

FORMATION OF GRAMMATICAL SYSTEM OF SPEECH IN CHILDREN WITH INTELLECTUAL DISABILITY

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The timely formation of the grammatical component of the child's language system is the most important condition for his full-fledged speech and general mental development, since language and speech perform a leading function in the development of thinking and communication, in planning and organizing the child's activities, self-organization of behavior, in the formation of social ties, in the manifestation of the most important mental processes – memory, perception, emotions. The formation of the grammatical structure of speech is the most important condition for improving students' thinking, since grammatical forms of the native language are the "material basis of thinking." Currently, the problem of the formation of communicative skills, namely the grammatical component, the language system of children with intellectual disability is relevant [1].

The purpose of the article is to study the scientific and methodological foundations of the formation of the grammatical structure of speech of younger schoolchildren with intellectual disability; examine means, ways and methods of forming grammar skills and grammatically correct speech.

Material and methods. The work is based on a systematic analysis of the philosophical, pedagogical and psychological literature, as well as methods of systematization, generalization and interpretation of the study results.

Findings and their discussion. Formation of grammatical structure and communication skills was studied by many outstanding scientists (A.N. Leontyev, M.I. Lisina, L.S. Volkova, A.V. Zaporozhets, M.V. Mamonko, D.B. Elkonin) [2]. Communication is one of the main activities of a person, which is aimed at knowing and evaluating oneself through other people. It serves as the most important factor in the formation of the child's personality, and also acts as the main condition for his development. According to specialists in the field of defectology and psychology (A.A. Bodaleva, A.V. Zaporozhets, E.G. Zlobina, etc), communication is the most important factor and a prerequisite for the mental development of the child. Communication becomes the basis of the social development of children with intellectual disability.

According to E.G. Fedoseeva, at an early stage of ontogenesis in the pre-speech period, the child forms the prerequisites for the verbal function of speech. A child with intellectual disability experiences difficulties in the formation of communicative activities, emotional communication from birth, therefore, the need for communication activities is an essential condition for the emergence and development of speech in children with intellectual disability.

According to M.I. Lisina, communication is the process of transmitting and receiving verbal and non-verbal information. It is one of the conditions for a child's development, the most important factor in the formation of a person and one of the main types of human activities aimed at knowing and assessing oneself through other people. A child with intellectual disability initially experiences difficulties in communication skills. Based on this, the development of these skills should be put first in the upbringing and education of children.

According to N.V. Ivanova, the grammatical structure of speech in children with intellectual impairment is not developed or is little developed. Disorders of the grammatical structure of speech in intellectual insufficiency are caused by the non-formation of language generalizations. A characteristic feature of mastering the grammatical structure of the language among students with intellectual impairment is a slower pace of assimilation, there are a poverty of vocabulary, inaccuracy of the use of words, the predominance of passive vocabulary over active. They do not know the names of many objects, parts of objects, their dictionary is dominated by nouns with a specific meaning; there are no words of a generalizing nature and few adjectives and adverbs. The statements of children are characterized by simple, non-proliferation proposals, often structurally unformalized, with passes of the main members. Especially many errors occur when trying to form a plural number of nouns in the nominative and genitive cases.

The main tasks of the formation of the grammatical structure of the speech of students are enrichment of the speech of schoolchildren by grammatical means; expanding the use of grammatical means of language in various forms of speech (dialogue, monologue) and speech communication (emotional, business, cognitive, personal speech communication); the development of linguistic attitudes to the word among students, activities in the field of language and speech based on language games.

The main means of forming grammatically correct speech of younger schoolchildren are as follows: creating a favorable language environment that gives samples of literate speech, increasing the speech culture of adults; special education of students in difficult grammatical forms in lessons; formation of grammatical skills in the practice of speech communication, correction of grammatical errors [3].

The formation of grammatically correct speech is carried out in two ways: teaching in lessons; education of grammatical skills in everyday communication.

Methods of forming grammatically correct speech among younger students include:

- didactic games;
- dramatization games;
- consideration of paintings;
- retelling of short stories and fairy tales.

Conclusion. Summing up, we can draw the following conclusions that the formation and development of the grammatical system in schoolchildren with intellectual disability implies the mandatory consideration of mandatory principles, means and requirements aimed at the positive, accessible and favorable development of their communicative skills and skills. Unfortunately, the underdevelopment of the communicative function of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory one. This category of children is characterized by anemic face, poor understanding of gestures and the use of primitive standard gestures. Communication skills of children with intellectual impairment have a great impact on the cognitive processes of the child, on his personality. Consequently, it is related to the upbringing of the child, his socialization and interaction with the surrounding people.

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**THE SPECIFICS OF THE COMPILATION OF DESCRIPTIVE
AND NARRATIVE STORIES BY CHILDREN
WITH INTELLECTUAL DISABILITIES**

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Speech plays a leading role in the mental development, formation of thinking and cognitive activity of the child. Since speech development of children with mental disorders differs significantly from this process in their normotypic peers, by school age, when speech should have already become a means of communication and a tool of verbal and logical thinking, it turns out to be in a significantly undeveloped state in children of the analyzed category.

One of the priority tasks of modern special and inclusive education is to increase the effectiveness of teaching and educating students with special psychophysical development of the quality of their preparation for independent life. Students with intellectual disabilities experience objective difficulties in communication, which complicates the process of their social inclusion [1]. The development of coherent speech of children of this category is a condition for overcoming these difficulties. Thus, L.S. Vygotsky, S.D. Z Abramnaya, A.R. Mahler, L.M. Shipitsina, T.A. Vlasova, L.V. Zankov, T.M. Dulnev, M.S. Pevsner, etc. indicated low speech capabilities as the psychological and pedagogical characteristics of children of the category under consideration. Coherent speech is the most difficult for children with intellectual disability, as it is a detailed, complete, compositionally and grammatically formed semantic and emotional, logically connected utterance [2].

Descriptive and plot stories are characterized by a certain sequence in the description of the features of the object and the obligatory observance of semantic and syntactic connections between fragments. A child must demonstrate a certain level of grammatical and semantic implementation when composing a story of these types, so it is necessary to implement the paradigmatic and syntagmatic principles of speech organization [3]. Actually, based on these variants of connections between words, the child realizes and proceeds to use the primary predicative pairs of words as components of the idea of the future story. One of the conditions for the qualitative development of coherent speech is the emergence of associative syntagmatic connections and readiness to compose stories of various types [4].

The purpose of the work is an experimental study of the features and mechanisms of composing descriptive and plot-type stories by children of primary school age with intellectual disability.