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ORGANIZATION OF PSYCHO-PEDAGOGICAL SUPPORT FOR PRESCHOOL CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT

Abstract. The article analyzes the works which interpret the concepts “support” and “psycho-pedagogical support”. It dwells on the peculiarities of organization of the process of psycho-pedagogical support and considers the authors' opinions about the goals and subjects of the process. Particular attention is paid to special literary sources, which describe general speech underdevelopment and characterize the peculiarities of speech and cognitive development in preschool children of this category. The article highlights the researchers' point of view that deviations in speech development hamper communication with others and often prevent successful acquisition of cognitive processes; limit the formation of ideas and concepts; and make learning difficult. Deficiency and the limited nature of verbal communication adversely affect the formation of the child's personality, bring about mental disabilities and specific features of the emotional-volitional sphere, and lead to the development of undesirable personal traits: shyness, indecisiveness, isolation, and negativism. The results of the theoretical analysis are confirmed by the outcomes of the research undertaken, which was aimed at detecting the level of formation of cognitive and speech development, as well as revealing the specificity of the emotional-volitional sphere of those tested. At the stage of summative experiment, experiment and observation were the main methods. On the basis of research outcomes, the authors outlined the main areas of work, which were taken into account while designing the program of psycho-pedagogical support for preschool children with general speech underdevelopment. The data obtained can be used by the pedagogues taking part in the process of education and upbringing of preschool children with general speech underdevelopment.

Keywords: psycho-pedagogical support; children with speech disorders; speech disorders; preschool logopedics; preschool children.

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Nowadays, the works of the contemporary home researchers more and more often focus on the issues associated with the process of psycho-pedagogical support for the subjects of education. Thus, V. S. Basyuk, M. R. Bityanova, A. R. Dzhioyeva, S. E. Inevatkina, E. I. Kazakova, N. V. Lazareva, L. I. Ragimova, T. A. Sergeyeva and E. E. Forkina study the problems of organization and content of psycho-pedagogical support [1; 2; 4; 6; 7; 8; 10].

As a rule, the aspect of giving help and support is put in the forefront of the notion "support". The process of psycho-pedagogical support, which presupposes provision of any kind of help connected with granting certain conditions for the all-round development of an individual, is quite often considered in modern special literature.

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The term "psycho-pedagogical support" is often used nowadays in the context of the issues of education, upbringing and rehabilitation of children with disabilities.

M. M. Ishbayev and Yu. M. Yurupova regard psycho-pedagogical support as pedagogically controlled activity, which has cyclic structure and includes four stages: diagnostic, search, practical and analytical. According to the authors, each cycle is made up of a sequence of actions. The main aim of such support is to ensure continuing support for children with disabilities by joint efforts of all specialists [9, p. 232].

In accordance with the technology of individualized (personified) education and pedagogical support, G. F. Danilovskaya and E. S. Semkina interpret psycho-pedagogical support as a comprehensive system,

as a specific culture of help for the child with disabilities in solving problems of their development, teaching, upbringing and socialization. The aim of such support is to provide continuing support for the child with disabilities by joint efforts of all specialists via organization of diagnostics and design and realization of individual educational trajectory of development of such children [3, p. 414].

Questions connected with the details of organization of psychopedagogical support for preschool children with general speech underdevelopment become especially urgent in the light of the theme of the given paper.

General speech underdevelopment is diagnosed in cases when the formation of all components of the speech system – both phonetic and semantic ones – has been damaged, with hearing and intellect being intact. Thus, we have registered underdevelopment of phonemic awareness, pronunciation disorders, limited vocabulary, violations of grammatical structure of utterances, rhythmic-syllabic structure of speech, and coherent speech production in the given condition.

The structure of the defect with general speech underdevelopment and the specificity of linguistic maturity are described in the works by N. S. Zhukova, R. E. Levina, E. M. Mastjukova, S. N. Sazonova, T. B. Filicheva, G. V. Chirkina [5; 11; 13; 15].

The analysis of the works by N. S. Zhukova, E. M. Mastjukova, G. A. Mishina, E. A. Strebeleva, S. L. Rubinshteyn, Yu. A. Razenkova, T. B. Filicheva allows stating that preschool children with general speech underdevelopment do not only demonstrate low level of speech development but also show underdevelopment of the cognitive sphere. Thus, the attention of the children of the given category is characterized by instability; auditory memory and effectiveness of the function of remembering are markedly low. In addition, the children of the given category often demonstrate inadequate knowledge about the surrounding world, about the properties and functions of real objects; there appear problems with establishing causative-consecutive relations and phenomena; they show a low level of development of attention and thinking [5; 12; 14].

These data have been confirmed in the course of the summative experiment carried out on the base of municipal preschool education institution “Combined Type Kindergarten No 127” of the city borough of Saransk. 12 preschool children with level III general speech underdevelopment aged 5-7 years took part in the experiment. The diagnostic tools included the following methods: “Correction Test”, “Remember Five Pictures”, “Little Fence”, “Forth one is Extra”, and “The Plot”.

The method "Correction Test" (children's variant) was carried out with the purpose of studying the level of attention formation. A card with objects in it was offered as stimulus material. The instruction was: "Have a look, there are several objects in the card. You must cross out all fir-trees".

The aim of the lesson organized with the help of the method "Remember Five Pictures" was to detect the level of formation of short-term visual memory. The stimulus material included 5 simple pictures of objects. During observation, the experimenter asked the children to remember the pictures. The instruction ran as follows: "Look at the pictures and remember what is shown in them. I will then take them away, and you'll say what they show".

The procedure "Little Fence" was used to test the level of formation of attention and thinking. The stimulus material consisted of counting rods of two colors. In the course of testing, the teacher gave the child a model of a fence which the child was to continue. The instruction was: "Build up a fence on the model".

The use of the method "Forth one is Extra" allowed us to study the level of formation of thinking. A card with objects, one of which did not match the other three, was presented as stimulus material. The

instruction was: "Point at the extra object, and explain your choice".

The exercise "The Plot" was carried out to investigate the level of coherent speech formation. The stimulus material included 4 pictures united by the common plot. The teacher asked the child to place the pictures in the right sequence and make up a story.

The following criteria were used while processing the experiment results: task was completed independently, without the teacher's help and with no mistakes (high level); task was completed independently, but with a few mistakes or some help on the part of the pedagogue (medium level); the child tried to complete the task, but could not do so even with the teacher's help, or refused from doing it (low level).

The method of observation was also used to study the specificity of the emotional-volitional sphere of preschool children with general speech underdevelopment. The pedagogue observed the behavior of the child under test in the group (in free activity, in communication with peers and adults, at lessons).

Procession of results. The following parameters were taken into account while processing the research results: emotional, behavioral, verbal and non-verbal responses.

Let us have a closer look at the results obtained. The majority of preschoolers with speech disorders

have demonstrated a low level of formation of attention (66.7 %) and memory (66.7 %). They were easily distracted during task completion in “Correction Test” and could not concentrate on the task. While remembering pictures, they managed to remember only one of them. It is good that the experimental group included preschoolers with the medium level of formation of attention (43.3 %) and memory (43.3 %). While performing the tasks, those tested made trivial mistakes, the correction of which needed the help of the teacher. The majority of the children under test had a medium level of development of thinking (75 %) – the preschoolers managed to complete the tasks with little help of the teacher; 25 % of those tested showed a low level of formation of the cognitive process under study. The observation carried out in the course of the study makes it possible to argue that the majority of mistakes could be attributed to inattentiveness and poor memory. As far as the level of formation of coherent speech is concerned, it was low in the majority of those tested (58.3 %): they could not place pictures in the correct sequence and managed to correct their mistakes only with the help of the teacher; they could neither make up a story and used only verbs. 41.7 % of preschool children demonstrated a medium level of coherent speech development – they laid out the pic-

tures independently and made up a story, still with a little help from the teacher.

Then, the results of observation of the behavior of those tested were studied in detail. The analysis allowed us to distribute all children into three groups: 1) “aggressive”; 2) “active”; 3) “anxious”. Group 1 includes 16.7 % of the sample, whose behavior is characterized by such aggressive manifestations as pushing, pinching, menacing others or calling names. They say rude things and do not obey in communication with adults. The children of group 2 (25 %) demonstrated socially approved responses. Thus, preschoolers always responded to the requests of an adult, did not quarrel with peers, and were careful not to offend anybody. In communication, they were active and displayed readiness to help peers to perform a task. Group 3 children under test (58.3 %) demonstrated shyness and anxiety, did not show initiative either during lessons or in their interaction with peers. They usually shunned adults, unwilling to attract attention to themselves. They often became anxious about having made a mistake in the test.

On the basis of the results of the summative experiment, we have designed a formative experiment, the purpose of which was to work out a program of psycho-pedagogical support for preschool children with general speech underdevelop-

ment. Three main areas of work were identified in the process of program design: improvement of the level of formation of cognitive speech development and rehabilitation of emotional-volitional sphere. The resulting program presupposes conduct of complex group lessons three times a week.

Thus, the given paper interprets the psycho-pedagogical support as a process of creation of special conditions for the preschooler with general speech underdevelopment which allows minimizing the existing developmental disorders and facilitating the child's further all-round development and successful adaptation in society. Special attention was given to the issues of studying the specificity of development of preschool children with general speech underdevelopment. The results obtained showed that the majority of those tested had a low level of formation of attention, memory and coherent speech, a medium level of development of thinking, and a high level of anxiety. These results make it possible to argue that the creation of the program of complex psycho-pedagogical support for preschool children of the given category is imperative.

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