



THE SYSTEM OF FORMATION OF LEXICAL AND GRAMMATICAL STRUCTURES IN CHILDREN WITH SPEECH IMPAIRMENTS

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Abstract

Currently, there are a lot of preschool children with speech impairments. Most often these are children with a defect in all components of speech: sound pronunciation is impaired, vocabulary lags behind the age norm, the lexical and grammatical structure of speech is not sufficiently formed, coherent speech is not developed. Such children do not fully master the general educational program of the kindergarten, and in the future it is difficult for them to enter school. The main difficulties are manifested in detailed answers to complex questions of the school curriculum, children cannot consistently, competently and logically express their reasoning, repeat the content of the texts in the textbook.

Keyword: speech defect, speech therapy, pronunciation, phoneme.

Currently, there are two classifications of underdevelopment of General speech in Speech Therapy: Clinical-pedagogical and psychological-pedagogical, which consider speech disorders in different aspects.

E.M. developed by clinical and pedagogical classification. Mastjukova is focused on medical education and brings together different children in its clinical composition, among which three main groups can be distinguished:

- An uncomplicated version of the general underdevelopment of speech in the absence of clearly expressed signs of damage to the central nervous system. The underdevelopment of all components of speech in children is accompanied by " minor neurological dysfunctions;
- A complex version of the general underdevelopment of speech when the speech defect itself is combined with a number of neurological and psychopathological syndromes (high cranial pressure syndrome, movement disorder syndrome;





- Gross and persistent underdevelopment of speech due to organic damage to the speech areas of the cerebral cortex. As a rule, this group consists of children with motor alalia.

Another approach was taken by Levina and employees of the speech therapy Department of the Defectology Institute, who developed a psychological and pedagogical classification. This classification is based on linguistic and psychological criteria, which allows it to be widely used in correctional and educational work.

A detailed study of children whose general speech is poorly developed shows that the underdevelopment of speech in them can be expressed to varying degrees. Thus, there are four levels of speech development:

Level I - the complete absence of common speech-these are the so-called "children without words". In independent communication, they use a number of non-verbal means: gestures, facial expressions, intonation. The sound side of speech is characterized by an unstable phonetic design. Phonemic development is at the initial stage. There is a significant deficiency in the formation of the affective side of speech in children; Level II of speech development is defined as "the beginning of General speech." Children's speech skills increase significantly, communication is carried out constantly, not only with the help of gestures, but also with the hum of words, even if they are very distorted in phonetic and grammatical terms. The sound pronunciation and syllable structure of words are coarsely impaired; the third level of speech development is characterized by the fact that children's everyday speech turns out to be more or less detailed, the absence of gross lexical-grammatical and phonetic deviations, the presence of only separate gaps in the development of phonetics, vocabulary and speech. grammatical structure. Level I of speech development is expressed in a small violation of the components of the language system so that the underdevelopment of General speech can manifest itself at different levels of speech development. Such children need the help of timely correction. But the main contingent of special preschool institutions consists of children of the third level of speech development. Therefore, we will dwell on the description of this level in more detail.

Since the main contingent of special preschool institutions consists of preschool children with underdeveloped general speech at Level III, we will dwell in detail on the characteristics of these children.

The third level of development of children's speech is characterized by the presence of detailed phraseological speech with lexical-grammatical and phonetic-phonemic underdeveloped elements. Children can communicate more freely with others, but





they will need the help of parents (educators) who will give appropriate explanations in their speech, since independent communication is difficult for them.

The pronunciation is varied. Sounds that children can pronounce correctly in an individual case are not heard clearly enough in independent speech. The pronunciation and differentiation of a large number of phonemes can hurt. In speech, there is an undifferentiated pronunciation of resonant, hoarse sounds, affricates and sonors, alternation of certain sounds with other sounds, the articulation of which is simpler. In some children, there is a fuzzy pronunciation of the sound y, insufficient pronunciation of consonants b, d, d in words and sentences, as well as alternation and mixing of sounds k-g-h-t-d-d.

The process of distinguishing phonemes also suffers. Phonemic is poorly developed in unformed processes of sound differentiation, characterized by subtle acoustic-articulatory signs, but sometimes children do not distinguish more contrasting sounds. These difficulties delay the assimilation of children's sound analysis and synthesis. The underdevelopment of phonemic perception in the performance of elementary movements of sound analysis is manifested in the mixing of children's given sounds with sounds close to them. This is manifested in the fact that with more complex forms of sound analysis in children, it mixes the given sounds with others diagnostic indicator of children's speech at The described level is a violation of the articular structure of words. Correctly repeating 3-4 complex words, children often break them in independent speech, usually reducing the number of syllables (children blinded a snowman - "children win a beginner"). When transmitting the sound filling of words, a lot of errors are observed: reorganization and replacement of sounds and syllables, contraction with a combination of consonants in a word (cabinet - "line"). For children, it is usually necessary to make joint maneuvers (hockey player - "hachist"), wait (bus - "astbus"), add unnecessary sounds and joints (Lemon - "Lemon"). The nature of the errors in the structure of the joint depends on the state of the child's emotional (phonemic) or motor (articulation) abilities.

It should be noted separately that the phraseological speech of children of the III degree is approaching the low age norm. Their daily vocabulary is much weaker than their peers, who have a simple speech in quantitative terms. Children cannot name a number of words from pictures that are appropriate for their age, although they are in passive Reserve (steps, pages). At the same time, an insufficient development of passive vocabulary is noted.

The main type of lexical errors is the incorrect use of words in the context of speech. Without knowing the names of parts of objects, children replace them with the name of the object itself (dial - "clock"), the name of actions is replaced by words similar to





the situation and external characteristics (hemming - "sewing"). Often, correctly indicating the actions prescribed in the pictures, in independent speech, children confuse them: instead of pouring it, "pour soup into the katyulya." From the recommended number of actions, children do not understand and cannot show such actions as darn, pouring, jumping; most often, they do not know the names of colors (orange, blue, gray). Children also poorly distinguish The Shape of the object: round, oval, square, triangular. There are few generalizing concepts in children's vocabulary, mainly toys, dishes, clothes, flowers. Antonyms are not used. Insufficient orientation in the sound form of a word negatively affects the assimilation of the morphological system of the native language.

Thus, it is difficult to make a horse in children with the help of reducing-loving additives and some adjectives (small - "pomalyuskin chair"). Children have special difficulties in applying verbs with prefixes, expressed in a large number of errors (passes - "goes"). Thus, the limited vocabulary, the repeated use of words with the same sounds with different meanings, makes children's speech weak and moldable.

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