

## **Psychological and pedagogical aspects of the study of dialogical speech in preschool children with general speech underdevelopment**

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Dialogue, dialogical speech is studied in various sciences (linguistics, psycholinguistics, psychology, pedagogy, etc.). Dialogue is considered in linguistics, as a linguistic phenomenon, in psycholinguistics in the context of the problem of generating speech utterances, from the standpoint of psychology as a means of communication and communication. In pedagogy, a dialogical speech is considered from the point of view of the use of methods and techniques for its formation. With sufficiently wide coverage of the problem of studying and forming dialogical speech, a small number of works on the problem of forming the ability to ask questions as one of the dialog skills in children of the senior preschool age with general speech underdevelopment is noted. N.M. Putkova, L.G. Solovyov, N.K. Usoltseva and others singled out in children of preschool age with OHR difficulties in understanding the instructions «ask, ask a question», the unformed meaning of social and communicative issues, lexical replacements of interrogative words. These speech and communication difficulties prevent the establishment and maintenance of contacts with others.

In accordance with the requirements of the program for special pre-school institutions, «Education and training of children with severe speech disorders» the main task of corrective-developing education and education of children with general speech underdevelopment is the development of the communicative competence of children, it mean ability to enter into dialogue with surrounding people by means of language and not language means [1]. Thus, the urgency of the research problem is conditioned by the need to strengthen the communicative orientation of teaching children with general speech underdevelopment and the lack of elaboration of the content, methods and techniques of corrective pedagogical work on the formation of the ability to ask questions in various communicative situations at corrective classes.

The purpose of the experimental study was the study of dialogical speech and the identification of features to produce questions in children of older preschool age with general speech underdevelopment with reliance on visibility, R.I. Lalaeva was used this method [2]. The study involved senior preschoolers with normal speech development and with OHP (the third level of speech development).

The results of the study of dialogical speech in children with general speech underdevelopment, using visual clarity, show a more successful performance of tasks when presenting a series of plot pictures than when using a plot picture.

Depending on the quality of the tasks, the levels of success of their assignments were singled out. In groups of children with normal verbal development and general speech underdevelopment, there is a lack of an average

level of success and a predominance of high, when performing tasks with a series of plot pictures. As in the answers of children with general speech underdevelopment, as well as among the answers of children with normal speech, nouns, verbs predominate in the sentence composition.

However, in children with normal speech development, regardless of the type of visibility, a high level of success in fulfilling tasks prevails, their answers are formed in the overwhelming majority by simple two-parted and complex sentences.

On the contrary, the analysis of the obtained data shows that only when working with a series of plot pictures, children with general speech underdevelopment demonstrate a high level of success in performing tasks, this group also has a low level of success that is absent in the group of children with normal speech.

In the answers to a series of plot pictures, the structure of children's proposals becomes more complicated, the number of simple two-parted, widespread, unrestricted and complex sentences increases. On the contrary, when working with the plot picture, simple single-component sentences prevail in the answers and there are no complex ones. Also there is an expansion of the content component of the proposals, which is due to the increase in the number of pronouns, adjectives, numerals, adverbs. Such qualitative changes in the answers of children can be related to the dependence on the type of questions posed by adults and the plot of the picture. The data obtained in the course of the study indicate that the nature of the dialogical speech of older preschool children with OHP is affected not only by the presence or absence of visual support, but also by the content component of the illustration, the type of questions used by the adult, which must be taken into account in determining the content of correctional pedagogical work on the formation of dialogical speech and, in particular, the ability to ask questions.

Thus, in the formation of the skills of dialogical speech, two interrelated and interdependent principles are required: the gradual reduction of aid and the increase in the independence of children, the consequent complication of didactic material (subject pictures, plot pictures, lack of visual support).

#### Literature

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