictionary usage, and incorrect construction of grammatical and syntactic structures. Due to impaired language means, children with GSU cannot fully master verbal communication and school curriculum material. They often display intellectual passivity, reduced learning motivation, emotional instability, and rapid attentional fatigue. Systemic speech underdevelopment in such students significantly hinders the development of spelling skills. This indicates that the problem of dysorthography in primary school children with GSU requires thorough study.

Researchers note that children with GSU exhibit a large number of spelling errors and difficulties in mastering the school curriculum in general, which are persistent and noted even in senior grades [2, 5].

Mastering the skill of orthographically correct writing is possible only when students reach the necessary level of cognitive development and sufficient speech preparedness. Successful acquisition of this skill presupposes developed phonetic-phonemic generalizations, as well as a formed ability for meaningful analysis and synthesis of language elements, considering their semantic meaning, structural features, and spelling norms.

General speech underdevelopment significantly complicates the process of mastering orthographically literate writing. This category of students exhibits not only slowed acquisition of spelling rules but also systemic disorders in the mechanism of their practical application. These difficulties are caused by a complex of factors: speech disorders and the lack of formation of key cognitive processes, leading to a deficit in the automation of basic spelling operations and algorithms.

Speech therapy work with students having GSU, aimed at correcting morphological dysorthography, is a complex process that requires adherence to fundamental pedagogical principles: comprehensiveness, systematicity, and consistency.

Municipal Budgetary Educational Institution «Secondary General Education School No. 102» in Voronezh was chosen as the research base. The study involved 12 primary school students aged 10–11 years, attending the school speech therapy center and having the conclusion of the Psychological-Medical-Pedagogical Commission (PMPC): «Reading and writing disorders due to general speech underdevelopment, level III of speech development." These children are at risk for school underachievement.

The research goal was to determine the level of formation of prerequisites for acquiring spelling skills in primary school children with GSU.

To achieve this goal, the following tasks were formulated:

Select diagnostic tools to identify the level of formation of prerequisites for acquiring spelling skills in primary school children with GSU;

Identify the level of formation of prerequisites for acquiring spelling skills in primary school children with GSU.

To assess the level of formation of prerequisites for acquiring spelling skills in primary school children with GSU, a methodology developed by T. A. Fotekova and L. I. Peresleni was used, incorporating tasks proposed by R. I. Lalaeva, E. V. Maltseva, and A. R. Luria [4]. This methodology represents a comprehensive examination of speech and cognitive functions necessary for successful mastery of written language. Each series is aimed at assessing a specific aspect of speech development, which allows identifying weak links and determining directions for correctional work.

T. A. Fotekova's methodology consists of six series of tasks, including 157 speech tests of increasing complexity (not counting sound pronunciation assessment). Conclusions about the state of sound pronunciation are formed based on both specialized tests and during the general examination. The sum of points is calculated for each test, then for each task, for each series, and finally, based on the total scores for each series, an overall score for completing the methodology is derived.

During the research, such elements of the speech system as phonological awareness, articulatory motor skills, sound pronunciation, syllabic word structure, language analysis skills, grammatical structure of speech, vocabulary and word-formation processes, understanding of logical-grammatical relationships, and coherent speech were examined.

Summarizing the results of primary school children with GSU completing each series of the methodology, we presented a general quantitative analysis of the success rate in completing the methodology in Figure 1 and the ratio of speech profiles in Figure 2.

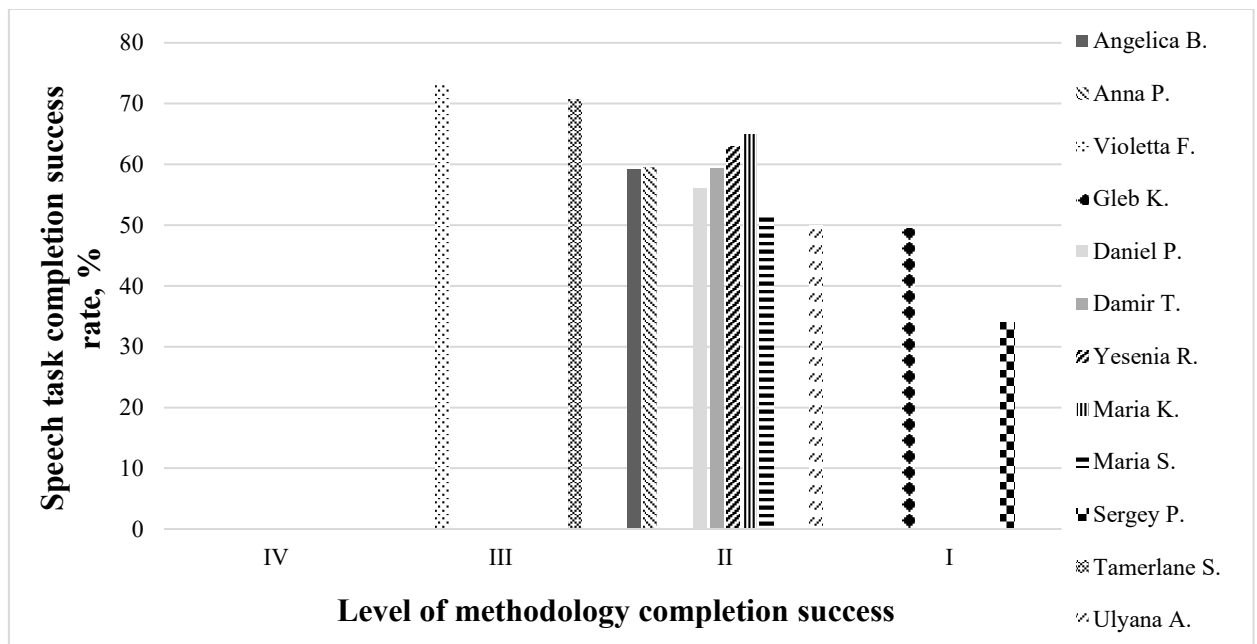


Fig. 1. Distribution of children by levels of success in completing the methodology

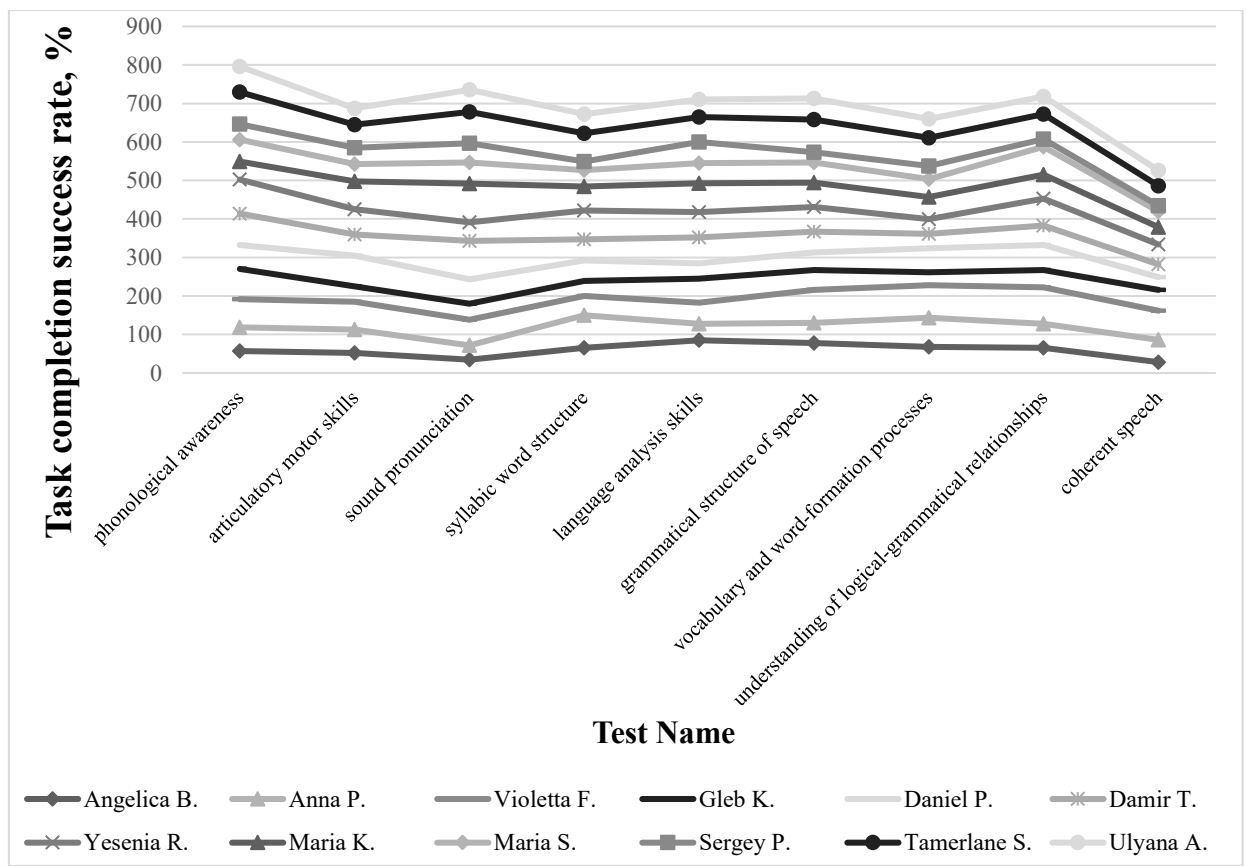


Fig. 2. Ratio of speech profiles of primary school children with general speech underdevelopment

The analysis showed that among the examined children with GSU, not a single child was identified with level IV of success. Two out of twelve children were at level III (16.67% of the total), another two children demonstrated level I of success (16.67%

of the total). On average, schoolchildren with GSU are at level II (66.66% of the total) with a group average success percentage of 57.55%; individual indicators ranged from 33.94 to 73.05% (see Fig. 1).

Error analysis established that GSU negatively affects the development of all components of the speech and non-speech systems in schoolchildren. They experience difficulties with the formation of phonological awareness, articulatory motor skills, sound pronunciation and syllabic word structure, language analysis skills, grammatical speech structure, vocabulary and word formation; understanding of logical-grammatical relationships and coherent speech, as well as with the development of attention, memory, and thinking. Furthermore, difficulties arise in programming the sequence of language operations, their implementation, and control during spelling activity.

The identified systemic nature of the disorders requires the development of special correctional measures that consider the interrelationship of all affected components of speech and mental development.

Thus, we concluded that the formation of orthographically literate writing in primary school children with general speech underdevelopment is possible only under the condition of a holistic approach that integrates all aspects of language development and creates stable associative connections between them. The methodology for correcting dysorthography should be structured as a two-stage system, carefully considering both speech features and cognitive capabilities of children. It should be based on reliance on intact mental functions and active use of playful learning forms, which is particularly significant when working with primary school-age children. Regular monitoring of dynamics will allow timely adjustment of work methods and techniques, ensuring maximum effectiveness of the correctional process.

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