

**SECTION 10. SPEECH THERAPY.
SPECIAL PSYCHOLOGY**

DOI <https://doi.org/10.30525/978-9934-26-403-0-44>

**PSYCHOLOGICAL PREDICTORS OF SPEECH DEVELOPMENT
IN OLDER PRESCHOOL CHILDREN WITH SPEECH DISORDERS**

**ПСИХОЛОГІЧНІ ПРЕДИКТОРИ МОВЛЕННЄВОГО РОЗВИТКУ
У ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ
З ПОРУШЕННЯМИ МОВЛЕННЯ**

Bielova O. B.

*Doctor of Pedagogy,
Associate Professor,
Associate Professor at the Department
of Speech Therapy and Special
Techniques Kamianets-Podilskyi
Ivan Ohienko National University
Kamianets-Podilskyi, Ukraine*

Бєлова О. Б.

*доктор педагогічних наук, доцент,
доцент кафедри логопедії
та спеціальних методик
Кам'янець-Подільський національний
університет імені Івана Огієнка
м. Кам'янець-Подільський, Україна*

Today, statistical data both in Ukraine and in other countries testify to a steady trend of growth in the number of children with speech disorders. However, a sufficiently low level of the components of the general psychophysical readiness for schooling of children from the age of six is recorded, among which speech readiness is the determining factor.

The relevance of the problem of ensuring a sufficient level of speech readiness of older preschool children with speech pathology to the conditions of integrated education, its insufficient theoretical and experimental solution in modern pedagogical theory and practice led to the choice of the research topic.

From a neurophysiological and psycholinguistic point of view, speech is a component of higher mental functions, carries out arbitrary mediation of mental processes, unites and organizes them. A damaged relationship between cognitive components leads to difficulties in perceiving, imagining, comprehending and reproducing speech information. Accordingly, the underdevelopment of subsystems of speech planning and regulation affects the child's cognitive activity, creating considerable difficulties during learning.

Accordingly, the principles, purpose, and tasks were defined, and the strategy and tactics of the ascertainment experiment were developed. A comprehensive study of the current state of speech readiness of children with speech pathology was provided by the developed multidisciplinary diagnostic technique: study of the state of the psychological component of speech readiness through the prism of cognitive (intellectual and neuromotor functions), motivational and emotional components; studying the state of the semiotic component (namely, the phonemic, lexical, grammatical and prosodic levels of speech); study of the state of the activity component of the study of speaking and listening in game and learning conditions.

Evaluation criteria were determined, which provided the possibility of qualitative and variational statistical analysis of the obtained results. According to the results of the study of the state of formation of the psychological component, it was found that older preschoolers with logopathology are a heterogeneous group:

- in a certain part of children (30.8%, among whom the majority of children with dyslalia) the psychological component (especially the cognitive component) is preserved, their development corresponds to normative indicators;
- a significant number of subjects (48.0%) had insufficient concentration and endurance, which led to significant errors during the performance of tasks, the need for stimulating help from the teacher (mainly children with rhinolalia and stuttering);
- the last group of preschoolers (mostly 21.2% with dysarthria), in addition to the specific development of the motivational and emotional sphere, had a disturbed mechanism of neuromotor (namely, hand, oral and articulatory praxis) and intellectual functions (visual-motor coordination, auditory-speech memory), verbal-spatial representation, verbal-logical thinking, verbal attention).

Given the fact that children with speech disorders have an impoverished vocabulary (I. Martynenko, 2016; H. Sharp, & K. Hillenbrand, 2008; U. Willinger, E. Brunner, G. Diendorfer-Radner, J. Sams, U. Sirsch, & B. Eisenwort, 2003), which leads to reduced communication opportunities [3; 4; 5]. Experimental studies (O. Bielova, 2021, 2023) [1; 2] testify to the fact that, in addition to the lack of formation of speech functions, cognitive development also suffers:

- *the auditory and speech memory* of these children is not formed in accordance with their age, so there are problems with the consistent reproduction of words, the amount of memory, the strength of retention of stimuli, the speed and accuracy of reproduction of speech information;
- *verbal-spatial* representation in some groups of preschoolers with speech disorders (especially in children with dysarthria) at the

developmental stage. They have difficulties in understanding spatial relationships in spoken speech; determining the placement of one object in accordance with another; confusion of spatial prepositions in one's own speech;

- *verbal and logical thinking* is formed differently in all children; in particular, most preschoolers with dyslalia (less often with stuttering and rhinolalia) are able to classify objects by their features, generalize them, understand the figurative meaning of words and the content of texts. Other children, especially those with dysarthria, experience certain difficulties and make many mistakes;

- *verbal attention* constantly needs motivational and emotional reinforcement; its properties, mainly in older preschool children with logopathology, are insufficiently focused and long-lasting, which prevents them from carefully perceiving speech information (concentration), concentrating on it for a long time (persistence), additionally performing other verbal tasks (distribution), during the lesson to process a larger number of speech of exercises (volume), easily switch to other actions (switching), focus on a specific verbal task, not paying attention to extraneous stimuli (selectivity);

- *volitional self-regulation* is a weak point in the general development of children with speech pathology; it is defined by such features as: avoidance of difficulties by children; unwillingness to make efforts to perform complicated tasks; ignoring the search and analysis of one's own mistakes; the need for stimulating help, constant support, encouraged and approved by the teacher.

References:

1. Bielova O. The state of development of components of speech readiness of older preschool children with speech disorders. *SPECIAL EDUCATION*. 2021. 1(42). P. 137–189. <https://www.journals.vu.lt/special-education/article/view/25427>
2. Bielova O. Speech of Six-year-old Children with Logopathology: Features and State of Development. *PSYCHOLINGUISTICS*. 2023. 34(1). P. 50–84. <https://psycholing-journal.com/index.php/journal/article/view/1329>
3. Martynenko I. V. State of communication activity of elder preschool children with developmental language disorders. *International Journal of Pedagogy Innovation and New Technologies*. 2016. 3 (1). P. 68–79. http://www.ijpint.com/abstracted.php?level=4&id_issue=883536&dz=s6
4. Sharp H. M. & Hillenbrand K. Speech and language development and disorders in children. *Pediatric Clinics of North America*. 2008. 55(5). P. 1159–1173.

5. Willinger U., Brunner E., Diendorfer-Radner G., Sams J., Sirsch U., & Eisenwort B. Behaviour in children with language development disorders. *The Canadian Journal of Psychiatry*. 2003. 48(9). P. 607–614.

DOI <https://doi.org/10.30525/978-9934-26-403-0-45>

**USE OF ALTERNATIVE AND ADDITIONAL
COMMUNICATION TOOLS IN WORKING WITH CHILDREN
WITH SEVERE SPEECH DISORDERS**

**ВИКОРИСТАННЯ ЗАСОБІВ АЛЬТЕРНАТИВНОЇ
ТА ДОДАТКОВОЇ КОМУНІКАЦІЇ У РОБОТІ З ДІТЬМИ
З ТЯЖКИМИ ПОРУШЕННЯМИ МОВЛЕННЯ**

Horielova O. P.

*Teacher-Speech Therapist
Kamianets-Podilsky educational and
rehabilitation center of the Khmelnytskyi
Regional Council
Kamianets-Podilsky, Ukraine*

Горєлова О. П.

*вчитель-логопед
Кам'янець-Подільський навчально-
реабілітаційний центр Хмельницької
обласної ради
м. Кам'янець-Подільський, Україна*

Marysiuk A. A.

*Head of the Special Education and
Inclusive Education Sector of the
Department of Education and Science
Khmelnytskyi Regional State
Administration
Khmelnytskyi, Ukraine*

Марисюк А. А.

*завідувач сектору спеціальної освіти
та інклюзивного навчання
Департамент освіти та науки
Хмельницької обласної державної
адміністрації
м. Хмельницький, Україна*

Morozova O. V.

*Special education teacher Khmelnytskyi
Institution of Preschool Education
No. 26
“Dandelion” Khmelnytskyi City Council
Khmelnytskyi region
Khmelnytskyi, Ukraine*

Морозова О. В.

*вчитель-дефектолог закладу
дошкільної освіти № 26
«Кульбаба» Хмельницької міської
ради Хмельницької області
м. Хмельницький, Україна*

Забезпечення рівноправного доступу до освіти всіх дітей без винятку, особливо тих, хто потребує спеціальних умов навчання та виховання, корекційного впливу та розвитку особистості, її інтеграції в суспільне життя, у тому числі дітей з тяжкими порушеннями мовлення (ТПМ) є одним з викликів, що постає перед сучасним