STUDY AND EDUCATION OF PERSONS WITH SPECIAL EDUCATIONAL NEEDS

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TEACHING READING INTONATION TO JUNIOR SCHOOLCHILDREN WITH SPEECH UNDERDEVELOPMENT

Abstract. The article offers some results of a study of opportunities of actualization of intonation structures in the process of reading of junior schoolchildren with speech underdevelopment. It characterizes the difficulties of intonemes realization in the reading activity of this category of schoolchildren (in comparison with typically developing schoolchildren).

Key words: intonation; reading activity; intoneme; intonation structure; difficulties in intonation structures realization.

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The problem of teaching intonation is one of the urgent problems of the methods of teaching Russian. Reading intonation is inseparable from oral speech intonation: oral speech influences reading and vice versa.

The works by L. V. Bondarko, E. A. Bryzgunova, V. V. Vinogradov, A. M. Gvozdev interpret intonation as a supra-segmental unit and define its components – melody (pitch-range), tempo, timbre, accent and intensity [1; 4; 5; 7]. According to L. V. Bondarko the use of a rising or falling pitch depends on the type of intonation [2].

Intoneme or intonation unit is the basic unit of intonation. It is created as a result of coordinated activity of all intonation components which serves the purpose of distinguishing utterances and placing semantic significance on syntagms constituting the utterance [8; 9; 14; 15].

Each intonation unit has a nucleus, a head and a tail. The nucleus is the accented syllable on which intonation components begin to change to express question, statement or inducement. Replacement of the nucleus within an intonation group expresses semantic differences in the sentence and changes the correlation between the head and the tail [6; 11; 13].

E. A. Bryzgunova singled out seven types of intonation groups depending on the correlation of their

parts. Differentiating features of intonation groups include the nuclear tone and the correlation of pitch-ranges of the constituent parts. In case of coincidence of nuclear tones and pitch-ranges differentiation is achieved by using prolonged pronunciation of the nucleus or reinforcing its word accent. Such word accent is achieved by higher tension of the vowel articulation thus making the timbre more clearly expressed [3].

Each type of intonation unit is realized in continuous speech by a number of patterns: neutral ones, characterizing a certain type of construction in expressing sense relations, and modal ones, displaying a special construction for expressing a subjective emotional attitude of the speaker to the content of the utterance.

The number of intonation units is defined by their ability to differentiate utterances whose semantic differences are incompatible in one and the same context. These are utterances of the same syntactic structure and vocabulary or of different syntactic structure but with word forms sounding the same (homoforms) [10; 12].

The task of our research was to study the peculiar features of realization of various types of intonation units in the process of reading poetic texts by schoolchildren with general speech underdevelopment (GSU).

Summative assessment was carried out on the basis of the Moscow secondary school "Lyceum # 1451". 104 pupils of grades 2-3 took part in the experiment. All schoolchildren were divided into two groups: the experimental group (EG) – 54 pupils with 3rd level GSU, and the control group (CG) – 50 pupils with typical speech development.

The experiment included two series of tasks presupposing the identification and actualization of intonation units in the process of reading poetic texts.

The testing procedure consisted in the following: the pupils were asked to read a poem with expression; prior to this, they had a chance to read the text to themselves. The necessary condition was that neither of the pupils had a logopedic diagnosis "dyslexia" and all of them had the skill of fluent reading (of synthetic reading according to T. G. Egorov).

The first series consisting of 4 tasks focused on the actualization of intonation units of statement, question and inducement. The factual material included fragments of poetic texts with apparent and fuzzy indication of the corresponding intonation unit. Apparent indications of intonation units of statements comprise a small number of punctuation marks, a full stop at the end, and an equal number of syllables in each line (7-8):

A myshonok vymyl ryl'tse
Bez voditsy i bez myl'tsa
I poshel iskat' svoy dom,
Gde ostalis' mat' s ottsom.

The presence of the question words "*kto*", "*pochemu*", "*gde*", as well as the corresponding punctuation mark defines the intonation contour with the falling tone typical of the intonation unit of a special question:

Po dorozhke chistoy, gladkoy
Ya proshel, ne nasledil…
Kto zh katalsya zdes' ukradkoy?
Kto zdes' padal i khodil?

The intonation of interrogative sentences without a question word needs correct phrasal stress and use of the conjunction "*ili*":

— V koshki-myshki

ili v zhmurki? —

Govorit myshonok yurkiy.

The imperative intonation of command with its finality is expressed by the particles "*pust'*", "*davay*" and the corresponding punctuation (exclamation mark):

Pet'ka skazal mne:

— Davay pyatachok,

Togda ya skazhu tebe,

Chto za sverchok!

The intonation of "request" is defined by the semantic content of the poetic text:

My ob"yasnyali dikarke:

— Ty zhe ne tigr v zooparke,

Ty zhe obychnaya koshka!

Nu pomurlych' khot' nemnozhko!

The last line of the given fragment contains a request expressed with the help of the particle "*nu*" and the implied introductory word "*pozhaluysta*".

In the fragment:

Poglyadite, vozle vas

V sadike, na skverike

Skachut, mozhet byt', seychas

Dve pichuzhki seren'kikh? —

the request is expressed by the verb of the imperative mood of the second person plural "*poglyadite*" which performs the function of polite inducement to action.

The analysis of real intonation contour of the answers was carried out on the basis of the following criteria:

1. Correspondence / non correspondence of the intonation contour of the intonation unit / intoneme to the given variant which is defined by the semantics of the fragment.

2. Degree of realization of the corresponding intonation unit / intoneme.

3. Volume of realization of the necessary intonation units / intonemes.

4. Categorial belonging of the realized/ non realized intonation units / intonemes.

The following score scale was used:

1) according to the first criterion:

– correspondence of the intonation contour of the intonation unit / intoneme – 2 scores;

– non correspondence of the intonation contour of the intonation unit / intoneme to the given variant – 1 score;

2) according to the second criterion:

– full correspondence of the intonation contour of the intonation unit / intoneme to the given variant (in the whole construction) – 3 scores;

– parcial (local) non correspondence of the intonation contour of the intonation unit / intoneme to the given variant – 2 scores;

– global (full) non correspondence of the intonation contour of the intonation unit / intoneme to the given variant – 1 score;

3) according to the third criterion:

– number of realized stimuli from 100 to 80% – 4 scores;

– number of realized stimuli from 80 to 60% – 3 scores;

– number of realized stimuli from 60 to 40% – 2 scores;

– number of realized stimuli less than 40% – 1 score.

While analyzing the character of actualization of different intonation

units we found out that 17% of pupils completed the tasks without mistakes; their reading was characterized by full correspondence of the intonation contour of the intonation unit to the given variant in the whole construction; the number of realized stimuli was high (97-92%); insignificant difficulties arose while doing tasks on actualization of intonation units of special questions. 55% of pupils could correctly actualize a part of intonation units and made mistakes in realization of intonation units of complete declarative and imperative sentences; there were mistakes of local character in realization of intonation units of interrogative sentences without a question word; the number of realized stimuli was from 71 to 68%. 28% of pupils demonstrated various difficulties in actualization of intonation units while reading all poetic texts; there prevailed global (full) non correspondence of the intonation contour of the intonation unit to the given variant especially in realization of intonation units of interrogative sentences without a question word and imperative sentences; the number of realized stimuli was less than 43%.

We can give examples of poorly completed tasks.

In the task aimed at realization of intonation contour of special questions the whole extract was read with the intonation of a statement.

Text sample:
Vpravo, vlevo smotrit koshka:
— Myau, myau, gde ty, kroshka?
A myshonok ey v otvet:
— Tam, gde byl, menya uzh net!
In the same task an extract in-cluding different intonation units was read with the intonation of a statement:
V budniy den' i v vykhodnoy
Razdaetsya za stenoy:
— Ty voz'mesh' menya na plyazh?
— Chto ty mne za eto dash'?

The tasks on realization of intonation units of interrogative sentences without a question word were presented by two groups of stimuli (A and B). Group A incorporated extracts in which the question presupposes a short answer which is a marker of the accented word in the question itself. Group B included alternative questions with the conjunction "*ili*" that need the intonation of a choice, and consideration presupposing the existence of two accented elements in the question.

Incorrect variants should include non realization of the second group of stimuli, in particular, the inability to actualize the second accent – the intonation unit of choice (the intonation of the question was reproduced correctly). Stimulus sample:
Vse ishchut Katyu, ishchut, —
Naydut il' ne naydut?

Letaet sverchok
Ili khodit peshkom?
S usami sverchok
Ili s pestrym bryushkom?
A vdrug on lokhmatyy
I strashnyy na vid?
Most serious difficulties were observed in the tasks on identification of statements with expressed finality and imperative intonation.

Thus, the following poetic extract – its fourth line in particular – should be read with the intonation of finality

which is indicated by the punctuation mark (full stop) and the semantics of the extract. The pupils read the whole extract with the intonation of a question.

Chto boltun'ya Lida, mol,
Eto Vovka vydumal.
A boltat'-to mne kogda?
Mne boltat'-to nekogda.

Occasionally, there were global replacements of the imperative intonation by the intonation of a statement. Thus, the following extract has semantic indications of the intonation of request in the fourth line.

My ob"yasnyali dikarke:
— Ty zhe ne tigr v zooparke,
Ty zhe obychnaya koshka!
Nu pomurlych' khot' nemnozhko!

In another extract we find a word-marker of the intonation of request – "*poglyadite*".

Poglyadite, vozle vas
V sadike, na skverike
Skachut, mozhet byt', seychas
Dve pichuzhki seren'kikh?

In the following poetic extract there are clear indications of the intonation of command expressed by the imperative mood particle "*pust'*".

Pust' propishet ey pokoy
Doktor v poliklinike,
Pust' ona idet lechit'sya,
My soglasny ne lechit'sya.

The scoring of the given experimental task allowed us to allocate all pupils of this group into three subgroups:
● subgroup 1 – 17% of pupils scoring from 89 to 74;
● subgroup 2 – 55% of pupils scoring from 73 to 42;
● subgroup 3 – 28% of pupils scoring 41 and fewer.

The second series of tasks was aimed at realization of graphic, emotive and volitional intonemes. The stimuli included texts with explicit and implicit references to a concrete intoneme. Thus, graphic intonemes are indicated by the words "*blizhe*", "*nizhe*" (the intoneme "nearing"), "*vyshe*" (the intoneme "height"), "*streloy*", "*migom*" (the intoneme "quickly"), "*dolgo*" (the intoneme "long"); emotive intonemes – with the help of the conjunction "*to li*" (the intoneme "doubt"), "*rada*", "*khvalyu*" (the intoneme "joy"), "*plakala*" " (the intoneme "sorrow"), "karaul, beda" (the intoneme "fear"); volitional intonemes of request – by means of direct address and the imperative mood "*poigray, druzhok, nemnozhko*", "*day, pozhaluysta, chut'-chut'*"; the intoneme of command – with the verbs in the imperative mood "*poigray*", "*otdayte*", "*vykhodi*".

The analysis of real intonation contour of the answers was carried out on the basis of the criteria described above. While interpreting the results we found out that 42% of the pupils showed intonation contours corresponding to the given intonemes; there were cases of partial incompatibility of using graphic intonemes with the given variant in the whole extract; intonation contour of emotive and volitional intonemes corresponded with the given variants; the number of realized stimuli ranged from 97 to 84%. 37% of pupils used correct intonation for realizing emotive intonemes, partially incorrect intonation for graphical and volitional intonemes and a lower volume of realized intonemes in general (the number of

correctly realized stimuli was from 79 to 47%). 21% of pupils demonstrated of pupils demonstrated absolute non correspondence of the intonation contour of all intonemes, local difficulties of reproduction of volitional intonemes and global mistakes in actualization of emotive and graphic intonemes; the number of realized stimuli was minimal (less than 43%).

We may give the following examples of incorrect variants of intonation contours of intonemes of various types. While reading texts containing graphic intonemes the pupils replaced:

–the intoneme "quickly" by the intoneme "slowly" in the extract

Ozhivlennyy toy intrigoy,
Vorobey primchalsya migom;

–the intoneme "intensively" by the intoneme "slowly":

I edva k vode dobralsya,
Nakupalsya, napleskalsya.

The graphic intoneme "long" in the following extract is presented by the word combination "*ochen' dolgo pil*". The pupils realized the intoneme partially by giving intonational prominence only to the word "*ochen'*":

Posle krylyshki slozhil
I uzh ochen' dolgo pil.

While realizing emotive intonemes the pupils had the following difficulties:

–inability to use the right intonation contour for the emotive intoneme "doubt" in the extract

On ne znal, s chego nachat'.
Mozhet, tselyy den' molchat'?
Mozhet, lech' na golyy pol?
Perestat' igrat' v futbol?;

–replacement of the emotive intoneme "sorrow" by the emotive intoneme "enigma":

Pero v pustoy chernil'nitse,
Skripya, zagovorilo:
— V chernil'nitse-kormilitse
Konchayutsya chernila.
Ya staroe i rzhavoe,
Zhivu teper' v otstavke;

–replacement of the emotive intoneme "fear" by the emotive intoneme "joy". The similarity of the intonemes "fear" and "joy" in punctuation consisting in the use of the punctuation mark explains the possibility of their confusion when the reader does not focus attention on the semantics but on the external features of the utterance expression:

Slyshit — kvakayut lyagushki:
— Karaul! Beda! Kva-kva!
K nam syuda letit sova!;

–non realization of the emotive intoneme "indignation".

In the following extract the emotive intoneme "indignation" is realized in the words "*Ya, konechno, zagudela*". The pupils used the emotive intoneme "calm" when they read this fragment.

Ya, konechno, zagudela:
— Pochemu zhe net mne dela?
V etom dome desyat' let
Ya davala lyudyam svet
I ni razu ne koptela!
Pochemu zhe net mne dela?

The emotive intoneme "indignation" ("*Gde eto vidano? Gde eto slykhano?*") was presented as an interrogative construction of a special question without additional emotional coloring.

Gde eto
Vidano?
Gde eto

Slykhano?
Dedushka
Edet,
A mal'chik
Idet!

The analysis of results of realization of volitional intonemes by junior schoolchildren with GSU showed the following typical mistakes:

–absence of intonation contour for the volitional intoneme "request" in the extract:

Podkhodili k rechke blizko,
Rechke klanyalisya nizko:
— Zdravstvuy, rechka, nasha mat',
Day voditsy nam nabrat'!

The poem was read with the intonation of a statement;

–replacement of the volitional intoneme "command" by the volitional intoneme "request".

The volitional intoneme "command" is indicated by the imperative mood form of the verb "*poigray*" in the fourth line, the punctuation mark and the stylistically loaded expression "*kol' popal v moyu noru*" which includes order in its semantics:

Vot prishel khorek s okhoty,
Gostya sprashivaet:
— Kto ty?
— Kol' popal v moyu noru,
Poigray v moyu igru!

In the following extract the volitional intoneme "command" ("*S ney v pyatnashki poigray-ka, / A so mnoyu v chekhardu, / Vykhodi skorey — ya zhdu!*") was identified by schoolchildren as a "request" and received the corresponding intonation contour. The form of the imperative mood of the verb "*poigray*" formed by means of the particle "ka" and the sentence "*Vykhodi skorey — ya zhdu!*" whose structure defines the intonation of command are the grammatical markers in these lines.

Zakrichal myshonku ezh:
— Ot ezhey ty ne uydesh'!
Vot idet moya khozyayka,
S ney v pyatnashki poigray-ka,
A so mnoyu — chekhardu,
Vykhodi skorey — ya zhdu!

The reading of the following extract also serves as an example of replacement. The first line contains an address-command "*Slyshish', ded, ne prostudi nashego rebenka*" demanding imperative intonation:

Slyshish', ded, ne prostudi
Nashego rebenka!
Na moroze-to, smotri,
Mnogo s elkoy ne mudri:
Chtob glaza ne razbezhalis',
Pryamo pervuyu beri!

The scoring of the given experimental task allowed us to allocate all pupils of this group into three subgroups:

•subgroup 1 – 42% of pupils scoring from 134 to 109;

•subgroup 2 – 37% of pupils scoring from 108 to 80;

•subgroup 3 – 21% of pupils scoring 79 and fewer.

The final (total) scoring allowed us to allocate all pupils of this group into three subgroups:

Subgroup 1 – pupils with an optimizing character of realization of intonation units / intonemes in the process of reading poetic texts. They show the following characteristic features:

–realization of intonation units of declarative, interrogative and imperative sentences and graphic, emotive

and volitional intonemes;

−correspondence of the intonation contour of the intonation unit / intoneme to the given variant;

−full correspondence of the intonation contour of the intonation unit / intoneme to the given variant in the whole construction; very few mistakes in realization of graphic intonemes and intonation units of interrogative sentences with a question word which had a local character;

−number of realized stimuli − from 89 to 92%.

The total number of points scored by the pupils of this subgroup ranged from 223 to 183. The group comprised 31% of pupils of the experimental group and 73% of pupils of the control group.

Subgroup 2 − pupils with a satisfactory character of realization of intonation units / intonemes in the process of reading poetic texts. They show the following characteristic features:

−difficulties of actualization of intonation units of declarative, interrogative and imperative sentences and graphic, emotive and volitional intonemes;

−variability of the used intonation units of declarative sentences with expressed finality and imperative sentences; indefinite modality of the used intonemes;

−mistakes in realization of intonation units of interrogative sentences without a question word and graphic and volitional intonemes which had a local character; mixing up and replacing inside the intonemes of the same specter;

−decline of the volume of realization of all intonation units and intonemes; capability to realize concrete

types of intonation units and intonemes (statement, special question, emotive and volitional intonemes);

−proportion of realized stimuli in the range between 72 and 51%.

The total number of points scored by the pupils of this subgroup ranged from 181 to 122. The group comprised 42% of pupils of the experimental group and 25% of pupils of the control group.

Subgroup 3 − pupils with poor skills of realization of intonation units / intonemes in the process of reading poetic texts. Their intonation skills are characterized by the following features:

−inability or marked difficulties in realization of intonation units of declarative, interrogative or imperative sentences, as well as intonemes of different modalities (graphical, emotive and volitional);

−non correspondence of the intonation contour of an intoneme or intonation unit to the given semantics of the extract;

−global non correspondence of the used intonation units, in particular units of interrogative sentences without question words and imperative sentences to the given semantics (modality); inability to actualize emotive and graphic intonemes of different modalities; local mistakes in reproduction of volitional intonemes;

−the volume of realization of the intonemes and intonation units is minimal; pupils mainly realize intonation units of statements and interrogative sentences with a question word, and replace emotive and volitional intonemes by declarative ones. The number of realized stimuli is less than 43%.

The total number of points scored by the pupils of this subgroup was 120 and fewer. The group comprised 27% of pupils of the experimental group and 2% of pupils of the control group.

The analysis of the results of the summative experiment allowed us:

−to reveal the difficulties of usage of pertinent intonation units / intonemes characteristic of junior schoolchildren with speech underdevelopment;

−to carry out a typology of mistakes;

−to allocate junior schoolchildren with speech underdevelopment into three subgroups taking into account the character of realization of intonation units / intonemes;

−to compare the results obtained in the experimental and control groups;

−to outline the ways for rehabilitation methods of teaching reading and intonation contours of the utterance.

The described model of research is one of the basic elements in a complex system of studying the intonation aspect of speech of typical schoolchildren and those with speech impairments; it may also become a basis for working out various methods recommendations for the development of intonation units / intonemes in the reading activity of pupils of the given category.

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