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PECULIARITIES OF MEANING-BASED READING AND ABILITY TO PROCESS INFORMATION OF PUPILS WITH GENERAL SPEECH UNDERDEVELOPMENT

Abstract. The article shows that reading at the primary general school is a universal learning action. At the levels of the basic and secondary general school reading becomes a teaching instrument and a means of self-study. Mastering meaning-based reading and the ability to work with information is necessary for students to achieve the subject and meta-subject aims while acquiring the program of primary general education.

The author analyzes final papers in the three academic subjects: «Literary reading», «Russian language» and «Mathematics». The analysis allows the author to study the specific features of meaning-based reading and the skills of working with information of second grade pupils with general speech underdevelopment. The analysis is illustrated with examples of tasks which caused more serious difficulties. The article contains some methods recommendations on doing tests by pupils with general speech underdevelopment.

The author shows that in order to achieve optimal results in the subject field of "Philology" and metasubject results of acquisition of the basic educational program by the pupils with general speech underdevelopment it is necessary to provide purposive support by specialists, which is determined by the «Federal State Educational Standard of primary general education for **students** with severe speech disorders».

Keywords: speech therapy, general speech underdevelopment, reading skills, reading activity, meta-subject results, programming and monitoring of activity.

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Modernization of the education system in Russia is aimed, in particular, at creation of conditions allowing children irrespective of their abilities to learn along with their peers [12]. A part of the general education institutions contingent is made up of children with speech disorders.

The Federal State Educational Standard of the primary general education for children with severe speech disorders (FSES PGE for children with SSD) determines the requirements to personal, metasubject and subject outcomes of acquisition of the basic educational program of the primary general education [14]. It is well known that pupils with general speech underdevelopment (GSU) show special features of oral speech development [5; 6; 9; 15; 16] and have problems with learning reading [2; 7; 11;

15]. Acquisition of meaning-based reading and ability to work with information are facilitated by the level of development of higher psychic functions (T. V. Akhutina, L. S. Vygotskiy, A. R. Luriya, G. V. Chirkina).

At the level of primary general education reading functions as a universal learning action: "meaning-based reading as realization of the purpose of reading and choice of the type of reading in accordance with the purpose; extraction of the necessary information out of comprehended texts of different genres; distinction between basic and secondary information …" [1, c. 9]. Later on, at the levels of the basic and secondary general education reading becomes a means of learning and self-learning (G. V. Chirkina, M. N. Rusetskaya, N. Yu. Kiseleva). Text processing skills presuppose the acquisition of operations of extracting information presented in various forms, and of its analysis and interpretation. Successful implementation of such activity needs formation of programming, regulation and control [2; 4; 8; 10].

Acquisition of the meaning-based reading and ability to work with information are necessary for the achievement of metasubject outcomes which should reflect, in particular, "use of different methods of choice, collection, processing, analysis, organization and translation of information in accordance with communication and cognitive aims; … acquisition of skills of meaning-based reading of texts belonging to different styles and genres in accordance with the aims and tasks …" [13, p. 6].

We carried out an analysis of final papers in the three academic subjects: «Literary reading», «Russian language» and «Mathematics» with the purpose of revealing difficulties in achievement of subject outcomes in the field "Philology" and metasubject outcomes, as well as studying the peculiarities of meaning-based reading and ability to work with information. We analyzed the works of 46 Second Form pupils of two general education institutions (Eastern Okrug, Moscow) during the 2014-2015 school year.

Documentation analysis showed that 7 pupils out of these children (15.2% of the total) are taught by a teacher-logopedist; they have the logopedic diagnosis "GSU, speech underdevelopment of level III" in their speech development chart.

The final paper material in the academic subject "Literary Reading" included two texts of different genres for reading and worksheets with tasks aimed at the study of meaning-based reading and ability to work with textual information. Variant 1: popular-science text "Not *dumb* but rather *talkative*" (after N. Tuzhilin) and the Armenian fairy tale "The Tailor and the Tsar". Variant 2: popular-science text "Each Step Leads to Mystery" (after N. Tuzhilin) and the Azerbaijan fairy tale "The Poor Gardener and the Padishah".

The generalized quantitative indicators of the pupils' final paper results in the academic subject "Literary Reading" are presented in table1.

Table 1

Final paper results of pupils with typical speech development and pupils
with GSU in the academic subject "Literary Reading" (in points)

Pupils Categories	*Text Style*	
	Popular-science	*Literary (fairy tales)*
Pupils with typical speech development	24	23
Pupils with GSU	9	10
Maximum number of points	30	28

Pupils with GSU failed to complete all tasks after listening to the text and made mistakes in some tasks. The following tasks were the most difficult: determining the message of the text, looking for the sentence supporting a certain thought; explaining the meaning of a figurative unit; determining the order of events described in the text; and interpreting text information.

Let us now give one of the texts and illustrate the answers of the children with GSU by examples (the pupils mistakes are kept intact in all answers).

Text. *The Poor Gardener and the Padishah.*

Once upon a time a gardener had a beautiful garden. One day a Padishah leaned about it. On the same day he ordered to drive the old man away from the garden.

"How shall I live now?" the old gardener asked.

"Think for yourself what to do," the Padishah's servants replied.

The old man dressed and went to the palace.

"Oh, Lord of the World," the gardener said. "I can make a crown that will be seen only by your friends. With its help you'll see all your ene-mies."

"Beware, Old Man, if you don't keep your word I'll have your head cut off!"

And the Padishah ordered to give the old man everything he needed.

When the agreed time came, the gardener asked the Padishah to gathe the people in the square. When the Padishah arrived with his suite the old man addressed the people.

"People, I made a magical crown. Padishah's friends will see this crown, but his enemies won't. In this way the Padishah will recognize his enemies."

The old man finished his speech, put his hand into the bag, and took it out as if holding something and putting it on the Padishah's head.

"Congratulations, My Padishah! Now let your friends say how beautiful the crown is."

The Padishah's Vizier was a fine flatterer. He was the first to step forward and shout, "My congratulations, what a wonderful crown, it becomes you so well!

The Padishah passed his hand over his head and did not feel anything. He ordered for the mirror to be brought, and did not see anything

again. He wanted to blame the master of lying but then thought that he himself might be regarded an enemy to the throne. That was why he exclaimed, "Let those who are faithful to me give presents to the old man!"

All people began to give presents to the old man. When the square was empty, the Padishah asked, "Look here, Old Man, have you deceived me and my people?"

"Oh, Padishah," the old man replied. "I am the man whose garden you once took and left the children without food."

"And if I order to have you hanged?"

"Then you will be blamed for ungratefulness to the master who made a magical crown for you."

The Padishah realized that if he executed the old man he would lose his people's respect forever, and let him go.

Task 2. What did Padishah decide to do when he learned that the gardener had deceived him? Answers: *Я посажу тебяв тюрьму; Он смотрел в зекало. (Ya posazhu tebyav tyur'mi; On smotrel v zekalo).*

Task 4. The gardener was risking his life. Write out of the text the sentence that proves it. Answers: *Он делал карону; Смотри, сторик, не выполниш обещание; Падышах может увидеть врагов. (On delal karonu; Smotri, storik, ne vypolnish*
obeshchanie; Padyshakh mozhet uvidet' vragov.)

Task 11. Why did the Padishah's servant say to the gardener, "Think for yourself what to do"? Answer: *По то муито они были ленивые. (Po to muito oni byli lenivye).*

A small number of works under analysis does not allow us to make conclusions about the impact of the style of the text (popular-science, literary) on the outcomes of its understanding by the Second Form pupils.

The analysis of the results of the final papers in the subject "Literary Reading" shows that children with GSU have meaning-based reading impairments and poor formation of structural-semantic text analysis skills.

The final paper in the academic subject "Russian Language" included 17 tasks aimed at the study of the level of development of phonemic and lexico-grammatical aspects of speech, orthographic problem solution skills, and the skills of constructing a logical statement on the basis of a text in writing.

The quantitative data about the final paper results of typical children and children with GSU in the academic subject "Literary Reading" are presented in table 2.

Final paper results of pupils with typical speech development and pupils
with GSU in the academic subject "Russian Language" (in points)

Pupils Categories	Avarage number of points
Pupils with typical speech development	23
Pupils with GSU	19.3
Maximum number of points	28

Qualitative analysis of final papers of the pupils with GSU revealed mistakes in determining phonetic composition of words and choice of related words, and multiple orthographic and specific mistakes in tasks presupposing writing down words and sentences.

Advanced level tasks (№ 14—17) either remained uncompleted or were completed with mistakes. The children with GSU met with more difficulties when they fulfilled tasks based on a sophisticated algorithm of activity or in which it was necessary to understand the text of a complex instruction.

Let us give examples of tasks which caused difficulties for all pupils with speech disorders.

Task 7. *Among the words listed below are words with an unstressed vowel sound in the root. Underline the letters that denote this sound.*

The completion of this task needs performing a number of operations: to find words with the same root and identify the root; to find the unstressed syllable in the word; to underline the unstressed vowel sound in the root of the word. To make things still more difficult, the instruction has several levels; the structure of the sentences of the instruction are complicated by a participial phrase and a subordinate clause. All this makes it more difficult for the children to understand.

Task 8 (variant 1). *Mark wrong statements:*

Gora — is checked by comparing with *gorod.*

Ledyanoy — is checked by comparing with *led.*

Pyatno — is checked by comparing with *pyatna.*

Lodka — is checked by comparing with *lodki.*

Mistakes in this task are connected, to our mind, with the fact that the pupils were to follow a complicated algorithm: to find the unstressed syllable and figure out if the given word needs a spelling check; to choose words with the same root and identify the root; to decide whether the check word was chosen correctly; and then to determine correctness/incorrectness of the statement.

Task 13 (variant 1). *Read the text.*

Near a huge old stump of a tree I

sat down right on the ground, the stump inside was complete dust, but this dust was held together by the hard outer layer of wood. And a multitude of blooming grasses rose from the ground and clung to the huge stump as it were their granddad ...

On the stump itself, on a single light sunlit spot, I counted ten grasshoppers, two lizards, six large flies and two ground beetles. Around me, high ferns gathered like guests.

Can this text be entitled "On a Forest Glade"? Why do you think so? Write down your answer in 2-3 sentences.

Task 13 (variant 2). *Read the text.*

It's sunny and frosty today. When the sun goes behind a cloud the frost paints branches of tropical plants and weeds of warm seas on the windowpanes. And when the sun reappears, the frost gives up its dream about the tropics, cries and flows down in drops moisture.

This game of the sun and the frost came to an end when all the clouds flew away from the sky, and the sun rays dried up the drops on the windowpane.

Can this text be entitled "Winter Morning"? Why do you think so? Write down your answer in 2-3 sentences.

It was difficult for the pupils with speech disorders to define the topic of the text; their explanation of the choice of the title was not argumentative. Here are some of the answers:

Можно назвать „На лесно поляне" (Mozhno nazvat' „Na lesno polyane") (вариант 1); *Потому что солненый мороныйнь так что я думаю что да (Potomu chto solnenyy moronyyn' tak chto ya dumayu chto da)* (вариант 2); *Я дума что ево назвать. Потому что говорится о зимним утром. Ещё там написена о зимним утром (Ya duma chto evo nazvat'. Potomu chto govoritsya o zimnim utrom. Eshche tam napisena o zimnim utrom)* (вариант 2).

The final paper in the academic subject "Mathematics" included 16 tasks on the study of the counting skills, and problems presented in word and graphical forms.

The generalized information about the outcomes of the pupils' final paper in the academic subject "Mathematics" is presented in table 3.

Qualitative analysis of the solved mathematical problems showed that the acquisition of the counting skills of the pupils with typical speech development was equivalent to that of the children with GSU.

The children with speech disorders had difficulties with solving problems with complex syntactical constructions in the text (coordinate sentences, participial phrases, etc.).

Final paper results of pupils with typical speech development and pupils
with GSU in the academic subject "Mathematics" (in points)

Pupils categories	*Avarage number of points Среднее количество баллов*
Pupils with typical speech development	18.5
Pupils with GSU	14.3
Maximum number of points	20

Solving "logical" problems which needed a choice of the answer on the basis of textual or semiological-symbolic material rather than calculation also caused many difficulties. It was necessary to conduct a structural-semantic analysis of the text of such tasks in order to understand it.

Task 15 may serve as an example. *Look at the rectangle. It is made up of squares with the side of 2 cm.*

Choose the right sentences:
The rectangle is made up of three squares.

One side of the rectangle is 2 cm.

If we outline the rectangle with a pencil, we shall get the line of 20 cm long.

If we outline the rectangle with a pencil, we shall get the line of 8 cm long.

Our research showed that while writing final papers in the academic subjects "Literary Reading", "Russian Language" and "Mathematics" the pupils with GSU experience specific difficulties connected with understanding texts of a complex instruction, analyzing textual or semiologi-cal-symbolic material, interpreting the text they have read, and making up and realizing a complex algorithm of actions.

The papers of the pupils with GSU have orthographical and specific mistakes. The character of the above-mentioned difficulties demonstrates the inadequate level of formation of the meaning-based reading skills and poor ability to work with text information, as well as problems with programming, regulating and controlling activity.

In addition, the results obtained make it possible to give some recommendations on successful completion of tasks by pupils with GSU: allotting more time for task completion; preliminary training pupils to mark texts for reading and permission to use marking in the text of the test; reminding about the possibility to use rough copies while completing tasks. The text of instruction for children with speech disorders should be adapted, which presupposes simplifying composite syntactical constructions (transformation of a composite sentence into two simple ones; cutting long sentences by omitting participial

phrases and constructions, etc.).

The formation of the meaning-based reading skills and the development of the ability to work with information in children with GSU need purposive assistance of specialists which is designated in the requirements of the FSES RGE for children with SSD.

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