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COHERENT MONOLOGIC SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN WITH THE GENERAL UNDERDEVELOPMENT OF SPEECH

Abstract: *this article presents the results of an experimental study of coherent monologic speech of preschool children with the general underdevelopment of speech. The peculiarities of mastering the monologic statement of children of this category.*

Keywords: *speech, coherent speech, monologues, underdevelopment of speech, preschoolers.*

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РАЗВИТИЕ СВЯЗНОЙ МОНОЛОГИЧЕСКОЙ РЕЧИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ

***Аннотация:** в статье представлены результаты экспериментального исследования связной монологической речи дошкольников с общим недоразвитием речи, а также особенности овладения монологическим высказыванием детей этой категории.*

***Ключевые слова:** речь, связная речь, монологи, недоразвитие речи, дошкольники.*

The purpose of our study: to develop and substantiate the organizational and methodological aspect of the work of a speech therapist teacher in the formation of a structural and semantic analysis of sentences in older preschoolers with general underdevelopment of speech.

Currently, the problem of formation of coherent speech of children attracted the attention of educators and psychologists, as preschoolers, first of all, master the conversational style of speech, characteristic of dialogical speech. A more complex form of speech is a monologue. For its development and establishment of required total development of the child a certain level.

Based on the data of national scientists research (V.K. Vorobiev, V.P. Glukhov, R.E. Levine, T.B. Filicheva, G.V. Chirkina et al.), The monologue form of coherent speech of preschool children master to five years. During this period, the child begins to be monologue story from my own experience and describing the moments experienced by them. To successfully master this form of coherent speech, you need

targeted training, the formation of certain skills of building a coherent text [Glukhov 2004: 218].

By definition A.V. Tekucheva, «under the connected speech in the broadest sense is meant any unit of speech, language constituent components of which (and remarkable function words, word combinations) are organized under the laws of logic and grammatical structure of the language integrally» [Tekuchev 1986: 462]. while monologues – a coherent sentence, occurring relatively long time and is not designed for immediate reaction of the audience. For monologue spreads the characteristic, clarity and completeness, characterized literary vocabulary deployed utterance completeness, logical completeness, syntactic design [Zotova 2018: 23].

Formation of coherent speech in children and in the absence of pathology in speech and mental development is a complex process, which in the presence of the general underdevelopment of speech is more complicated.

We carried out a survey of senior preschool children with the general underdevelopment of speech for formation of coherent monologic speech.

For the survey methodology used R.I. Lalaeva, V.K. Vorobyova, I.N. Lebedeva V.P. Glukhov

Using Point-tiered grading system possible to distinguish several groups of preschool children depending on the level of formation of coherent speech. Thus, the method of ascertaining experiment consisted of four series (see. Figure 1).

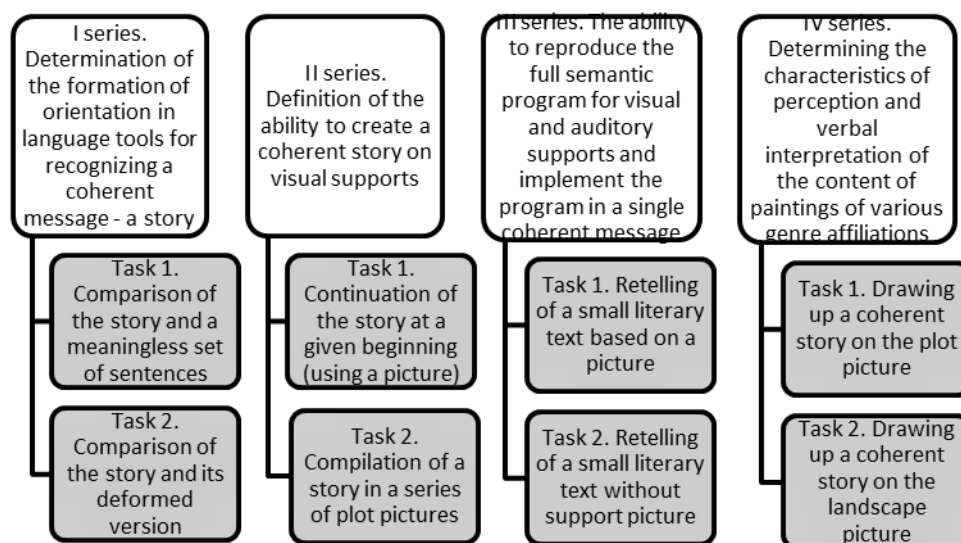


Fig. Scheme 1 examination monologue speech

After the pilot study the following results were obtained.

During the formation of the orientation of the survey in the language means recognition of a coherent message-story, results were obtained: 40% of children have a level of development of orientation in linguistic resources above average: four children have no idea of a connected voice message as a single whole. Children analyze and compare texts reveal in detail-substantial features of the story, but they can not justify their choice. Just 40% of children have an average level of development of orientation in the language means. Four children do not form an idea about a connected voice message as a single whole. The answers are based on the intuitive identification without the support of the realization of essential features of the story. Children are not aware of the symptoms characteristic of the story and can not justify their choice. 20% of children have a level of development of orientation in the language means below average: at the two children do not form an idea about a connected voice message as a single whole. Children have hearing only part of the text, can not distinguish the semantic links, much distracted.

The examination duration compiling coherent story supports on visual results were as follows: 30% of children have a level of formation ability by drawing up a coherent story supports visual above average: from three children story generally corresponds to the situation depicted. There are the basic semantic units, the plot sequence is not broken; not only reflected some causal relationship, it suffers slightly semantic integrity. Just 30% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the individual semantic links skipped (1–2). 20% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: have two children, a story is only partially corresponds to the situation depicted. Not disclosed temporal and causal relationships. No semantic integrity. And 20% of children have a low level of formation of skills of drawing up a coherent story on visual supports. Instead, the story – the children only briefly respond to individual questions or reproduce 1–2 sentences.

Examination of the ability to reproduce the full semantic program for visual and auditory supports and implement a program in a coherent whole message gave the following results: 30% of children have a level of formation of skills of drawing up a coherent story on visual supports above average: in the story of three children in general corresponds to the situation depicted. There are the basic semantic units are marked with only minor gaps minor semantic units; plot sequence is not broken. 50% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the basic semantic units are available, but broken the sequence of individual events. 20% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: in the story of two children only partially corresponding to the image of the situation; There are distortions of meaning; skipped large amount of semantic units (2–3). Not disclosed temporal and causal relationships. No semantic integrity.

Examination of the determination of features of perception and verbal interpretation of the content of pictures of different genre affiliation gave the following results: 20% of children have a level of formation of skills of drawing up a coherent story on visual supports above average: in the story of three children in general corresponds to the situation depicted. There are the basic semantic units, the plot sequence is not broken; not only reflected some causal relationship. Just 20% of children have an average level of formation of skills of drawing up a coherent story on visual supports. In the story of three children largely corresponds to the situation depicted. However, the individual semantic links (1–2) are distorted. 40% of children have a level of formation of skills of drawing up a coherent story on visual supports below average: have four children, the story is only partially corresponding to the image of the situation; There are distortions of meaning; It is missing a large number of semantic links. Not disclosed temporal and causal relationships. And 20% of children have a low level of formation of skills of drawing up a coherent story on visual supports. Instead, the story – the children only briefly respond to individual questions or reproduce 1–2 sentences.

After analyzing all survey areas, it can be concluded that the greatest difficulties children with ONR experienced in the preparation of a coherent story of the plot the film without relying on the text read. This is due to the lack of formation of components of the language system.

Work on the development of speech should be a comprehensive teacher-speech therapist, a teacher, a teacher of graphic activity and comply with the following principles:

1) immersion in principle lexical topic (topic defines teacher therapist), i.e. All classes are held in a single lexical topics. This allows the children to focus on a particular topic, in parallel to enrich vocabulary, expand picture of ideas about the world;

2) the principle of an integrated approach – the elimination of speech disorders should be comprehensive, including joint work of all professionals – participants in the experiment;

3) systems principle is based on the idea of speech as a complex functional system, structural components which are in close cooperation, thus to digest coherent expression necessary lexical – grammatical readiness and ability to plan utterance;

4) The principle of the activity approach – taking into account ongoing activities in the organization of speech therapy work, in particular the productive activity of children;

Also, the teacher – speech therapist, educator, teacher of graphic activity in their classes should use the general didactic principles: visibility, accessibility, awareness, personal approach.

Formation of coherent speech should be carried out in three stages:

1. Preparatory stage:

- increased knowledge on the subject;
- initial familiarity with the pictures;
- scheduling of productive activity;
- implementation of productive activity plan (drawing, modeling, applique).

2. The main stage:

- updating of the dictionary on the subject;

- Improvement of the grammatical structure of speech;
- drawing up coherent expression (paraphrase, descriptive narrative, narrative story).

3. The final stage:

- strengthening skills for drafting monologue statements.

Thus, this complex work through the use of productive activities will allow children with general speech underdevelopment in a more complete form to master a coherent monological speech.

Based on the results of the ascertaining study, we have developed methodological recommendations for the formation of a structural-semantic analysis of the sentence: the direction of the corrective impact on the formation of cognitive operations underlying this analysis; development and dynamic, interaction of meaningful components of correctional work (cognitive operations, stimulus material, perceptual reinforcement, various aspects of analysis).

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