

Features of the Use of Phrases by Preschoolers with a Common Underdevelopment of Speech

Bakirova Umida Bakhtiyor Kizi

Gulistan State University Faculty of Pedagogy 3rd year student

Abstract: The issues of comparative characteristics of the use of various types of phrases by children of senior preschool age with normal speech development and with general underdevelopment of speech in special tasks and in coherent speech are considered.

Keywords: preschoolers; coherent utterances; general underdevelopment of speech; verbal phrases; substantive phrases.

INTRODUCTION

Coherent speech is the highest form of speech and mental activity that determines the level of speech and mental development of a child. Coherent speech is an interdisciplinary concept consisting in the ability to express one's thoughts using the necessary linguistic means in accordance with the purpose, content of speech and learning conditions.

Scientists of such scientific fields as psychology and linguistics are actively engaged in the study of coherent speech, psycholinguistics, neuropsychology, methods of speech development, special pedagogy and psychology. The characteristic of coherent speech is presented in the works of: E.A. Barinova, V.K. Vorobyeva, V.P. Glukhov, I.A. Zimnaya, A.A. Leontiev, O.S. Pavlova.

Coherent speech has relative independence and completeness. It consists of a number of detailed sentences and is understood as a product of speech activity - an utterance.

N.I. Ippolitova, G.S. Gumennaya, L.G. Solovyova indicate that the coherence of speech is characterized by the interaction of several factors: the content of the text, its meaning, the logic of presentation, the special organization of language means, communicative orientation, compositional structure.

The sequence of stages of the generation of a speech utterance in a generalized form can be represented as follows: the formation of an attitude and motive; the formation of an utterance or communicative intention; formation of the semantic content of the utterance or its general idea; transformation by transcoding or translating the idea into a specific national language, deployment of the nuclear meaning of the topic into a speech whole; grammatical structuring and morphemic selection of specific vocabulary; implementation of the motor syllabic program of external speech (I.N. Gorelov, I.A. Zimnaya). The process of generating a speech utterance consists of two stages: the pre-linguistic stage, which includes the formation of the motive and the general idea of the future utterance; the linguistic stage, in which the implementation of the internal programs by translating internal images into language signs. Coherent speech is the most complex form of speech activity and has the character of a consistent systematic detailed presentation. The main function of coherent speech is communicative. It is carried out in two main forms - dialogue and monologue.

MATERIALS AND METHODS

Dialogue is one of the forms of speech in which each utterance is directly addressed to the interlocutor and is limited to the immediate topic of conversation; it is characterized by the relative brevity of individual utterances and the relative simplicity of their syntactic construction.

Dialogue as a form of speech consists of replicas, of a chain of speech reactions, it is carried out either in the form of alternating questions and answers, or in the form of a conversation (conversation) of two or more participants. The dialogue is based on the commonality of the situation, the common perception of the interlocutors, the knowledge of what is being discussed. In dialogical speech, the presence of extra-verbal, gestural, intonation components is allowed. Simple forms of dialogic speech do not need preliminary encoding of the utterance in internal speech, since they do not use detailed grammatical means of language.

The study of dialogic and monological forms of speech is necessary to understand the process of formation of coherent speech in preschoolers.

Monologue speech is understood as a coherent speech of one person, the communicative purpose of which is to report on any facts of reality. The main properties of monologue speech include: arbitrariness, one-sided nature of the utterance, conditionality of the content by orientation to the listener, limited use of non-verbal means of transmitting information, arbitrariness, expansion, logical sequence of presentation. The peculiarity of this form of speech is that its content is pre-set and pre-planned. The monologue presupposes the obligatory presence of a clear motive and the original intention of the speaker. In order to be understandable to listeners, a monologue utterance must be constructed logically, consistently, expanded, i.e. a full implementation of the preliminary process of recoding thoughts by collapsed predicative schemes into an expanded utterance is necessary.

The formation of a coherent utterance in children with speech disorders indicates that the violation of understanding and generation of a coherent utterance is a persistent permanent component in the structure of the speech defect of the given category.

For the development of coherent speech of preschoolers with ONR, the processes of perception, imagination, memory, and thinking that are forming in a child are significant. Psychological and pedagogical studies indicate that the general underdevelopment of speech in children is accompanied by a low level of perception, insufficient mental activity. In children with ONR, verbal memory and memorization productivity are reduced. Significantly lagging in preschoolers with ONR from the norm in all characteristics of voluntary attention, characterized by a tendency to reproductive type of activity, lack of formation of all types of control. The insufficiency of the processes of imagination and the decrease in their productivity negatively affects the connected children.

RESULTS AND DISCUSSION

When analyzing speech pathology, scientists point to the presence of persistent verbal disorders in preschoolers with ONR associated with a lower level of language generalizations, specific difficulties speech-thinking activity.

Preschoolers have difficulties in determining the logical sequence of events, in choosing words for constructing an utterance, self-presentation, do not fully understand the read text.

The peculiarities of coherent speech of preschoolers with ONR are explained by the underdevelopment of various components of the language system. The peculiarities of children's utterances are manifested in their low informativeness, insufficient programming, violations grammatical realization of the idea, lack of self-control. Difficulties in programming speech utterance in children are noted at all stages of its generation. Researchers point to the relationship between the lack of coherent speech formation

with the violation of the implementation of the linguistic internal plan into external speech, the presence of difficulties of the motivational plan when the child's need for communication is not leading.

Preschoolers with a general underdevelopment of speech experience persistent difficulties associated with the creation, development and implementation of the original idea into a coherent speech message. The features of the underdevelopment of the operations of generating speech utterance by children with general speech underdevelopment are as follows: disorder of the articulation of a simultaneous image of a speech situation; imperfection of the linearization process; difficulties in transcoding simultaneous processes into successive ones; inability to program successive series; inability to keep in memory the program of speech utterance and to carry out the deployment operation.

In studies devoted to the study of verbal comprehension disorders messages accompanying speech disorder, there are indications of unformed processes simultaneous analysis and synthesis, which indicates violations of the understanding of verbal messages accompanying speech disorder.

The lack of simultaneous information processing in children manifests itself in the shortcomings of spatial thinking, in the poor integration of different types of information in the construction and decoding of statements, in the difficulties of syntax development associated with the formation of abstract concepts such as subject and object.

Children with speech disorders have difficulty processing and memorizing sequences of more than two auditory stimuli, they are characterized by shortcomings in programming and implementing coordinated sequences movements that clearly appear at the speech level in the form of violations of the reproduction of sound and syllabic series and words of a complex syllabic structure.

Clinical, psychological and pedagogical studies allow us to consider the conditionality of the violation of the construction of coherent utterance in children with general underdevelopment of speech decrease functional interaction of both the left and right hemispheres. The researchers note that the capabilities of the non-speech-leading hemisphere are reduced to a greater extent than the leading one.

With right-hemisphere dominance, the capabilities of both hemispheres, especially the left, are reduced. With underdevelopment of speech, the functional interaction of the hemispheres suffers, which is based on left-hemisphere insufficiency. It was found that preschoolers with ONR significantly lag behind normal developing peers in mastering the skills of coherent monologue speech. Most of them have difficulties programming detailed speech utterances and their linguistic design.

Modern research notes that violations manifest themselves in incorrect construction, inability to distribute simple and complex sentences, to build a chain of interrelated proposals.

The authors note that in the retellings of children there are violations of the sequence of events, omissions of important links in the content of the text, numerous repetitions, restrictions in the selection of words, deformed sentences, incorrect use of words by meaning. In a number of studies, there are indications of qualitative differences in disorders of coherent monological speech, which are due to the peculiarity of the development of nonverbal and verbal operations involved in the process of generating speech utterance.

It is noted that some children with speech underdevelopment are characterized by a sufficiently high level of formation of operations for understanding and dissecting the problematic situation of the text, processing information, programming their utterance. Violations of coherent utterance they are caused by the insufficiency of the program deployment operations in external speech and manifest themselves in violations of the lexical and grammatical design of the utterance. In another part of children, the

specificity of coherent speech is associated with the difficulties of comprehending and programming the monologue and its components, as well as the lack of formation of operations that ensure the implementation of the program in the external language.

Scientific papers describe violations of various types narrative speech in children with ONR and indications of children's difficulties in determining the logical sequence of events, incomplete understanding of the read text, difficulties in selecting words, inaccessibility of independent description. The authors draw attention to the fact that the stories of children with ONR are most often presented in the form of an enumeration of objects or actions. They do not understand the figurative meaning of words and metaphors well. All this indicates the difficulties of speech-thinking activity.

It is noted that preschoolers with ONR have poverty and qualitative idiosyncrasy of vocabulary, insufficient development of generalization and abstraction processes, violation of the process of thematic selection and semantic choice of words when generating utterances. Children with ONR are characterized by the scarcity of utterance, the desire to avoid detailed speech, the difficulty of retelling. It is proved that without mastering the dictionary it is impossible to master speech as a means of communication and an instrument of thinking. Children do not use their existing inventory of linguistic units, do not know how to operate with them, which indicates the lack of formation of an ordered structures of language means, about the impossibility of spontaneously choosing language signs and using them in speech activity.

CONCLUSION

Thus, coherent speech is considered as a product speech-thinking activity, which is in close connection with the development of such mental processes as perception, thinking, memory, imagination. The lack of formation of a coherent speech utterance is considered as one of the permanent components in the structure of a speech defect.

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