

ABOUT PROBLEM OF FORMING ISSUES OF QUESTION FROM SENIOR PRESCHOOLERS WITH GENERAL UNDERDEVELOPMENT OF SPEECH

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The problem of studying and formulating interrogative utterances in senior preschool children with general underdevelopment of speech (GUS) is considered in the speech therapy of N.M. Putkova, N.K. Usoltseva, L.E. Tsargush and others. According to N.K. Usoltsevoi education of the interrogative sentence: problems with children, through which you can request the necessary information. The same type of use of question words in the sentence does not allow the child to obtain more diverse information to satisfy cognitive interest. The generalized data point to the different dynamics of children in mastering the interrogative sentence. The majority of children with GUS are characterized by a low level of use of the interrogative sentence [3, p. 8-9].

A researcher who is aware of problems that are aware of the problematic situation. However, in this situation there is often a question, not an answer, but an answer to the question posed in the inner speech.

L.E. Levina, L.G. Solovyova, E.G. Fedoseeva, G.V. Chirkina and other notes that children with speech impairment have difficulties in operating on speech therapy classes in questioning the form of speech (to find meaningful material to convey it in the question, correctly formulate the question, speak with questions). Preschoolers on speech therapy classes are not prompted to raise questions and mostly learn to perceive the questions addressed to them, to answer them.

The solution of the problem of the formation of interrogative utterances in speech therapy studies was not adequately covered in the psychological and pedagogical literature and requires additional study in preschool children with GUS. With the purpose of revealing the features of understanding and use of interrogative utterances by the senior preschoolers with the OHR, a finding experiment was conducted. We used tasks aimed at studying the ability to perceive interrogative intonation at the level of a sentence, to produce interrogative utterances with support and without reliance on visibility [1, 2]. The study involved 20 senior preschoolers with normal speech development and 20 with GUS (the third level of speech development).

In the course of the constant experiment it was revealed that the perception of interrogative intonation in older preschool children with GUS is not sufficiently formed, they do not differentiate narrative and interrogative intonation, which is more evident in children with a complicated form of GUS. Thus, 80% of the children of senior preschool age with normal speech development successfully coped with the task, having performed it at a high level and only 20% on average, having made mistakes at the initial stage of the assignment. In the group of children with GUS, only 30% of children could easily perform a task to study the ability to perceive interrogative intonation, it should be noted that this percentage

was made up of children with an uncomplicated form of GUS. At the average level of success, 40% of children with GUS turned out to be successful. Preschoolers have difficulty in differentiating sentences with narrative and interrogative intonation, in some cases they tried to guess the right answer or refused to perform the task (30% of the subjects).

Older preschoolers with GUS experience difficulties in producing interrogative utterances based on their visibility in comparison with their normally speaking peers. When raising reproductive questions, only 30% of children with GUS turned out to be at a high level of success, and in the group of children with normal verbal development of high the level of success reached 70% of preschoolers. The average level of success in fulfilling tasks was observed in 35% of children with GUS and in 30% of children with normal speech development. Often, children with OHR do not perceive the urge to produce a question, which is probably due to the predominance of response forms of speech in the training of preschool children. This assumption is also indicated by the fact that children begin to list objects depicted in the pictures before the end comes instructions for the task. Instead of formulating the question, children with GUS try to list the objects depicted in the pictures, or, having mastered one kind of instruction, try to apply it to other types of tasks. In assignments where complex interrogative sentences are required, children with GUS make mistakes in the lexico-grammatical form of the utterance, or try to simplify them using simple unspoken sentences.

The lack of visual support creates a significant decrease in interrogative activity in pre-school children with GUS. Children either list items of clothing, or by asking "what is this?" try to get an answer. In situations where children try to guess the objects they have conceived, they often rely on insignificant details, for example, the presence of buttons, locks, pockets. In situations requiring the search for the right answer, pre-school children with OHP do not use causal questions, i.e. Do not conduct a causal relationship with the seasonality of clothing, material, sex clothing, shoes. In the answers of children with GUS, the determining and determining questions prevail.

When investigating interrogative activity (using the method of N.B. Shumakova [5]), the following was revealed: senior preschoolers with GUS use ontogenetically early forms of questions. For children is characterized by a lack of questions and coverage of the objects depicted in the picture, the stereotypy of the questions asked. Interrogative activity in senior preschoolers with OHR increases in familiar situations for them, their speeches are dominated by the defining questions "what?", "What?", A small number of causal questions. For example, qualitative analysis shows that 53% of children with GUS are defining questions "what? What?", Along with the fact that in children with normal speech development, these issues met in 8% of children. Causal questions like "why? Why?" formulate 91% of children with normal speech development and 30% of preschoolers with GUS. In the analysis of the results of the study, the following features were revealed: in isolated cases, children with GUS and their normally speaking peers use questions-hypotheses "Can be ...?", Which are ontogenetically a

later product of mental labor. In the speech of children with GUS there are establishing questions "what is this? Who is this?" (30%), along with the fact that in the group of children with normal speech development these questions were not met. Also, pre-school children with GUS noted an insufficient number of questions (5 questions out of 9 possible), inadequate coverage of the objects depicted in the picture, stereotypy of the questions asked. There were questions not of a cognitive nature, but rather of a contact-fixing.

Analysis of tasks aimed at identifying interrogative activity with the support of visualization (unfamiliar plot) shows that in group of children with GUS, the total number of questions is 103, and the group normally speaking 169. Of these, 50% and 97% respectively were causal questions such as "why? why?". 39% of children with ADR and only 4% of normally speaking peers use identifying questions such as "how many? How?". Characteristic was the decrease in interrogative activity in the group of children with GUS in unfamiliar situations for them, their questions were also stereotyped, there was insufficient coverage of the plot of the picture, the cause-and-effect relationships that were the basis for the plot of the picture turned out to be difficult to understand. Thus, the predominance of identifying questions was also not typical in the situation with an unfamiliar object. Causal questions "why?" children with an uncomplicated form of OHP are more often asked.

In general, it should be noted the increase in interrogative activity among senior preschoolers with GUS and normally speaking children in familiar situations for them. Logopedic work on the formation of statements in children of senior preschool age with the GUS is necessary to build in the process of dialogue with adults and peers, i.e. in the actual social situation of development, in the process of playing, as a leading activity of preschool children.

Theoretical search, analysis of the results of the ascertaining experiment makes it possible to determine the directions of correctional pedagogical work on the formation of interrogative utterances in senior preschoolers with GUS [1,2]. These include: the formation of the ability to perceive and understand interrogative utterances (to form the primary ideas about the components of intonation, to form the ability to perceive and understand the basic components of the intonational formulation of the utterance); the formation of the ability to ask questions (to form the ability to produce interrogative utterances with support and without reliance on visibility).

In accordance with the data ontogeny of children's speech, speech therapy involves the formation of perception of the intonational construction of the interrogative sentence in the following sequence: general, and then a special question. For this, the natural situations of communication and the question-answer form of speech are used. Children are invited to listen to the proposals and learn (highlight) among them questions (clapping their hands). Then the features of the melodic formulation of the general question are discussed (at the end of the interrogative sentence, the voice rises sharply). A significant rise in tone in the intonation center is accompanied by the corresponding interrogatory movement of the hand and is indicated graphically. Before proceeding to the formation of the

perception of special questions, children are introduced with interrogative words: How? Where from? How many? Why? What for? Where? Where? Which one? From what? About whom? What? To whom? Which the? Whose? How? About what? During the conversation, the children are explained that these question words can be in the beginning, in the middle, at the end of the sentence. When uttering sentences with interrogative words, an increase occurs, followed by a lowering of the voice. The explanation is supported by the appropriate movement of the hand and a demonstration of the graphical scheme of the voice.

Work on the formation of the ability to understand and use interrogative utterances among senior preschoolers with GUS begins with the work on raising questions with reliance on subject pictures. At the first stage, the questioning is based on a sample given by the speech therapist, then this question is fixed without a sample speech therapist in individual and subgroup classes in the gaming, household, work activities of children with various objects and subject pictures. Work with visual aids begins with questions of who? what? (who is this? what is it?) to subject pictures (subjects) with complication to questions composed according to the principle of contrasting (who puts on and who strips?), to plot pictures depicting the subject and the action.

Work on the formation of the ability to ask questions provides:

1. Using a demonstration of actions with objects using non-verbal means of communication. Speech therapist addresses the children (either individually or to the whole group) with a request, "Katya, ask me what I'm doing." Say: "What are you doing, Nina Viktorovna?" Ask me all together ... "Another option: an adult gives the task to one of the group members (or the child himself imitates the action): sweep the floor, jump on the rope, fish and others, then he (or another child) asks: "What does Sasha do? Let's guess." Why does he do this? What does he do? "

2. Use of ready answers. Children learn to write questions on the proposal. For example, an adult or a child says, "Ani has blue eyes," and the children make up the question "What are the eyes of Ani?" etc.

3. The construction of questions by children with reliance on visibility. Formation of interrogative activity with reliance on visualization begins with work on familiar material with the transition to work with unfamiliar pictures, objects, for example, during the game "Voprosnayka." Senior preschoolers with OHR seek to expand the coverage of objects depicted in the pictures, increase the number of questions, and expand the types of issues. Also, children were presented with plot pictures (for example, situations from the didactic game "Evaluate the act" are used) and ask: "Consider picture. Tell me what the boy said when his mother asked "Who broke the vase?" (The boy answered: "Sister broke the vase"; "The cat smashed the vase"; "Mom, I broke the vase", etc.). "And now you, Katya, ask Vasya, how would he act in such a situation?" Further discussion behavior of children in different situations from the life of preschool children.

4. Building questions without visual support. Introduction of communicative tasks in the classroom in the form of educational and speech situations, during which children perform speech actions on behalf of another person. Sample tasks:

"You met your friend on the street." What are you asking him? "; "A new child has come to the group for you." How do you know his name? " and others. To reinforce the ability to ask questions directed exercise: "Guess who it is?", "Think of a riddle", "Yes - netka", "Little speech therapist" and others.

It should be noted that the formation of the ability to ask a question requires consistent complication of speech material, a gradual reduction of assistance from the adult. The proposed methods also contribute to the qualitative and quantitative enrichment of the vocabulary, the formation of the grammatical structure of speech, the development of the ability for speech self-control.

Literature

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