

Artículo de investigación

The role of parents in the speech therapy work with early age children having delay in speech development in a bilingual environment

Роль родителей в логопедической работе с детьми раннего возраста с задержкой речевого развития в условиях билингвизма

El papel de los padres en el trabajo logopédico con niños de edad temprana con retraso del desarrollo del habla en condiciones de bilingüismo

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Written by:

Irina Aleksandrovna Yudina¹²⁵

ORCID: 0000-0002-9641-5088

https://elibrary.ru/author_items.asp?authorid=487045

Nariyana Vasilyevna Stepanova¹²⁶

ORCID: 0000-0001-7848-8032

https://elibrary.ru/author_items.asp?authorid=1020581

Agrafena Dmitriyevna Ivanova¹²⁷

ORCID: 0000-0001-5614-0406

https://elibrary.ru/author_items.asp?authorid=1007782

Abstract

The study is relevant as the active involvement of parents in the speech therapy work with children with delay in speech development in a bilingual environment is particularly important in the context of the developing system of early support in Russia. The article describes the methodology and results of the experiment aimed at revealing the level of pedagogical competence of parents with children with delay in speech development in a bilingual environment. The aim of the research is to substantiate theoretically and prove the role of parents in speech therapy work with early age children with delay in speech developmental (DSD) in the conditions of bilingualism. Among the research methods are the analysis of scientific, scientific-methodical and psychological-pedagogical literature; the questionnaire survey for parents aimed at identifying their competence in the field of speech development of early age children with DSD in a bilingual environment. In addition, the parents' answers to the questions in the adapted

Аннотация

Актуальность данного исследования обусловлена проблемой активного включения родителей в логопедическую работу с детьми раннего возраста с задержкой речевого развития в условиях билингвизма, которая приобретает особую значимость в условиях развивающейся в стране системы ранней помощи. В статье описаны методика и результаты эксперимента по выявлению уровня педагогической компетентности родителей в области речевого развития детей раннего возраста с задержкой речевого развития в условиях билингвизма. Цель исследования: теоретически обосновать и практически доказать роль родителей в логопедической работе с детьми раннего возраста с задержкой речевого развития (ЗРР) в условиях билингвизма. Методы исследования: проведен анализ отечественной и зарубежной научной, научно-методической и психолого-педагогической литературы. Для выявления

¹²⁵ Candidate of Pedagogical Sciences, Head of the Institute of Pedagogy's Special (Defectological), Education Department, Ammosov North-Eastern Federal University, Yakutsk, Russia, yudinairina@yahoo.com

¹²⁶ Masters' programmer student and senior lecturer at the Institute of Pedagogy's Special (Defectological), Education Department, Ammosov North-Eastern Federal University, Yakutsk, Russia

¹²⁷ Senior lecturer at the Institute of Pedagogy's Special (Defectological) Education Department, Ammosov North-Eastern Federal University, Yakutsk, Russia

questionnaire of the *Sprachstandstest Russisch für mehrsprachige Kinder. Russian language proficiency test for multilingual children* were taken into account. The results of the experiment were analyzed. Results of the study: the role of parents in the correctional and developmental work with early age children with DSD in the conditions of bilingualism was revealed. Components of pedagogical competence of parents in the field of speech development of early age children with DSD in the conditions of bilingualism are determined and their criteria are formulated. The interrelation and interdependence of components of pedagogical competence are determined. The contribution of the research is that it reveals the regularities in forming of components of parents' pedagogical competence within the process of organizing the interaction between them and a speech therapist. Considering these regularities enhances the efficiency of the early support with the maximum realization of the family's correctional potential.

Keywords: Early age, delay in speech development, bilingualism, speech therapy work, parents' pedagogical competence.

уровня педагогической компетентности родителей в области речевого развития детей раннего возраста с ЗРР в билингвальной среде разработана анкета для родителей в соответствии с определенными нами компонентами компетентности. Дополнительно учитывались ответы родителей на вопросы адаптированной анкеты, прилагающейся к тесту «Sprachstandstest Russisch für mehrsprachige Kinder. Russian language proficiency test for multilingual children. Русский язык - тест для мультилингвальных детей». Произведен анализ результатов эксперимента. Результаты исследования: раскрыта роль родителей в коррекционно-развивающей работе с детьми раннего возраста с ЗРР в условиях билингвизма. Определены компоненты педагогической компетентности родителей в области речевого развития детей раннего возраста с ЗРР в условиях билингвизма и сформулированы их критерии. Значимость исследования: выявлены закономерности формирования компонентов педагогической компетентности родителей в процессе организации взаимодействия логопеда с родителями детей раннего возраста с ЗРР в условиях билингвизма, учет которых при организации взаимодействия логопеда с родителями будет способствовать повышению эффективности коррекционно-развивающего процесса с максимальной реализацией коррекционного потенциала семьи.

Ключевые слова: Ранний возраст, задержка речевого развития, билингвизм, логопедическая работа, педагогическая компетентность родителей.

Resumen

La relevancia de este estudio se debe al problema de la participación activa de los padres en el trabajo de terapia del habla con niños pequeños con desarrollo del habla en el contexto del bilingüismo, que es de particular importancia en el contexto del sistema de ayuda temprana que se desarrolla en el país. El artículo describe los métodos y resultados de un experimento para identificar el nivel de competencia pedagógica de los padres en el campo del desarrollo del habla de niños pequeños con desarrollo del habla en el contexto del bilingüismo. El propósito de la investigación: fundamentar teóricamente y probar prácticamente el papel de los padres en el trabajo de terapia del habla con niños pequeños con retraso en el desarrollo del habla (CRA) en condiciones bilingües. Métodos de investigación: un análisis de la literatura científica nacional, extranjera, científico-metodológica y psicológica-pedagógica. Para identificar el nivel de competencia pedagógica de los padres en el campo del desarrollo del habla de niños pequeños con SPD en el entorno bilingüe, se ha desarrollado un cuestionario para padres de acuerdo con los componentes de competencia definidos por nosotros. Además, se tuvieron en cuenta las respuestas de los padres a las preguntas del cuestionario adaptado, adjuntas a la prueba "Sprachstandstest Russisch für mehrsprachige Kinder". Prueba de dominio del idioma ruso para niños multilingües. El idioma ruso es una prueba para niños multilingües ". Un análisis de los resultados del experimento. Resultados de la investigación: se revela el papel de los

padres en el trabajo correccional y de desarrollo con niños pequeños con SPD en condiciones bilingües. Se definen los componentes de la competencia pedagógica de los padres en el campo del desarrollo del habla de los niños pequeños con ETS en condiciones de bilingüismo y se formulan sus criterios. Importancia de la investigación: los patrones revelados de formación de los componentes de la competencia pedagógica de los padres en el proceso de organizar la interacción de un terapeuta del habla con padres de niños pequeños con RDD en bilingüismo, teniendo en cuenta al organizar la interacción de un terapeuta del habla con los padres, aumentará la efectividad del potencial correccional de la familia.

Palabras clave: Edad temprana, retraso en el desarrollo del habla, bilingüismo, trabajo de logopedia, competencia pedagógica de los padres.

Introduction

At present, the problem of building an early support for children with special needs and a risk group that promotes their optimal development and adaptation, integration of family and child into society, and increased access to education is topical in Russia. This is the reason for active development of the theory and practice of complex professional work in psychological and pedagogical support of families with children with different variants of development disorders, including children with delays in speech development (DSD).

Many regions of Russia, including the Republic of Sakha (Yakutia), are characterized by the traditional bilingualism of a significant part of the population. This fact determines the urgency of the problem of speech therapy work with children in the conditions of bilingualism, which is understudied in the field of speech therapy.

The article proceeds from the standpoint that implementing unique compensatory opportunities for the development of a child with early age special needs is largely determined by the conditions of family upbringing, the degree of involvement of parents in the early support. Currently the role of parents in the early assistance to families raising early age children with DSD in a bilingual environment is studied insufficiently.

The aim of this research is to substantiate theoretically and prove the role of parents in speech therapy work with speech delayed children in the conditions of bilingualism.

The study is aimed at revealing the urgency of the problem of interaction between a speech therapist and parents in correctional and developmental work with early age children with DSD in the conditions of bilingualism; analyzing the problem in the theoretical aspect; describing the results of the experiment to determine the level of pedagogical competence of parents in the

field of speech development of children with DSD in the conditions of bilingualism.

Literature review

One of the priority growth areas of special pedagogical assistance to children with special needs in Russia is the development of an early support system. At the current stage the special education system in Russia witnesses a new structural element - the system of early detection and correction of deviations in children's development. The early start of the complex assistance is necessary to create conditions for the maximum possible achievements in the development of the child, to maintain his or her health, successful socialization and inclusion in the educational environment with further integration into society. A strategic document in this area is the Concept for the Development of Early Support in the Russian Federation up to 2020. The goal of the Concept is to develop basic principles and regulations for creating conditions for the provision of early support services on an interdepartmental basis, ensuring early detection of health disorders and disabilities, optimal development and adaptation of children, integration of the family and the child into society, prevention or reduction of the severity of disabilities, strengthening of physical and mental health, improvement of access to education for children aged 0 to 3 years who have disabilities, including children with special needs, genetic defects and other disabilities.

The current scholarly interest in the problem of special pedagogical assistance to children with special needs is associated with the unique compensatory development opportunities characteristic to this age. Their realization is largely determined by the conditions of family upbringing, the degree of parents' involvement in the development process (Razenkova, 2017). This fact makes more developed parents' competence one of the focus areas for early support experts.

Currently the main approach in the area of psychological and pedagogical support for children with special needs is the family-centered one, which regards family as the best environment for the child's development and contributes to the interaction between experts and the family, transforming the latter into an active participant, and the former to a partner (Razenkova, 2017). Within the family-centered approach, the individual development program is implemented by or with the help of parents themselves. An important condition for the implementation of the family-centered early support model is the socio-psychological support for the family of a child with special needs.

At present, the delay of speech development (DSD) is regarded as a temporary reversible condition characterized by the immaturity of all aspects of speech, the delayed speech development, as well as a systemic disorder that affects all mental processes to varying degrees and requires appropriate intervention. DSD is characterized by a variety of manifestations and the intensity of speech underdevelopment, as well as insufficiency of fine, general and articulation motor skills, developmental delays in the psychological base of speech, emotional and volitional sphere (Girilyuk, 2007).

Ye.V. Zhulina notes that the phenomenon of DSD is characterized by a predominant lack of speech activity with preserved prerequisites for intellectual development and normal hearing with most of them qualified as a risk group for speech pathology (Zhulina, 2014).

Speech development deviating from the age norm triggers children's negation of speech communication, difficulties in adapting to the group, and delays in cognitive and communicative activities (Zhulina, and Strakhova, 2017).

DSD is being overcome at an early age due to the formation of cognitive prerequisites for words and phrases, vocabulary, and communication activities. Implementation of the family-centered model of early speech therapy in children with DSD makes it necessary to involve parents as active participants (Zhulina, 2014).

Scientists study the impact of early bilingualism on children's mental and speech development as related to the formation of infant bilingualism in the process of mastering second and foreign languages in different language environments (in the family, at school, when learning foreign language etc.).

One has to agree with Bane, Indenbaum and Yatsikevichyus that bilingualism implies more demanding requirements for language faculty (Indenbaum, 2016).

The issue of bilingualism in the Republic of Sakha (Yakutia) was examined in the works of Yu. Androsova (2018), M. Fomin (2017) and others.

The influence of bilingualism on the speech development of children and the specifics of speech therapy work in a bilingual environment is presented in the works of L. Ammosova, S. Bakshikhanova, L. Belyakova, Ye. Golikova, O. Inshakova, Y. Kurbangaliyeva, O. Nenonen, A. Ovchinnikova, E. Protasova, A. Kharenkova et al. At the same time, in speech therapy theory and practice, the problem of speech therapy for early age children with DSD in the a bilingual environment remains unexplored. It becomes especially acute in the current state of development of a unified system of early support. The problem of bilingualism is relevant for speech therapy as the factor of bilingualism can be a trigger for specific speech errors associated with the peculiarities of the interaction of language systems and the violation of speech and mental development. This factor can also act as a negative one for children with speech pathology, affecting the development of speech, cognitive, and therefore educational activities (Kurbangaliyeva, 2003).

Studying the role of parents in speech therapy work with children with delayed speech development in the conditions of bilingualism, we addressed the relevant works of foreign researchers. Among the major ones are the following papers: Liu, and Kager (2018); Lee, Jhang, Chen, Relyea, and Oller (2017), Vihman (2016), Byers-Heinlein (2014), Veríssimo, Heyer, Jacob, and Clahsen (2018). They describe the linguistic aspects of the process of formation of speech at an early age, including in the conditions of bilingualism.

An article by Schmidt and Post (2015) analyzes the stimulating and inhibitory effects of bilingualism on the formation of prosodic aspect of speech in children. The identified advantages of bilinguals are manifested in the earlier mastery of stable long-term differentiations between syllable types due to improved motor control and, possibly, more stable mental representations as a result of bilingual input and bilingual pronunciation experience.

Bartolotti, Marian, Schroeder, and Shook (2011) concluded that the ability to extract new words from continuous speech is a skill that is influenced by both linguistic factors, such as bilingual experience, and cognitive abilities, such as inhibitory control.

In examining the direct and indirect links between self-regulation and language development among monolingual and bilingual students, Hanno, and Surrain (2019) note that studies of bilingualism tend to reveal advantages for bilinguals in self-regulation, especially in executive functions. Yet bilinguals with a more balanced knowledge of the language demonstrate better self-regulation. The authors argue that a promising approach is to improve the quality of children's environment, including the nature of interactions between adults and children and the integration of self-regulation and language learning.

The papers by Schmidt, and Post (2015), Singh, Fu, Tay, and Golinkoff (2018) show the advantage of bilingualism for speech development among children. Thus, Singh, L., Fu, C.S.L., Tay, Z.W., Golinkoff, R.M, who were studying the process of learning new words by 18-month-old bilinguals and monolinguals, revealed the advantages of bilinguals in absorbing similar vowel sounding words, due to increased attention control, rich phonological input and secondary vowel sensitivity.

The paper of Raikes, White, Green, Burchinal, Kainz, Horm, Bingham, Cobo-Lewis, Clair, Greenfield, and Estraich (2019) is also of high relevance for us, as it demonstrates that, when teaching bilingual children older than 18 months a non-native language, an important condition for successful acquisition of the mother tongue is the organization of such education using the mother tongue. This fact highlights the lack of bilingual teachers, the availability of appropriate diagnostic tools and training programmes.

Yow, Tan, and Flynn (2018) point out that in a bilingual environment, the participation of parents and teachers in the process of forming vocabulary, grammar and understanding skills is crucial for children's language development. The authors' stress that regular use of both languages by bilingual children should be encouraged, even if this involves switching between the two languages. The results of this study show that the code switching gives children the opportunity to use both languages more often, especially the "poorer" language. Researchers argue that code switching in a multilingual environment can give

bilingual children the opportunity to use both their languages in ways that cannot provide a clean language environment. This, in turn, contributes to improving language fluency.

Ebbels, McCartney, Slonims, Dockrell, and Norbury (2019) elaborate the multilevel approach towards organizing the speech therapy work with children with speech disorders. The authors present a model of speech therapy care that includes universal types of support for all children (Level 1), types of support targeting children with speech disorders or risk groups (Level 2), individual types of support (Level 3), in which children with speech disorders receive individualized speech therapy (Level 3B), and children with less pronounced speech disorders are treated by specially trained teachers and parents under the guidance of a speech therapist (Level 3A). The authors stress the need for cooperation between speech therapists and families, as well as health and education services at all levels. According to the proposed model, Level 1 services are primary prevention of speech disorders, Level 2 services are aimed at reducing the prevalence of speech disorders in children (secondary prevention), and Level 3 services are aimed at reducing the negative consequences of speech disorders (tertiary prevention).

It is also worth mentioning a paper by Bello, Onofrio, Remi, and Caselli (2018) on DSD identification among early age children. Kruythoff-Broekman, Wiefferink, Rieffe, and Uilenburg (2019) helps to understand the role of parents in early childhood speech therapy in the context of bilingualism. The authors emphasize the positive impact of parental participation in early childhood development work with children with DSD.

Thus, the analysis of literature has shown that speech therapy work with early age children with DSD in the conditions of bilingualism requires the active participation of parents in the corrective and developmental work. For the purpose of maximum development of correctional potential of a family it is necessary to organize work on formation of pedagogical competence of parents in the field of speech development of children with DSD in bilingual environment.

Issues related to the development of the pedagogical competence of parents, including those with children with speech disorders, are covered in the works K. Lebedeva (2014), A. Minina (2014), T. Staroverova and V.

Ponikarova (2016), S. Trashchenkova (2015), N. Tyurina (2008), O. Udova (2018) and others.

We would like to single out the definition of V. Selina, who describes the essence of the pedagogical competence of parents as a set of emotional-volitional, motivational-value, cognitive, communicative and activity characteristics of their personality, which is manifested in the readiness and ability to accept the child as a value, master basic psychological and pedagogical knowledge and use a variety of ways of cooperation with the child in the substantive activity (Selina, 2009).

For the purposes of this study, the findings of our earlier research on the impact of bilingualism on speech development of early age children with DSD (Yudina, and Stepanova, 2018) are also relevant. Language environment conditions have an impact on early age children's speech development in bilingualism. The study found that children whose families spoke only one dominant language showed better results in scores than other children in their group. A less favorable situation for the development of early age children's speech in the conditions of bilingualism was defined as communication in the family in Yakut and Russian, depending on the situation, while the communication in a mixed language with the transition from one language to another within one phrase proved to be the least favorable.

The identified circumstance determines the role of parents' language competence in the process of early childhood development of children with DSD in the conditions of bilingualism.

In order to increase the efficiency of speech development among early age children with DSD, the following conditions should be met:

- A monolingual language environment providing more favorable speech development in the context of language capacity constraints has to be created;
- Parents' language competence, which is manifested in constant control over the correctness of their speech and adequate choice of language in communication with the child, must be formed.

Materials and methods

In the course of the research we analyzed both Russian and foreign scientific, psychological and pedagogical literature.

In order to identify the level of pedagogical competence of parents in the field of speech development of early age children with DSD in bilingual environment, a questionnaire was developed.

When determining the level of pedagogical competence of parents, the answers to the questions in the adapted questionnaire attached to the test Sprachstandstest Russisch für mehrsprachige Kinder. Russian language proficiency test for multilingual children. Russian language test for multilingual children were also taken into account (Gagarina, Klassert, and Topaj, 2010).

A study to identify the level of pedagogical competence of parents in the field of speech development of children with DSD in bilingual environment as subjects was carried out by 20 parents of early age children with DSD who were brought up in bilingual environment.

Results

Basing on works and ideas of Yu. Androsova, A. Minina, V. Ponikarova, V. Selina, T. Staroverova, O. Udova we identified the following components of the parents' pedagogic competence in the field of speech development of early age children with DSD in the bilingual environment: emotional-axiological, cognitive, related to activity and communication.

Emotional-axiological component: to accept your child as a value; emotional acceptance of a parent's role; awareness of the responsibility for the development of speech of a child with disabilities; desire to master theoretical knowledge in the field of speech development of early age children; motivation to create favorable conditions for the development of speech in a bilingual environment.

Cognitive component: To have general knowledge on ontogenesis and dysontogenesis of speech development, as well as on the ways of creating a positive environment for bilingual child with DSD.

Component of activity and communication: to apply practical skills to create a positive environment for speech development; to encourage efficient interaction with the child, stimulating his speech development.

The results of our questionnaire and the answers to the questions of the adapted questionnaire were evaluated in points. The sum based on the

components and criteria of pedagogical competence of parents in the field of speech development of early age children with DSD in the conditions of bilingualism, determined the formation level of the components of pedagogical competence.

Emotional-axiological component

High level: takes responsibility for the child's speech development; shows emotional intimacy with the child; accepts the child in his/her different manifestations; is ready to improve his/her theoretical knowledge in the field of child speech development; is motivated to create favorable conditions for the development of speech of the child in a bilingual environment.

Medium level: takes little responsibility for the child's speech development; does not always accept the child as he or she is; does not always show enough emotional intimacy with the child; is willing to raise his or her awareness of the peculiarities of early childhood speech development, including problems associated with DSD, and of the conditions for creating a favorable speech environment in bilingualism.

Low level: doesn't take responsibility for the child's speech development; inadequately demonstrates emotional intimacy with the child, does not accept him/her as he/she is; does not strive to learn about the peculiarities of early childhood speech development, including problems associated with DSD, and the conditions for creating a favorable speech environment in bilingualism.

Cognitive component

High level: knows the basic regularities of speech development in ontogenesis and dysontogenesis; knows the peculiarities of speech development of his or her child; possesses theoretical knowledge in the field of creation of favorable speech environment for a child with DSD in the conditions of bilingualism; knows the optimal sources of pedagogical information in the field of speech development of early age children.

Medium level: has some knowledge about basic laws of speech development in ontogenesis and dysontogenesis, creation of favorable speech environment for a child with DSD in the conditions of bilingualism; does not fully know the peculiarities of speech development of his child; is familiar with only the insufficient number of sources of pedagogical information in the field of speech development of early age children.

Low level: doesn't know the basic regularities of speech development in ontogenesis and dysontogenesis; does not know the peculiarities of speech development of his or her child; does not have theoretical knowledge in the field of creation of favorable speech environment for a child with DSD in the conditions of bilingualism; is unfamiliar with sources of pedagogical information in the field of speech development of early age children.

Component of activity and communication

High level: Effectively interacts with the child to stimulate his/her speech activity; is able to create favorable conditions for the development of speech of a bilingual child with DSD.

Medium level: is not always consistent in interaction with the child to stimulate his/her speech activity, as well as in creating favorable conditions for the development of speech of a bilingual child with DSD.

Low level: Does not effectively interact with the child to stimulate his/her speech activity; does not know how to create favorable conditions for the development of speech of a bilingual child with DSD.

Table 1 presents the results of a study conducted to identify the level of pedagogical competence of parents in the field of early childhood speech development in bilingual environments.

Table 1. Results of diagnostics of the level of parents' pedagogical competence in the field of speech development of early age children with DSD in the conditions of bilingualism

The level of formedness of the components of pedagogical competence	Components of pedagogical competence		
	Emotional-axiological	Cognitive	Related to activity and communication
High	5%	-	-
Medium	95%	40%	5%
Low	-	60%	95%

The results of the experiment showed that higher indicators of parents' pedagogical competence in the field of early childhood speech development of children with DSD in the conditions of bilingualism account for the emotional-axiological component: 5% of parents showed a high level of formation of this competence component, the vast majority of parents (95%) showed the medium level. The survey showed that at the medium level, parents believe that they should actively participate in the speech development of children with DSD, but that most parents do not consider playing with their child to be an important daily activity. 63.16% of subjects with this level consider it necessary to enrich their knowledge in the field of speech development of children with DSD. In response to the question "How do you improve your knowledge of early childhood speech development?" only 10.53% of parents with moderate levels indicated that they seek advice from speech therapists and other experts. They accept a child as he/she is, with all his or her advantages and disadvantages, but the question "Are you proud of your child's achievements?" had 31.58% of negative answers. They do not always show emotional intimacy with their child. 42.11% believe it is necessary for parents to master the techniques of speech development of early age children, while other parents with this level are not sure. 63.16% of parents found a desire to learn how to stimulate the speech activity of early age children with DSD, 31.58% were not sure, and 5.26% did not show such a willingness. 89.47% of parents with this level admitted that they need help from a speech therapist to create a favorable speech environment for the child's speech development in a bilingual environment; the rest are not sure about the need for such assistance.

The results of the study on the level of cognitive component of parents' pedagogical competence in the field of early childhood speech

development in bilingual settings show that 40% of parents have an medium level, while 60% of parents have a low level. At the medium level, the majority of parents have separate ideas about the basic patterns of speech development in ontogenesis, while 25% of parents have such ideas. 50% of parents note that their child's speech development does not correspond to the age norm, 37.5% of parents do not notice any discrepancies, and 12.5% found it difficult to answer. At the same time, 50% of parents correctly identified the manifestations of DSD in their child, while the rest were partially correct. 62.5% of parents with this level believe that bilingualism has a negative impact on the speech development of early age children with DSD, 12.5% believe it has a positive impact, while the rest found it difficult to answer. At this level, 62.5% of parents have incomplete knowledge about the conditions for creating a favorable speech environment in the family for a bilingual child with DSD, 37.5% of parents believe that special conditions are not needed. 75% of parents supplement their knowledge in the field of early childhood speech development from various sources (reading specialized literature, articles on the Internet, advice from relatives and friends), excluding speech therapists. Only 25% of parents seek advice from a speech therapist and other experts.

At a low level of formation of cognitive component of pedagogical competence of parents in the field of speech development of early age children with DSD in the conditions of bilingualism, all parents have practically no idea about the basic regularities of speech development in ontogenesis. 25% of parents with this level note that their child's speech development does not correspond to the age norm, 41.67% of parents do not notice any discrepancies, 33.33% found it difficult to answer. At the same time, 66.67% of parents misidentified their child's DSD, 33.33% were

partially right. 25% of parents with this level believe that bilingualism has a negative impact on the speech development of early age children with DSD, 8.33% believe it has a positive impact, while the rest found it difficult to answer. At this level, 75% of parents have only some ideas about the conditions for creating a favorable speech environment in the family for a child with DSD in bilingualism, 25% of parents believe that special conditions are not necessary. 66.67% of parents supplement their knowledge in the field of early childhood speech development only by consulting parents and friends, 25% of parents additionally use online articles as a source of information, and all parents with a low level of speech therapist's help is excluded. At the same time, 8.33% of parents with this level do not consider it necessary to enrich their knowledge, as the questions do not arise or are solved independently.

The lowest indicators of pedagogical competence of parents in the field of speech development of early age children with DSD in the conditions of bilingualism were revealed for the communication and activity component of competence: only 5% of parents showed the medium level of formedness of this component, while the rest 95% of parents showed a low level. Among these parents with low level of formedness of the communication and activity component of competence, 10.53% of respondents say that they play speech games at home with their children on a daily basis, 63.16% do this several times a week, 10.53% of parents play speech games once a week, and 15.78% admit that they do not do this. At the same time, only 10.53% of respondents with this level could give examples of games aimed at stimulating speech activity. They noted that 10.53% of parents read fairy tales, poems and stories to their children on a daily basis, 21.05% do it several times a week, 15.78% do it once a week, 52.64% do it extremely rarely. However, 68.42% of parents could not list the prominent authors. During joint lessons with the child, only 10.53% of parents preferred games aimed at activating speech, while the rest preferred (in descending order of frequency of choice): development of fine motor skills, development of memory, attention, thinking, reading books, watching TV programs, learning to count, read, write, and physical development. It was noted that only 5.26% of parents try to adhere to one language when raising a bilingual child in the family and educational institution, 10.53% of parents with this level of education distinguish between languages when raising a child in the family and educational institution, 5.26% of parents follow

the principle of "one parent - one language", and the remaining 78.95% of parents do not follow certain rules when creating a speech environment for their bilingual child. At the same time, 78.95% of parents indicated that at home they use a mixed language, switching from one language to another within a sentence, and 21.05% of parents said that they use only one (Yakut) language. When studying the ability of parents to create a subject developing environment, it was important for us to identify the age at which the child began to use digital devices and watch TV programs. 68.42% of parents with a low level of age indicated the age from 1 to 2 years, 26.32% of parents - from 2 years, only 5.26% of parents replied that the child still does not use digital devices and does not watch TV programs.

Thus, the results of the experiment showed the lack of formation of all components of pedagogical competence of parents in the field of speech development of early age children with DSD in the conditions of bilingualism. At the same time, higher scores were found for the emotional-axiological component of competence, lower scores for the cognitive component, and the lowest scores for the component of activity and communicative.

Since the efficiency of correctional-developmental work with bilingual early age children with DSD is largely determined by the degree of participation of parents in the correctional and developmental process, which depends on their pedagogical competence, the results of this study can serve as the basis for developing a system of speech therapist interaction with the family.

Discussion

We agree with the opinion of A. Ovchinnikov, that insufficient attention to speech problems in the native language can impede the formation of speech in a second language, which leads to the limited ability to communicate and learn, including the second language (Ovchinnikov, 2011). In determining the role of parents in speech therapy work with bilingual early age children with DSD, we analyzed foreign and Russian scientific papers on the problem, which resulted in determining the components of the pedagogical competence of parents in the field of speech development of early age children with DSD in a bilingual environment: emotional-axiological, cognitive, related to communication and activity. In accordance with the criteria established for the components of pedagogical competence, a questionnaire has been developed for parents. Analysis of the results of the

experiment shows a lack of development of all components of the pedagogical competence of parents in the field of speech development of bilingual early age children with DSD. The indicators of the formedness of the components of the parents' pedagogical competence were distributed as follows (in descending order): emotional-axiological, cognitive, related to communication and activity. The results of the experiment are consistent with the results of the study carried out by (O. Nenonen, A. Ovchinnikov, Ye. Protasova, 2011). The latter study showed that parents of bilingual children aware not always familiar with manifestations of bilingualism, while family practices of parents of children with general speech underdevelopment and children with normative speech development are generally the same, but those and others need help from a speech therapist the development of the speech of their children in the family (Nenonen, Ovchinnikov, and Protasova, 2011). The development of a model of interaction between a speech therapist and parents in speech therapy work with bilingual children with DSD, taking into account the findings of the study, will contribute to improving the effectiveness of the correctional-developmental process.

Our study did not fully disclose all aspects of the problem under consideration. The following range of questions requires further study:

- Methodology for diagnostics and correctional-developmental work with bilingual early age children with DSD should be designed;
- Efficient methods of "speech therapist – parents" interaction within speech therapy with bilingual early age children with DSD should be identified.

Conclusion

Our study significantly shows that in the conditions of bilingualism, the better developed first language helps the second one to develop more successfully (Nenonen et al., 2011). Consequently, the speech therapy work on the overcoming of DSD in early age children creates conditions for the further successful formation of speech in both languages. Modern research confirms the decisive role of parents in the correctional and developmental work with bilingual early age children with DSD in creating conditions for family education. This circumstance determines the importance of higher competence of parents in the field of speech development of bilingual early age

children with DSD. The process of speech development requires compliance with certain conditions that contribute to the efficiency of correctional-developmental work. All selected components of parents' pedagogical competence are interrelated and interdependent. We agree with the opinion of Astakhova (2018) on the paramount importance of the level of formation of the emotional-axiological component of pedagogical competence, contributing to the formation of cognitive, communicative and activity components. The highest, but insufficient indicators of the level of formation of the emotional-axiological component in the structure of pedagogical competence, revealed in the course of the study, in our opinion, stem from the attitude of modern parents, which is formed in the context of the system of early support that is actively developing in the country. Taking into account the identified patterns of formation of parents' pedagogical competence in the process of organizing the interaction of a speech therapist with parents of bilingual early age children with DSD, as well as the individual characteristics of parents, will effectively organize the correctional-developmental process with the maximum realization of the family's correctional potential. The study actualizes the problem of training speech therapists who are familiar with diagnostic techniques and correctional-developmental work with early age children in a bilingual environment.

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