

Diagnostic aspect of the dialogical speech of older preschool children with general speech underdevelopment

A.V. Vepreva BSPU (Minsk)

In accordance with the requirements of the program for special pre-school institutions, «Education and training of children with severe speech disorders» is the main task of teaching and educating 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 [2]. The formation of dialogical speech in preschool children with general speech underdevelopment is considered in the works of O.S. Pavlova, L.G. Solovyovoy, N.K. Usoltseva, E.G. Fedoseyeva and others. The authors note the shortcomings in the assimilation of this form of speech of children of preschool age with general speech underdevelopment, which makes it difficult to communicate with peers and adults, and does not contribute to the realization of the developing function of the dialogue.

The aim of the study is to identify the features of dialogical speech in older preschool children with a general speech underdevelopment. The experimental research technique includes a conversation (O.N. Usanova [2]), which states the experiment (R.I. Lalaeva [3]).

The results of the conversation about the prevalence of the average level of conversation in children with general speech underdevelopment (67%) and high level (94%) in preschool children with normal speech development. Most children with normal speech development easily come into contact and support the conversation, the answers are grammatically correct, they are unfolded character if necessary. In the answers of children with general speech underdevelopment, there are changes and omissions of sounds, errors in the coordination of sentences, short answers in situations requiring their completeness. An assessment of the understanding of the issues shows that the majority of children with general speech underdevelopment and normal speech development demonstrate a high level. The most difficult to answer in two groups of children are questions: «On which floor is your apartment? Who is the oldest in your family?». Preschoolers mix the words of «floor» with the word «apartment», «street». The word «senior» children with general speech underdevelopment associate with words «above» and «younger», which indicates that the associative fields of these concepts are not formed.

The study of dialogical speech (R.I. Lalaeva's technique) was carried out using the plot picture «In the Forest» and a series of plot pictures «The Boy and the Swallow». An analysis of answers based on a visual theme on older preschoolers, depending on the content of the picture and the type of questions posed. In children of both groups of compliance answers, in the overwhelming majority of cases, with a series of plot images, responses are given in the form of sentences. When children working with the story picture they answers in the form of requests analyzed from the point of view of consumption (abstract analysis) (in terms of volume, sentence structure, use of parts of speech). Thus, when a series of plot

pictures is presented in both groups of children, the structural and content composition of the proposals is expanded. In particular, in the group of children with general speech underdevelopment, the number of single-component sentences decreases and the percentage of uncombined and widespread sentences increases, and complex ones appear. The analysis of the composition of sentences in response to a series of plot pictures and a plot picture shows the predominance of nouns and verbs, as in the answers of children with general speech underdevelopment, and normally speaking children. Expansion of the content component of the proposals is due to an increase in the number of pronouns, adjectives, numerals, adverbs.

Such qualitative changes in the answers to questions like "What did you do?", "What happened?", "What is the boy?", And when working with the closed picture: What do the children collect strawberries? Those, most children of both groups differentiate questions by the degree of their openness and closeness. (On the example of dialogical speech), as well as the content component of illustrations that require training in determining the content of correctional and pedagogical work on the formation of dialogical speech.

Literature:

1. Alekseeva, M.M, Yashin, V.I. Methods of speech development and teaching the mother tongue of preschool children: Proc. Help. / M.M. Alekseeva, V.I. Yashin. - M.: Academy, 1998. - 400 p.

2. Kislyakova, Yu.N. Education and training of children with severe speech impairment: program. for spec. dosh. uch-th. / Yu.N. Kislyakova, L.N. Frost. - A: NIO, 2007. - 280 with.

3. Lalaeva, R.I. Methods of psycholinguistic study of speech disorders in children: met.posob. / R.I. Lalaev. - M.: Education, 2004.- 236 p.

4. Usanova, ON Children with mental development problems: monograph. / HE. Usanova. - M.: Correction, 1995. - 208 with.