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FEATURES OF CONNECTED SPEECH OF SENIOR PRESCHOOL CHILDREN WITH DYSPHAGIA

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ABSTRACT

The article reveals the importance of the development of coherent speech even at preschool age, since it is in this age period that the active assimilation of speech skills takes place. The article also contains an analysis of theoretical and methodological material on the problem of the development of coherent speech in preschoolers with dysarthria. The article presents data from an experimental study of coherent speech in older preschoolers with dysarthria.

KEYWORDS

Speech, coherent speech, preschool age, communication, communication, violation of sound pronunciation, language constructions.

INTRODUCTION

Speech is a historically established form of communication between people using language constructs, the creation of which occurs on the basis of certain rules. The process of speech, on the one hand, is the formation and formulation of thoughts by linguistic (speech) means, and on the other hand, the

perception of language structures and their understanding.

Currently, in the theory and practice of preschool pedagogy, the question of creating psychological and pedagogical conditions for the development of coherent speech in preschool children is being raised.

This interest is far from accidental, since practical educators and methodologists have difficulties that are determined both by insufficient knowledge of these conditions and by the complexity of the subject itself - the ontogenesis of the language ability of a preschool child.

Coherent speech presupposes mastery of the rich vocabulary of the language, the assimilation of language laws and norms, that is, mastery of grammatical structure, as well as their practical application, the practical ability to use the acquired language material, namely the ability to fully, coherently, consistently and understandably convey the content of the finished text to others write a coherent story on your own.

Many scientists have studied coherent speech - N.I. Zhinkin, V.P. Glukhov, S.L. Rubinshtein, A.A. Leontyev, V.K. Vorobyova, E.A. Barinova, N.I. Ippolitova, I.A. Zimnyaya, L.G. Solovyova and others. A special contribution to the study of coherent speech was made by V.P. Glukhov - he described the types of coherent speech, he owned methods for examining and forming coherent speech in children with general speech underdevelopment, and S.L. Rubinstein, who defined the concept of “coherent speech” and described in detail the types of coherent speech.

Analysis of the problem of coherent speech in the form in which it is presented in the literature makes it

possible to say that in many cases the success of schooling, communication skills and adaptation to life conditions will depend on the formation of coherent speech. In many pedagogical concepts, the basis of coherent speech is the intellectual activity of transmitting or receiving a formulated and formed thought that helps satisfy the communicative and cognitive needs of people in the process of communication.

The formation of coherent speech is an important task, the solution of which makes it possible to bring the child closer to normal mental development. The process of speech development in preschool children contributes to the implementation of moral, aesthetic, and mental education; children learn about the environment, the objective world, and the formation of personality as a whole.

According to S. V. Alabuzheva, coherent speech is an extended story of a certain content, carried out clearly, figuratively, structured, with a certain logical sequence. Coherent speech is an indicator of the level of a person’s general speech culture.

A favorable period for developing speech habits and abilities in children is preschool age. In preschool age, a child is taught to compose simple stories, which should demonstrate not only the child’s independence, but also his creative activity. In turn, in kindergarten

they develop such important skills as speaking slowly and thinking through their thoughts.

In speech therapy practice, children with dysarthria are often encountered. With dysarthria, a violation of the pronunciation side of speech occurs, limited by insufficient innervation of the speech apparatus. The main disorder in dysarthria is a violation of the sound-pronunciation and prosodic aspects of speech associated with organic damage to the central and peripheral nervous systems.

Violations of the sound pronunciation aspect of speech are manifested in violations of vocabulary, grammatical structure of speech and coherent speech. Violation of coherent speech manifests itself in difficulties in expressing one's requests and thoughts, and interferes with interaction with peers. Descriptive stories based on plot pictures become difficult. During classes, such children quickly get tired, exhausted, and their movements are slow. Such children become shy, passive, uncommunicative, the completeness and accuracy of statements are impaired, and as a result there is a violation of coherent speech. Coherent speech facilitates the child's interaction with the people around him. If sound pronunciation is impaired during dysarthria, communication is disrupted, speech becomes slurred, blurred, insufficiently clear, uninteresting and difficult to understand for others.

In children with dysarthria, coherent speech is at an insufficient level of development. Due to a limited vocabulary and repeated use of identical-sounding words with different meanings, children's speech becomes poor and stereotypical. Despite the fact that children correctly understand the logical relationship of events, they still limit themselves to just a simple listing of actions. When composing a retelling, children with dysarthria have difficulty constructing the correct logical chain; children may miss certain important elements of the story or forget the characters.

After studying the scientific, methodological and theoretical literature on this issue, research work was carried out to determine the state of coherent utterance in older preschool children with dysarthria. The study was conducted to identify the level of formation of a coherent statement in children of senior preschool age with dysarthria. In the process of the experimental study, we selected the diagnostic technique necessary to conduct the experimental study. The experimental study was conducted in January 2024 with the participation of children with dysarthria of senior preschool age.

To study the state of coherent speech of preschool children with dysarthria, methods such as vocabulary research using a special scheme, examination of coherent speech using a series of tasks, and analysis of medical and pedagogical documentation (data from anamnesis, medical and psychological studies, etc.)

were used. The initial examination was carried out by a qualified speech therapist. The processing of teaching materials was checked qualitatively. The assessment of the state of children's coherent speech was carried out on a five-point scale. During the examination, the age and individual characteristics of the group were taken into account, the principles of systematicity, accessibility, consistency, complexity, taking into account the structure of the disorder and its etiology were observed.

Children from the older group were involved in the experimental study. The experimental group consisted of 10 children aged 5 to 6 years. The study involved children with dysarthria who were assigned to the experimental group.

To determine the level of development of coherent speech in children with dysarthria, diagnostics of coherent speech was used according to the method of V. P. Glukhov [8, pp. 3-11]. To conduct a comprehensive study of the coherent speech of a group of children, tasks were used that included:

1. constructing phrases based on individual situational pictures;
2. constructing sentences based on three subject pictures related in meaning;
3. retelling the text (familiar fairy tales, stories);
4. creating a story based on a series of plot pictures;

5. compiling a story from personal experience (based on questions);
6. writing a descriptive story.

As a result of the examination of the coherent utterance of children of senior preschool age with dysarthria, the following results were obtained:

— 70% of preschool children have a low level of formation of coherent statements. It is quite difficult for children to establish logical connections, therefore, content and semantic errors are made in their speech when retelling; When telling stories, children require additional help from an adult. Skipping the structural components of a narrative story. They show insufficient independence in creative storytelling (they repeat the stories of their peers). The vocabulary is not rich, hence the difficulties associated with substantiating judgments. Children do not use evidence-based speech and make occasional grammatical and sound pronunciation errors. Speech is not expressive enough.

— 30% of preschool children have an average level. When telling stories, children miss important plot elements and make logical errors, but correct them independently with the help of adults and peers. Children show interest in verbal communication, but they are quite passive. They do not have difficulty constructing sentences; grammatical errors are rare. They give reasons for their own judgments and use the form of evidence-speech with the help of an adult.

Speech is clear and correct, but children may have difficulty pronouncing some sounds. They regulate the strength of the voice, but the expressiveness of speech is insufficient.

Summarizing the material on studying the state of coherent speech, we can conclude that children have problems mastering coherent monologue speech. Children find it difficult to compose a retelling and story based on a series of plot pictures with their preliminary arrangement in the sequence of the plot. They cannot compose a full-fledged coherent story from personal experience and find it difficult to compose a descriptive story. The main reasons for the undeveloped skills of coherent speech are: violation of two types of operations that provide the semantic organization of a coherent utterance, and operations that ensure its lexical-syntactic design. It was revealed that skills were undeveloped in: conveying the semantic program of a given text, isolating a large program of a whole text, establishing the time sequence of events depicted in pictures, finding and developing an idea, the ability to recognize coherent statements, choosing words, mainly verbal vocabulary, choosing means of interphrase communication; alternation of communicatively strong and communicatively weak sentences in a story.

The study proved that the problem of forming coherent speech in children of senior preschool age with dysarthria is still one of the most pressing topics

in speech therapy. Currently, due to the increase in the number of children suffering from speech disorders, much attention is paid to the development of the most effective methods and techniques for remedial training and education of this category of children.

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