

The development of coherent speech of preschool children with speech disorders in the process of cognitive development activities

El desarrollo del habla coherente de niños en edad preescolar con trastornos del habla en el proceso de actividades de desarrollo cognitivo

Elena V. Khmelkova*
Vyatka state University - Russia
usr11824@vyatsu.ru

Svetlana B. Bashmakova*
Vyatka state University - Russia
11350@vyatsu.ru

Tatiana G. Lukovenko**
Pacific national University - Russia
lukovenkot@list.ru

Y. Yu. Dobromil**
Pacific national University - Russia
yaninad82@mail.ru

A.E. Fedotova ***
Chuvash State Pedagogical University - Russia
korpored1@mail.ru

ABSTRACT

At the present stage of development of defectological science and practice, the problem of speech correction of children with disabilities, in particular, preschool children with General underdevelopment of speech (GUS) has a great scientific and practical importance. The overcoming of speech disorders and the ability to choose an educational route determine the need of the organization and determination of the content of targeted comprehensive speech therapy assistance. The article scientifically justifies the possibility of using cognitive research activities to improve the performance of the speech development of children with disabilities. The efficiency of the program of development of coherent speech of preschool children with General underdevelopment of speech in cognitive research activity is experimentally proved. It is clearly shown that the inclusion of preschool children with General underdevelopment in the educational and research activities promotes the formation and development of skills of making coherent statements: phrases and sentences of the story on the demonstrated actions, story description, story based on personal experience.

Keywords: speech, speech development, coherent speech, comprehensive psychological and pedagogical assistance, children with disabilities, severe speech disorders.

*Vyatka state University, Russia, Kirov, Lenin St., 198

**Pacific national University, Russia, Khabarovsk, Tikhookeanskaya St., 136

***Chuvash State Pedagogical University, I.Ya. Yakovleva Russia, Cheboksary, K.Marx St., 38

Recibido: 04/01/2019 Aceptado: 11/03/2019

RESUMEN

En la etapa actual de desarrollo de la ciencia y práctica defectológica, el problema de la corrección del habla de los niños con discapacidades, en particular, los niños en edad preescolar con subdesarrollo general del habla (GUS) tiene una gran importancia científica y práctica. La superación de los trastornos del habla y la capacidad de elegir una ruta educativa determinan la necesidad de la organización y la determinación del contenido de la asistencia integral de terapia del habla. El artículo justifica científicamente la posibilidad de utilizar actividades de investigación cognitiva para mejorar el rendimiento del desarrollo del habla de niños con discapacidades. La eficacia del programa de desarrollo del habla coherente de niños en edad preescolar con subdesarrollo general del habla en la actividad de investigación cognitiva se demuestra experimentalmente. Se muestra claramente que la inclusión de niños en edad preescolar con subdesarrollo general en las actividades educativas y de investigación promueve la formación y el desarrollo de habilidades para hacer declaraciones coherentes: frases y oraciones de la historia sobre las acciones demostradas, descripción de la historia, historia basada en la experiencia personal .

Palabras clave: habla, desarrollo del habla, habla coherente, asistencia psicológica y pedagógica integral, niños con discapacidades, trastornos graves del habla.

1. INTRODUCTION

The main task of the development of the national education system at the present stage is the inclusion, in which the fundamental reorganization of the interaction of the structures of mass and special education is materialized. Recognition of the child's right to education and the transition to inclusive forms of education for children with disabilities, their inclusion in the General education causes the need of the development of innovative approaches to the education and training of children with severe speech disorders. In this regard, the problem of preparing for the inclusion of children with speech disorders in a secondary school remains one of the priorities of the development of preschool speech therapy. Therefore, preparing the children for school has great importance for the development of coherent speech as an essential condition for the full assimilation of knowledge, the development of logical thinking, creativity and other aspects of mental activity. All these (perception and reproduction of text learning materials, the ability to give detailed answers to questions, to express their own judgments) and other skills and training activities require a sufficient level of development of coherent speech.

Mastering speech, according to L. S. Vygotsky, the child goes from part to the whole: from the word to the connection of two or three words, then it is a simple phrase, even later they are complex sentences [Vygotsky, 2009]. The final stage is coherent speech, consisting of a number of detailed proposals. Defective speech activity of children with speech disorders prevents the development of cognitive activity, reduces the productivity of memory, mental activity and negatively influences the personality of the child. Researchers N. S. Zhukova, R. E. Levina, E. M. Mastukova note that in spontaneous development of coherent speech of preschool children with General underdevelopment of speech does not reach the required level, a specially organized learning is required [Zhukova, 2011]. Purposeful, consistent approach to the development of coherent speech with using of various forms and means of speech therapy will improve the efficiency of the correctional and pedagogical process in preschool. The Federal state educational standard of preschool education (FSES PE) refers to the active approach in the development of preschool children. It is necessary to use effective methods and techniques of organizing the activities of children, taking into account their interests, capabilities and individual characteristics. FSES PE highlights the educational and research activity as one of those activities of preschooler that contributes to the solution of educational tasks the best way [19]. Scientists A. N. Poddiakov, N. N. Poddiakov, A.I. Savenkov prove that the child perceives and remembers better what he got in the process of his own observations and studies [Poddiakov, 1995; Rubinstein, 1973; Tkachenko, 2007]. Therefore, to improve the effectiveness of speech therapy work on the development of coherent speech of preschool children with General underdevelopment of speech it is advisable to include children in cognitive research activities.

Characteristics of coherent speech and its features were studied by V. K. Vorobyova, A. A. Leontiev, A. M. Leushina, S. L. Rubinstein and other specialists in the field of psychology, linguistics, psycholinguistics and methods of speech development [Vorobyova, 2006; Leushina, 2009; Savenkov, 2011]. Coherent speech is the highest form of speech thinking activity that determines the level of speech and mental development of the child. Children with normal speech development coherent speech reach a fairly high level in the older preschool age. The problem of General underdevelopment of speech was studied by R. E. Levina, E. M. Mastukova, T. B. Filicheva, G.V. Chirkina and others [Zhukova, 2011]. The General underdevelopment of speech refers to such a variety of complex speech disorders in which children disturbed the formation of all components of the speech system relating to its sound and semantic side, with normal hearing and intelligence [Zhukova, 2011]. Based on the research of regularities of

speech development of children with different speech pathology are developed the ways of overcoming of speech deficiency (N. S. Zhukova, R. E. Levina, M. E. Hvatzev, etc.) and is determined the content of correctional and developing training and education (T. V. Tumanova, T. V. Volosovets T. B. Filicheva, G.V. Chirkina, N. V. Nishcheva and others).

Scientific approaches to research behavior and cognitive research activity have a great importance for understanding the developed problem (O. V. Dybina, A. V. Leontovich, A. N. Poddiakov, N. N. Poddiakov, A. I. Savenkov, etc.). Scientist A. I. Savenkov proved that properly organized cognitive research activity contributes to the development of thinking, the formation of emotional and sensitive experience and enriching the vocabulary of preschool children [Tkachenko, 2007].

But the generalized view in special psychological and pedagogical science on the development of coherent speech of children with speech disorders in the process of cognitive research is not presented. Currently, there are no studies that reflect the provision of targeted speech therapy assistance to preschool children with General underdevelopment of speech in the process of cognitive research activities.

The analysis of theoretical sources and practical activities in the aspect of the developed problem showed that the issues related to the development of coherent speech of preschool children with General underdevelopment of speech in cognitive research activities and the impact of dysontogenesis on this process remain to date insufficiently studied area of scientific knowledge and practice defect logical, which allowed to formulate a hypothesis: the developed program of development of coherent speech of preschool children with General underdevelopment of speech in cognitive research activities will have a positive impact on the development of skills of building coherent detailed statements and the formation of the skill of adequate selection and use of words in their own speech of preschool children with General underdevelopment of speech.

2. MATERIALS AND METHODS

In accordance with the hypothesis, the following tasks were set and solved in the experimental study:

1. To analyze theoretically the main approaches to the problem of coherent speech of preschool children with General underdevelopment of speech, as well as to study cognitive research activities as a mean of development of coherent speech of preschool children with General underdevelopment of speech.
2. To develop diagnostic tools for the study of coherent speech and to study different types of coherent speech of preschool children with General underdevelopment of speech.
3. To develop and test a program for the development of coherent speech of preschool children with General underdevelopment of speech in cognitive research activities.
4. To evaluate the effectiveness of the program for the development of coherent speech of preschool children with General underdevelopment of speech in cognitive research activities.

The methodological position of the study were determined on the basis of the fundamental provisions of domestic psychology about the objective laws of psychological development of normal and abnormal child, the foundation of which rests on the theory of cultural-historical development of higher mental functions of L.C. Vygotsky and on the unity of the age patterns in normal and abnormal mental development of the child and on the role of the subjective factor in this process (L. S. Vygotsky, V. V. Lebedinsky, V. I. Lubovsky, V. G. Petrov, U. V. Ulenkova, etc.), the concept of the unity and continuity of mental processes and speech, speech activity theory (L. S. Vygotsky, N. I. Zhinkin, I. A. Zimnyaya, A. A. Leontiev etc.), system activity approach (B. G. Ananiev, L. S. Vygotsky, A. I. Dontsov, L. V. Zankov, A. V. Zaporozhets, A.A. Leontiev, A. N. Leontiev, S. L. Rubinstein, L. M. Fridman, G. A. Zuckerman, etc.), postulating that the formation of personal qualities of the individual occurs in the process and through the activities; student centered approach (Y. K. Babanskiy, E. V. Bondarevskaya, V. A. Slastenin, D. I. Feldstein, I. K. Yakimanskaya, etc.) giving an idea of the priority of social, active and creative essence of personality; theoretical provisions on the issues of education and upbringing of children with General underdevelopment of speech (T. A. Volosovets, R. E. Levina, T. B. Filicheva, G. V. Chirkina, etc.)

In accordance with the research methodology, the following methods were used: theoretical understanding and analysis of the data of psychological and pedagogical research on the problem of interest; ascertaining experiment, including a V. P. Glukhov's methodology for assessing the coherent speech of children; conversation; quantitative and qualitative analysis of the results; forming experiment, including the development and testing of a program for the development of coherent speech of preschool children with a General underdevelopment of speech in cognitive research activities.

Because of the nature of the study, on ascertaining stage of the research was used the complex method of studying connected speech of V. P. Glukhov, consisting of six tasks that include: making sentences about individual situational pictures; making a sentence about three pictures, linked thematically; a summary of the text (the familiar fairy tale or short story); making the story about the picture or a series of narrative pictures; composing the story on the basis of personal experience; preparation of narrative descriptions [Glukhov, 2006].

At the forming stage of the experiment the following materials were used:

1. T. B. Filicheva. The program of preschool educational institutions of compensating type for children with speech disorders [Shakhovskaya, 1997].
2. V. P. Glukhov. Formation of coherent speech of preschool children with General speech underdevelopment [Glukhov, 2006].
3. N. E. Veraksa. From birth to school. Approximate General education program of preschool education [Poddiakov, 2005].

The preschool educational institution in Kirov was studied. The experiment involved 48 children of preschool age with General underdevelopment of speech.

At the first preparatory stage, the scientific literature on the research problem was studied and analyzed; the scientific apparatus of the study was determined; the base of the study was determined; the ascertaining stage of the experiment was carried out, the coherent speech of preschool children with General underdevelopment of speech was studied taking into account the specifics of the speech defect.

At the second stage, the use of cognitive research activities in speech therapy work on the development of coherent speech of preschool children with GUS was scientifically justified; a program for the development of coherent speech of preschool children with GUS in cognitive research activities was developed; a formative stage of the experiment aimed at the implementation of the program was conducted.

At the third stage, the analysis and processing of experimental data were carried out, the theoretical and experimental conclusions were clarified, the results of the study as a whole were systematized and generalized.

3. RESULTS

The conducted ascertaining experiment showed that preschool children with General underdevelopment of speech are characterized by an insufficient level of possession of means of phrasal speech, which significantly limits their ability to compile an informative and full-fledged communication. According to the results of the study, the following disorders of coherent speech were identified: disorder of coherence and sequence of statements; difficulties in planning detailed statements and their language design; errors in the construction of detailed syntactic structures, disorders of the semantic organization of statements, the lack of connection between the elements of the message; disorder of coherence and sequence of presentation, semantic omissions, lexical difficulties; errors in the selection of generalizing words, synonyms, antonyms; the mainly use of short phrases in independent monological statements ; difficulties in the lexical and grammatical design of statements; significant difficulties in the preparation of individual sentences for visual support; inability to establish predicative relations.

Thus, preschoolers with GUS do not have the skills of independent storytelling, their statements are characterized by extreme poverty of the language means used, the presence of gross agrammatism, disordering the coherence of the narrative.

The revealed low level of development of coherent speech of preschool children with General underdevelopment of speech indicates the need of targeted speech therapy. The work should be aimed at developing the skills of constructing coherent detailed logically designed statements, to activate and enrich the vocabulary, the formation of the correct use of words in coherent speech.

Based on the results of the experiment and considering features of work with preschool children with General underdevelopment of speech, and based on the research of the education and training of children with GUS (T. B. Filicheva, G V. Chirkina), methodology for the development of coherent speech (V. P. Glukhov, O. S. Ushakova, etc.), scientific works on the organization of educational research activity in preschool age (O.V. Dybina, N. N. Poddiakov, A. I. Savenkova) was developed and implemented correctional and developing program for the development of coherent speech of the senior preschool children with General underdevelopment in cognitive research. In FSES PE the cognitive research activity is declared as one of the types of children's activities and one of the mechanisms of development of the child, including speech.

The goal of the correctional program is the development of coherent speech of the senior preschool children with General underdevelopment in cognitive research. The program developed by us is based on personality oriented and system activity approaches to the individual, taking into account the specifics of the defect. Main tasks: to teach coherently, consistently, to express logically their own thoughts, events from the surrounding life and personal experience; to clarify, expand and activate the vocabulary of children on the basis of deepening ideas about the environment; to improve the grammatical structure of speech; to teach independent storytelling (according to a visual plan, based on a picture); compiling a descriptive and comparative story about objects and phenomena. The implementation of the program was carried out in the cognitive research activities of children of preschool age: experimental activity (children's experimentation). In cognitive research activity the child acts as a full-fledged subject, independently performing specific actions with objects of activity and phenomena in order to obtain information not in the finished form, but through his own searches.

In the context of our study, we have chosen the experiment. Principles of the program were the principles of differentiated and individual approach, complexity and consistency, visibility and availability of educational material, gradualism and consistency of the presentation of educational material. The development of coherent statements of children with GUS provides a differentiated and individual approach depending on the level of development of coherent speech and individual psychological characteristics of each child. The program presented by us assumed a complex of children's experiments organized and conducted with children during educational situations, as well as during the free activity of children. All experiments were carried out in the framework of the study of a particular lexical theme.

Children, who have been trained in the program, do not have difficulties in making simple and complex sentences. Most of the children have mastered the skill of retelling and storytelling on a series of plot images. In the preparation of the story based on personal experience and story description, some children with GUS still have difficulties, but the overall performance has improved significantly. Observations of children showed that the experiments enriched the knowledge of children about the world. As a result of the increase in knowledge, the confidence of preschool children in their abilities has increased, the range of their interests has expanded. This was evidenced by the growing variety of topics discussed by children, manifestations of curiosity. An objective assessment of the results of mastering the skills of coherent speech showed the effectiveness of the developed program.

In the course of our experimental study, we found that the coherent speech of preschool children with General underdevelopment of speech is characterized by the fact that they do not know how to coherently and consistently build speech statements, establish predicative relations. In addition, they have difficulties in lexical and grammatical design of sentences, there are no links between the elements of the message. Coherent speech is the basis for the successful mastery of educational activities in the school. The task of cognitive research activity is the disclosure of additional opportunities in providing speech therapy assistance to children with General underdevelopment of speech. The basis for the development of a program for the development of coherent speech with GUS in the process of cognitive research activities were personality oriented and system activity approaches. The main principles of the program were the principle of differentiated and individual approach, the principles of complexity and consistency, visibility and availability of educational material, gradualism and consistency of the presentation of educational material. The program was aimed at the development of skills to express coherently and logically their own thoughts, to describe consistently the events of life and personal experience, to train independent storytelling (visual plan, based on the picture), the compilation of descriptive and comparative stories about objects and phenomena.

The implemented program of development of coherent speech with the General underdevelopment of speech in the process of cognitive development activities showed the effectiveness. The level of development of coherent speech of preschool children with the GUS increased.

4. CONCLUSIONS

Thus, the study allows us to pay the attention of speech therapists to the fact that the specificity of the development of coherent statements in the General underdevelopment of speech determines the need of the organization of targeted speech therapy assistance. Specially organized cognitive research activity is one of the effective means of development of coherent speech of preschool children with GUS. This direction is the most promising and progressive and it coincides with the goals and objectives of the Federal state educational standard of preschool education. The construction of such a system can be considered as an actual promising direction, continuing this research topic.

BIBLIOGRAPHIC REFERENCES

- Dybina, O. V. (2015). Development of leadership potential in cognitive research activity of senior preschool children / O. V. Dybina // *Psychology and pedagogy: methods and problems of practical application*. – 2015. – №44. – P. 196-203.
- Filicheva, T. B. (2008). Elimination of the General underdevelopment of speech of preschool children: a practical guide / T. B. Filicheva, G. V. Chirkina. - Moscow: Iris-Press, 2008. - 224 p.
- Gavrilova, O. Ya. (2017). Research activities of preschool children. Methodical development on development of research abilities of preschool children / O. Ya. Gavrilova, N. M. Komarova; ed. A. S. Obukhov. - M.: NCC, 2017. - 48 p.
- Glukhov, V. P. (2006). Formation of coherent speech of preschool children with General speech underdevelopment / V. P. Glukhov. - M.: ARCTI, 2006. - 144 p.
- Leushina, A. M. (2009). the Development of coherent speech of preschoolers // reader on the theory and methodology of speech development of preschool children / A. M. Leushina. - M.: Academy, 2009. - P. 358-369.
- Obukhov, A. S. (2003). Research position and research activity: what and how to develop? [Text] / A. S. Obukhov // *Research work of schoolchildren*. – 2003. – №4. – P. 18-24.
- Poddiakov, A. N. (2005). Methodological bases of study and research and development of research activity / A. N. Poddiakov // *Research work of schoolchildren*. – 2005. – №4. – P. 43-47.
- Poddiakov, N. N. (1995). Creativity and self-development of preschool children: Conceptual aspect / N. N. Poddiakov. – Volgograd: Peremena, 1995. – 116 p.
- Rubinstein, S. L. (1973). To psychology of speech. Problems of General psychology / S. L. Rubinstein. - M.: Prosveshchenie, 1973. - 498 p.
- Savenkov, A. I. (2011). Effective organization of research training / A. I. Savenkov // *Public education*. – 2011. – №6. – P. 173-181.
- Shakhovskaya, S. N. (1997). Development of the vocabulary in the system work with the General underdevelopment of speech // contemporary Psycholinguistics and speech therapy / S. N. Shakhovskaya / edited by L. B. Khalilova, M., 1997. - 214 p.
- Tkachenko, T. A. (2007). Formation and development of coherent speech preschooler 4-6 years / T. A. Tkachenko - SPb.: Juventus, 2007. - 168 p.
- Ushakova, O. S. (2010). Methods of speech development of preschool children / O. S. Ushakova. – Moscow: Humanitarian publishing center VLADOS, 2010. – 288 p.
- Vorobyova, V. K. (2006). Method of development of coherent speech of children with systemic underdevelopment of speech: Textbook / V. K. Vorobyova. – M.: AST: Astrel, 2006. - 158 p.
- Vygotsky, L. S. (2009). Thinking and speech [Electronic resource] / L. S. Vygotsky // *Psychological research: Moscow. state. psych. Ped. Electronic library* - 2009. - Access mode: [http://psychlib.ru/mgppu/VMr-1934/VMR-001.HTM#\\$pI](http://psychlib.ru/mgppu/VMr-1934/VMR-001.HTM#$pI) (date accessed: 18.12.2017).
- Zhukova, N. S. (2011). Overcoming the General underdevelopment of speech of children: Book for speech therapy / N. S. Zhukova, E. M. Mastukova, T. B. Filicheva. Ekaterinburg: LLC “Knigomir”, 2011 – 320 p.