Particularities of Speech Readiness for Schooling in Pre-School Children Having General Speech Underdevelopment: A Social and Pedagogical Aspect

Irina A. Emelyanova[1], Elena A. Borisova[2], Olga E. Shapovalova[3], Olga V. Karynbaeva[4], Irina M. Vorotilkina[5]

Abstract

The relevance of the research is due to the necessity of creating the pedagogical conditions for correction and development of speech in children having the general speech underdevelopment. For them, difficulties generating a coherent utterance are characteristic, which prevents a sufficient speech readiness for schooling forming in them as well as successful socialization. With regard to this, the paper is aimed at finding out the particularities of coherent monologic and dialogical speech in senior pre-school children having the general speech underdevelopment. The leading method to studying this problem is experimental studying, which allows viewing the particularities of coherent dialogical and monologic speech in pre-schoolers having the general speech underdevelopment in an integrated way. The paper describes particularities of coherent monologic and dialogical speech in pre-school children having the general underdevelopment depending on the level of formation. The quantitative and qualitative analysis of the data obtained has shown that pre-school children having the general speech underdevelopment have significant difficulty carrying on a dialogue and making up detailed utterances. Examples of various lexical and grammatical, logical and meaning-related mistakes of the children are given. The materials of the paper may be of use for specialists rendering the psychological and pedagogical support for children having speech disorders in the educational process.

Key words: *coherent speech, dialogical speech, monologic speech, general speech underdevelopment, pre-school children.*

Introduction

Social adaptation and integration of children having health limitations into the society is the leading area of focus of the entire upbringing and educational process. Currently, it is not only the approaches to psychological and pedagogical support of children of this category that are reconsidered but also tasks are put forward that are aimed at creating the conditions to promote harmonious development and socialization of personality in mass and special educational institutions (Baytak, Tarman, & Ayas, 2011; Tarman & Tarman, 2011).

---

[1] Assoc. Prof., Candidate of Pedagogy, Sholom-Aleichem Priamursky State University, irrina79@bk.ru

[2] Assoc. Prof., Candidate of Pedagogy, Sholom-Aleichem Priamursky State University, bor-elenaz9u@yandex.ru

[3] Prof., Doctor of Psychology, Sholom-Aleichem Priamursky State University, olya.shapovalova.1962@mail.ru

[4] Assoc. Prof., Candidate of Pedagogy, Sholom-Aleichem Priamursky State University, olgavlad11@mail.ru

[5] Prof., Doctor of Pedagogy, Sholom-Aleichem Priamursky State University, kaf_srsr@prgusa.ru

Children having health limitations are ones whose health condition prevents them from mastering educational programs unless special conditions of teaching and upbringing are ensured for them. Some serious deviations from the normal mental and physical development are registered in them. The group of HL children is highly non-homogeneous. This is due first of all to the fact that it encompasses children with various developmental disorders (Vygotskiy, 2003).

One of the most widespread variants of deviant development is speech disorder.

The general underdevelopment of speech is the most frequent case in speech therapy practice. The main signs of this speech defect are disorders of sounds pronunciation and phonemic processes, small active and passive vocabulary, grammar and syntax mistakes. The children have an especial difficulty making coherent monologic utterances and dialoguing, which leads to the children of this category having limited social contacts.

Coherent speech as a complex verbal and cogitative activity is one of the criteria for evaluating the child's thinking, the child's social maturity. A coherent utterance has to be extended, to have meaning and to be clear for the interlocutor. Coherent speech is subdivided into dialogical and monologic. Monologic speech is a logically consistent utterance that is stimulated by internal motives and is not intended to be immediately responded by listeners. An utterance not only has to be extended but it also has to be logically complete and syntactically structured. For delivering a monologue, one has to previously think over the utterance, to focus one's thought on the main point, and to use the paralinguistic means of communication as appropriate. In the contemporary studies, dialogical speech is understood as a form of communication; its particular features are ease, unprepared nature of the utterances and orientation to a just heard reply.

Underdevelopment of coherent speech affects the formation of ideas about the world around the children, their interpersonal relationships, speech communication and play activity in pre-schoolers. When studying at school, mistakes in rendering the sequence of events in a story and in lexical and grammatical structuring of an utterance, lack of initiative in dialoguing, misunderstanding of verbal and non-verbal means of dialogue used by the interlocutor lead to problems in learning the material of the Russian language, literature reading, and elementary science. Given this, in order to render them further qualified assistance, it is of a high social importance to solve the problem of timely detecting the disorders of coherent speech in children having the general speech underdevelopment.

Literature Review

The scientific interests of the teachers at the department of correctional pedagogy, psychology and speech therapy are associated with studying the psychological particularities of children having health limitations, developing and testing out the new technologies of correctional and developing experience. They also consider the most efficient options for training teachers who are capable to render qualified support to children of this category (Shapovalova et al., 2015; 2017; Karynbaeva et al., 2017).

It should be pointed out that it is the speech disorders category that is the most numerous one among children with health limitations in the educational institutions of this region.

The results of studies conducted by the leading scientists of the previous and current century prove that in children having the general speech underdevelopment, the coherent speech is characterized by incorrectly rendering the semantic relationships and cause-and-effect linkage. Akhutina and Pylaeva (2008), Glukhov (2002), Zhukova, Mastyukova and Filicheva (1998) register a wrong sequence of utterance in the children's communicating their thoughts. This is influenced by the abilities of the precise linguistic means selection and the internal logic and semantic organization being not formed completely. The faults of phonetic, lexical and grammatical organization of speech utterance that the GSU children have are clearly manifested in the dialogical speech. Against the background of the generally lower speech performance, the dialogue is characterized by short duration and deficiency. A fast depletability of drives for utterances is observed which makes the conversation stop. A lack of information required for the answer, a poor vocabulary preventing them from forming the utterances are registered in the children too (Broomfield & Dodd, 2004). Misunderstanding the interlocutor should also be mentioned: the pre-schoolers do not try to grasp what they are told so their speech responses turn out to be irrelevant and fail to support further communication.

Monologic speech is characterized by even greater difficulties. Children having the general speech underdevelopment make serious errors when making up a story according to the pictures given. In their stories, there are inaccurate explanations of causes of the characters' behavior, and the semantic outline of the story does not match the plot shown in the picture. The pre-schoolers have difficulty understanding the true cause of the event and they need a prolonged time for thinking over the answer; they also need an adult's approval (Ahern, 2014). The systemic and dynamic approach to studying the coherent utterances of children having the

general speech underdevelopment has enabled the researchers to speak about a marked developmental delay in semantic organization of the utterance in this cohort of children. This manifests itself in a limited semantic space and in frequently changing topic landmarks. The phonetic and prosodic disorders are quite brightly manifested in the monologic utterances (Hitos et al., 2013).

The following difficulties are observed in children when describing an object: the main attributes of the object are listed in a sequence not always corresponding to the suggested plan; they skip from one thought to another; the logic nature of the narration is not adhered to. For children having the speech underdevelopment, it is also quite a difficult task to retell a fairy-tale or a story. They do not always understand the meaning of the text they have listened to and when retelling they skip important semantic links, mix up the sequence of events, repeat fragments and use the words incorrectly (Zhukova et al., 1998). In the coherent monologic utterances of children of this category, the complex sentences are quite few; when they are used, they may have a wrong structure. The rare usage of adjectives is also peculiar for the coherent speech. Mainly, the children name such attributes of the object as color (main colors) and size (big or small).

Tkachenko (2003) pays attention to the fact that a coherent utterance in pre-schoolers having the speech underdevelopment is not always relevant to the communicative task emerging in a certain situation.

Spirova (1980), just like many other researchers, argues that in GSU pre-schoolers, oral monological speech is not formed independently. In these children, the development of coherent speech needs a clearly organized consistent correctional work.

Relying on the experience of the leading Russian specialists, the authors nevertheless take into account the practices of foreign researchers as well, in particular, ones touching on the following aspects of the problem of their concern:

- the study of particularities of speech disorders manifestation in children (Hopkins & Barr, 2005, Ingram, 2007, Barbarin, 2007, Hamaguchi, 2010, Leonard, 1998, Broomfield & Dodd, 2004, Hitoset al., 2013);

- correction and development of speech in children having logopathies (Plummer, 2011, Isenberg & Jalongo, 2014, Michael & Surian, 2012, Hamaguchi, 2010, Roth Froma & Worthington, 2010, Felsenfeld, 1994).

Methodological Framework

This experimental research was conducted on the basis of the Municipal budget-funded pre-school educational institution "Kindergarten of compensating type No. 21" of Birobidzhan in 2016-2017. It involved 50 pre-school children having the general speech underdevelopment. Its objective was to develop and test out an experimental diagnostic technique for studying the coherent speech in children with speech underdevelopment.

The novelty of the research is presented by the original diagnostic technique and a considerable scope of the experimental data characterizing the particularities of coherent dialogical and monologic speech in pre-schoolers having the speech underdevelopment.

For finding out the particularities of dialogical speech mastery, such skills as the knowledge of speech etiquette, asking for information, replication, dialogue-making were studied in the children. The extent of formation of the skills was identified using the following indices: scope and variation of speech etiquette phrases; independence and consistency of questioning; speech performance of the children; scope and characteristics of dialogical units in dialogues made up by the children; structures of sentences used by the children (brief or extended), the presence of addresses, speech mistakes. The actual speech material (the children's answers) collected has allowed analyzing the condition of dialogical speech within three levels: the low, the medium and the high one.

For experimental studying of the extent of formation of the speech etiquette skill, the most traditional and accessible for pre-school children topics were used for selecting the speech communication situations: 1) greeting, 2) getting acquainted, 3) a request, 4) an apology, 5) a conflict in a game, 6) addressing an adult. After presenting each situation, the response replies of the children were recorded. Answers including a speech cliché that matched a given situation were considered as positive ones.

In order to identify the children's extent of acquisition of the skill of asking for information, each tested one was put into conditions that encouraged the child to ask some questions with an objective, i.e. to question. The authors suggested that the child should identify the thought-of animal from those shown in pictures by means of questioning. As an example for the children, several questions were given: is it a wild animal or a domestic one? what kind of hair does it have? what does it eat? where does it live? and so on. The experimenter's help, if required, consisted in repeating the questions. The assignment was considered to be fulfilled if the child achieved the objective (if the child named the thought-of animal correctly). The children's performance of the assignment was assessed by the following indices: the ability to

word questions correctly; independence in questioning; whether the objective was achieved (the animal was named correctly) and by what means – as a result of questioning or by listing the names of all animals (guessing). Moreover, when analyzing the children's questions, the authors paid attention to their quantity, type, logical consistency in asking, and the effect on the final result.

Studying the skill of replication was intended to find out what kind of replies were used by the children more frequently and what was their speech response in conversation. For this, the experimenter offered the children to talk. The incentive replies were pronounced by the adult, and the response replies – by the child. After each exchange, the experimenter gave the opportunity for the child to resume the conversation independently, but if it was not the case, the experimenter proceeded to the following prompt. For the experiment, the following kinds of prompts were chosen: information, encouragement to act jointly, suggestion, hesitation. The children's answers were analyzed according to the following criteria: the presence of prompts (incentives), the total quantity of replies pronounced, the quantity of dialogical units in micro-dialogues.

When studying the extent of mastery of the dialogue-making skill, it was necessary to find out if the children used the skills they had of using the speech etiquette, asking for information, and replication when making up dialogues for the suggested situations (i.e. in stimulated communication). This assignment implied finding out the children's level of dialogue-making according to the situation given in the picture. The experimenter showed the picture and suggested that the children should make up what the conversation there was about. In case of difficulties, the experimenter helped with leading questions. The dialogues were analyzed according to the following criteria: independence of dialogue-making, the quantity of dialogical units in it, kinds of replies, the scope of information, the content of the dialogue, after which they were distributed up to levels.

For studying the coherent monologic speech in the children, the techniques "Continue the fairy-tale" and "Make up a fairy-tale" were employed (Rodionova, 2012). The "Continue the fairy-tale" technique involved composing the continuation of a well-known fairy-tale. When choosing the fairy-tales, the authors were guided by the following requirements: the fairy-tale had to be kind and instructive; its language, content and main idea had to be accessible to pre-schoolers having the speech underdevelopment; the end of the fairy-tale had to have a slight

incompleteness of the plot due to the changes (internal or external) happening to the character(s). These requirements are met by the fairy-tale by Brothers Grimm "Mother Holle", so it became the basis of the technique. The pre-schoolers listened to the fairy-tale and then suggested their options of its continuation ("Say what happened to the kind girl and to the lazy one later?").

The "Make up a fairy-tale" technique was aimed at finding out the abilities to make up a monologic utterance using the minimum quantity of prompts. Three subject pictures showing a cow, a cat and a pig were put in front of the child. The child was asked to name the animals (various answers were accepted – a cat, a tomcat, a kitten; a cow, an ox, a calf; a pig, a boar, a piglet). Then the following instruction was suggested: "Make up a fairy-tale with these characters".

The criteria for evaluating the coherent monologic speech in pre-school children were as follows: the quantity of semantic units (the simplest ones, dynamic or static, descriptive units of the plot development), the extent of semantic units (how extended and detailed their presentation is), the logical harmony of the monologic utterance (the interrelation of semantic units), the grammatical and lexical expression of the utterance, and the independence of performing the assignment.

Results and Discussion

The condition of dialogical speech in the GSU children was evaluated from the viewpoint of the extent of formation of dialogical skills in them.

Studying the speech etiquette knowledge level has shown that the extent of formation of this skill in the children mostly corresponds to the low (40%) and the medium (50%) level. The high level was demonstrated by 10% of the children only – some features of which are the good knowledge of speech clichés for the situations suggested, an ability to replace some of them with the similar ones, the use of complex structure replies and addresses, the lack of grammar or syntax mistakes in the speech. Generally, the greater part of correct answers were given in situations "Greeting", "Request" and "Apology", because they are the most widespread in the daily use so the children have an opportunity to hear the patterns of speech clichés from the adults and from their peers. Hence it is in these situations that the use of variant speech clichés and replacement of the pronounced phrase by a similar ones were observed. In the "Greeting" situation, they are: "how do you do" (or a reduced "how d'you do"), "hi", "good afternoon", "good morning". In the "Request" situation, the phrases used are "Could you please help me", "Could you please get me the flower", "Could you please help bring the flower down", "Could you please water the flower". In the "Apology" situation, the clichés were "I'm sorry", "Excuse me, please", "Sorry, I've broken

it but I didn't mean to", "I'm sorry. I won't do that again". The situation "Getting acquainted" turned out to be more difficult: the phrase "What is your name?" was uttered by so few as 42% of the children. The children often used the phrases "Girl, can I play with you?", "Let's play", "Can I be your friend?" instead of the speech cliché. When answering, 30% of the children used the speech clichés of the "Getting acquainted" situation: "Hi", "Hello, girl", commented "I have to say hello" or had difficulty answering. The "Game" and "Addressing an adult" situations were considerably difficult for the children. In particular, in the "Game" situation, 16% of the children said "I'll go to tell the teacher", "I'll go and tell all about you". 1 child answered as follows: "Then I'll just go away and do something else". The answers of 32% of the children summed up as "Please, get up off the chair", "It was me, I decided to be the driver", "Take another seat". Only 10% of the children answered that "we have to play in turns", "next time I'll play".

In general, it should be pointed out that the children's answers were characterized by deficiency and lack of variety of the speech clichés named. The children did not know and use in their speech the speech clichés well enough. It is only in situations that are the most frequent in daily life (greeting, request, apology) that they used them the most confidently. The children rarely used the extended replies – more often, the replies were brief and reduced and included speech clichés only. Moreover, the children had difficulty replacing a speech etiquette form with a similar one. The lack of addresses should be noted too which were not included by the children into the sentence structure, and so should be the syntax and grammar mistakes the quantity of which increased if they tried using complex structures.

When studying the skill of asking for information, it has been found that in 60% of the children the skill formation level is evaluated as a low one. The children could question only if the experimenter helped them. They could not word a question on their own, they repeated the experimenter's questions given as an example and they tried to guess the animal by listing the names of the pictures. The objective of questioning was not achieved. Here is questioning by Vanya Z. as an example that is typical of this level: "A kitty. (The experimenter's help.) A goat? (No.) A cow? (The experimenter's help – offering to repeat the question pattern.) Domestic? (No.) Wild? (Yes.) A bear. (No.) A bunny. (No.) A wolf. (No.) Who then?".

The medium mastery level of the skill of asking for information was shown by 40% of the children. For these children, it was characteristic to show independence in posing the questions, a wish to attain the objective and an interest in the assignment. A greater independence in questioning was observed, as compared to that of the low level. However, they needed the experimenter's help for achieving the objective of the questioning because the children did not have the logical link between asking for information and selecting the animal:

they often tried to name the animal not as a result of questioning but by guessing. For example, Daniil A. questioned as follows: "Is it domestic or wild?" (Domestic.) And what tail has it got? (A long one.) A cat. (No. Ask on.) What color? (It is red in our picture.) A squirrel! (Here the experimenter's reminds "It is but a domestic animal".) And does it give milk? (Yes.) A cow? (Correct.)".

No high mastery level of the skill of asking for information was found during the experiment, because even when the objective of questioning was achieved it was conducted by the children in an inconsistent way, they did not always use the information received from the experimenter correctly, they asked questions just formally or tried to guess the animal. The children often got distracted and asked irrelevant questions: "Are we going to guess all animals?", "Who are you going to call after me?" or worded the questions for a long time. As a result, the questioning ran over time.

When doing the assignment, the children needed the adult's assistance because they had difficulty wording the question on their own. Most frequently, the questions worded were not associated between each other logically, which hindered the children's attaining the objective of questioning. The questioning was quite often replaced by trying to guess the animal the name of which was the objective of questioning by listing the pictures placed in front of the child. For individual children, the questioning process was rather formal because for them the experimenter's answers were not the information to guide to the next question.

As for studying the replication skill in children having the speech underdevelopment, the analysis of the results has shown that the answers of 68% of the children were up to the *low level*. The children got involved into the dialogue passively, they responded to prompts in individual cases only, with the response replies being short, mainly one-word, and frequently replaced by gestures or motor reactions. The conversation progressed slowly and went on only upon the experimenter's initiative. Throughout the conversation time, no more than 3 replies were uttered by the children, with micro-dialogues not exceeding one dialogical unit.

The answers of 32% of the children were classified as the medium level. These children showed a greater extent of speech performance, they responded to the interlocutor's (experimenter's) replies fast, however, they gave few (1-2) incentive replies that allowed continuing the conversation. In general, it was observed that the children uttered a greater quantity of replies. Now, the record of conversation with a child whose replies are characteristic for the medium level is given below as an example.

	The experimenter	The child
1.	- I have got a kitten.	- A kitten, it's a very dangerous.
	- Dangerous?	- No, it's a dog who is dangerous.
	- Why?	- It bites.
	- If you don't disturb the dog, it won't bite.	- Then it's not dangerous.
2.	- Let's draw a picture.	- What picture?
	- What would you like to draw?	- Little sun.
3.	- It must rain today.	…(is silent)
	- Do you agree with it?	(nods) I feel it will rain (after some time).
	- Why have you decided so?	- Because it'll rain now. … (is silent)
	- Yes. It is dull outside and there are clouds …	
4.	- I don't know what to buy: a construction kit or a ball?	- A ballie.
	- Do you think so?	- No, a construction kit … Or a ball …
	- And what would you choose?	- A construction kit.
	- Why?	
	- And you can play football and basketball with a ball.	- Because it is built and it does not play.
		- Yes.

No cases of a high replication skill mastery level have been found.

Generally, the children's answers confirm that among the diversity of replies the following types were the most frequently repeated: information ("I have got pet fishes", "My granny has got a cat and a dog"), agreement or disagreement ("Let's do it" or "No, I can't draw"), a piece of advice ("It's better to buy a construction kit because it is built", "A ball, it can be kicked"), a question ("What kind of?", "What is the name?", "Why draw?"), explanation for agreement or advice ("Because the weather is good today"), a

request ("Could you draw", "Make a present to me"), a suggestion ("Next time bring your umbrella with you").

The analysis of results of studying the dialogue-making skill mastery has shown that the dialogue-making skill corresponds to a low level in 52% of the children. Dialogue-making was very difficult for children and had to be helped by the experimenter. As a result, the independent dialogue-making was replaced by answers to the questions or responses to the experimenter's prompts. In particular, the only actions children could manage were identifying the topic of the talk and making up individual short, mainly one-word replies that. Some replies were replaced with gestures. Below a dialogue is given that is typical of the low level.

The experimenter	The child
- What do these hedgehogs talk about?	- About mushrooms… and little apple's.
- What do the hedgehogs say to each other?	- … (is silent)
- What does this hedgehog say? He says …	- Hi.
- And what does this hedgehog answer?	- Hi.
	- … (is silent)
- What does this hedgehog ask?	- … (nods)
- He probably asks "Where did you go?"	- I went at the forest, I picked up mushrooms and little apple's.
- And what does this one answer?	- … (is silent)
	- I'll eat them.
- What else will he ask?	
- The hedgehog will probably ask "What are you going to do with the apples?" And what answer will he hear?	

The answers of 48% of the children corresponded to the medium level. The children had difficulty starting the dialogue and they needed the experimenter's aid, though showing a greater extent of independence in making up the dialogue. The children made up brief dialogues the structure of which included 1-2 dialogical units. In particular, they more often used information

replies in the form of simple structure sentences. Here is an example of a dialogue made up by a child having this level of the skill:

The experimenter	The child
- What does this hedgehog talk about?	- Give me the mushroom.
- And what does this one answer?	- Take another for yourself, here they stand.
- One has to get acquainted when meeting. How will hedgehogs do it?	- What is your name? - My name is Hedgehog, girl Hedgehog.
- What are they going to say at parting?	- And my name is boy Hedgehog. - Take my little apple, and you give me the mushroom.

No cases of a high mastery level of the dialogue-making skill have been found in the children during the research.

When making up dialogues, all children needed the experimenter's help. For the majority of the children, brief one-word sentences were characteristic, as well as partial replacement of replies with gestures, lack of initiative and independence. The dialogues were replaced by individual replies. Using the experimenter's help other children could make up brief dialogues the structure of which nevertheless including 1-2 dialogical units. The replies usually were information ones presented as simple sentences, frequently the one-word ones. That is, the faults found in previous experimental assignments (failing to know the speech etiquette, to know how to ask for information, lack of variety of the replies etc.) were reflected in the dialogues made up by the children.

Thus, a low speech performance of GSU pre-school children, a lack of initiative and independence in communication, a small scope and lack of variety of the replies made up on their own, and failure to know how to unite them into dialogical units confirm the insufficient development of dialogical speech in this category of children.

According to the results of studying the particularities of monologic speech, the authors have noticed that most children could start making up a continuation of a fairy-tale story (the "Continue the fairy-tale" technique) independently. However, as they proceeded with the narration, they broke the logical harmony of the utterance and made logic and factual mistakes. It was the assignment in which they had to make up a fairy-tale with suggested characters (the "Make up a fairy-tale" technique) that the pre-schoolers had the greatest difficulty doing. Not all

children understood the instructions to the effect that they had to make up an entirely new fairy-tale. Many even failed to think of what their fairy-tale would be about (to create an idea), and far not everyone came up with completed plots. The pre-schoolers needed help in the form of leading questions or action development options. The fairy-tales told by the children usually had neither a logical end nor a correct sequence of events rendering. The majority of children did not describe the personal traits and appearance of the character; they spoke about the individual fairy-tale events in brief, i.e. the description was limited and contained only very few adjectives and adverbs. Lexical and grammar mistakes were also made by the children.

Proceeding from the criteria developed and the empirically obtained results, the authors could subdivide all participants of the experiment into two groups. The first group included 33 children (66% of the total quantity of the tested ones) who had a low level of development of the coherent monologic speech. They had difficulty understanding the assignment to make up a fairy-tale with the given characters. The children either said "I do not know" or gave monosyllabic replies to the teacher's answers or tried retelling a fairy-tale they had known. Even after being explained the assignment, they showed little interest in it. Some tried making up an idea of further narration but failed to detail it completely; there were few semantic units and there was little connection between them. When the children had to make up a continuation of a fairy-tale, their utterances consisted of several simple sentences and were not always up to the original plot. In the children, mistakes in the use of prepositions ("take us out at the oven" instead of "take us out of the oven", "went from the house" instead of "went out of the house"), wrong formation of case forms ("the gaten were closed" instead of "the gates were closed", "there were many golds" instead of "there was much gold"), and repetitions of the words "there" and "then" were observed. When the children performed the "Make up a fairy-tale" technique assignment, there were fairy-tales in which only one of the suggested characters acted. For example, "Once upon a time there was a cat. Once he saw… a lionee. And the lion ran after him. Then the lion caught him and ate him." The question on what happened to the pig and the cow was answered by the child as "She was eating grass". In longer fairy-tales composed by the children having a low level of development of the monologic speech, the events were merely beaded on other events and individual episodes were not connected between each other. Sometimes there also were quite a lot of characters who emerged and disappeared randomly

during the narration. So the children could not answer the question "What is your fairy-tale about?".

The second group consisted of 17 children (34 % of the total quantity of the tested ones) who had the medium level of development of the coherent monologic speech. The children of this group understood the task and showed interest in it. Meanwhile, some children had difficulty creating the idea. So the fairy-tale or the continuation were only told after the teacher suggested some action unfolding options. At the same time, other children had no difficulty creating the idea but they could not deliver it in detail. The fairy-tales were short and simple in the content. Here is a fragment of a fairy tale as an example: "…They went to the river and drank. And then they ate little apples. The apple's were two. It was not enough for the cow. So they shared with it. And then they went home to sleep. And then they went for a walk. Then everybody began eating and they gave to everybody five apple's". The utterances of the children of this group did not always feature logical consistency (not all semantic units were interrelated, they would sometimes "slip" on to images and plots from other fairy-tales). The pre-schoolers had some mistakes when rendering the cause-and-effect links and temporal relations. They needed the experimenter's stimulating help (not more than three questions). Most frequently, the experimenter asked the children such questions as "What happened next?", "What did the character do?". The questions encouraged the children to continue their narration and unfold the plot in more detail.

The authors have not identified a high level of development of coherent monologic speech in any child, which proves the necessity of a targeted work on developing the lexical and grammatical side of the speech, the ability to make up independent and logically complete utterances.

Conclusion

The particularities of development of children having the general speech underdevelopment limit the children's ideas about the world around them and are not up to development of the need of speech communication. They also slow down the process of speech development and lend it a peculiar quality. The data of theoretical analysis and the experimental research conducted give evidence about difficulties in building coherent utterances, about singularity of the coherent dialogic and monologic speech in children of senior pre-school age

having this pathology. The latter prevent a sufficient level of speech readiness for schooling and a successful socialization from forming in these children. This allows stating that the development of coherent speech is the main task of speech development for pre-schoolers having the general speech underdevelopment. For solving the problem, efficient methodological ways and means have to be found and implemented in conditions of a targeted and consistent correctional pedagogical work.

One of the essential conditions for developing coherent speech in children of this category is the creation of a motivation for communicating, the formation of an aspiration to speak about oneself, one's friends and observations of life. During speech therapy classes, such situations have to be created that would make a need of speech utterances urgent and that would put each pre-schooler having the general speech underdevelopment into such conditions when they get an independent wish to speak out and to share their impressions. It is the directly speech motive that has to underlie the children's utterances.

The use of speech situations in speech therapy classes will allow forming and developing in pre-schoolers having the general speech underdevelopment an ability to find one's bearings in the external conditions of situations, to plan the communication act content, to choose and use both verbal and non-verbal means according to the speech situation, to fulfill a program during communication and to evaluate its results. Depending on the situation, they will learn how to change their communicative and speech behavior.

References

Ahern, K. (2014). How do speech disorders affect your family and how might they be treated? Online Publication. URL: http://todayschildmagazine.co.uk/2014/01/speech-disorders/

Akhutina, T.V. & Pylaeva, N.M. (2008). Overcoming the difficulties of learning: a neuro-psychological approach. SPb.: Piter.

Barbarin, O.A. (2007). Mental health screening of preschool children: Validity and reliability of ABLE. *American Journal of Orthopsychiatry*, 77(3), 402-418.

Baytak, A., Tarman, B., & Ayas, C. (2011). Experiencing technology integration in education: Children's perceptions. *International Electronic Journal of Elementary Education, 3*(2), 139-151.

Broomfield, J. & Dodd B. (2004). Children with speech and language disability: caseload characteristics. *International Journal of Language and Communication Disorders*, 39, 303–334.

Felsenfeld, S. (1994). Developmental speech and language disorder. In: Nature and Nurture During Middle Childhood. DeFries, J.C., Plomin, R. & Fulker, D. (Eds.). Oxford, UK, 102-119.

Glukhov, V.P. (2002). The formation of coherent speech in pre-school children having the general speech underdevelopment. Moscow: ARKTI.

Hamaguchi, P.McA. (2010). Childhood Speech, Language, and Listening Problems. New York: Wiley, John & Sons, Incorporated.

Hitos, S.F., Arakaki, R., Solé, D., Weckx L.L.M. (2013). Oral breathing and speech disorders in children. *Jornal de pediatria*, 4, 361-365.

Hopkins, B. & Barr Ronald, G. (2005). The Cambridge Encyclopedia of Child Development. Cambridge: Cambridge University.

Ingram, J.C.L. (2007). Neurolinguistics. An Introduction to Spoken Language Processing and its Disorders. Cambridge: Cambridge University Press.

Isenberg, J.P. & Jalongo, M.R. (2014). Creative Thinking and Arts-Based Learning: Preschool through Fourth Grade. Upper Saddle River, NJ: Pearson.

Karynbaeva, O.V., Shapovalova, O.E., Shklyar, N.V., Borisova, E.A. & Emelyanova, I.A. (2017). Formation of professional readiness in teachers for inclusive education of children with health limitations. *Man in India*, 97(16), 263-274.

Leonard, L.B. (1998). Children with Specific Language Impairment. London, 335.

Michael, S. & Surian, L. (2012). Access to Language and Cognitive Development. USA: Oxford University Press.

Plummer, D.M. (2011). Therapeutic Activities for Teachers, Parents and Therapists. London and Philadelphia: MPG Books Group.

Rodionova, G.S. (2012). The development of imagination in senior schoolchildren having the general speech underdevelopment in the process of working with fairy-tales. PhD thesis abstract. Nizhniy Novgorod.

Roth Froma, P. & Worthington, C.K. (2010). Treatment resource manual for speech-language pathology. Cengage Learning.

Shapovalova, O.E., Shklyar, N.V., Emelyanova, I.A., Borisova, E.A. & Karynbaeva, O.V. (2017). The attitude to learning of primary school students with health limitations. *Man in India*, 97(3), 199-209.

Shapovalova, O.E., Shklyar, N.V., Emelyanova, I.A., Borisova, E.A., Rodionova, G.S., Karynbaeva, O.V., Dunaeva, E.S. & Koryakina, N.V. (2015). Support of disabled children's psychological and pedagogical development. *Biology and Medicine*, 7. Online Publication. URL: http://www.biolmedonline.com/Articles/Vol7_4_2015/BM-132-15_Support-of-disabled-childrens-psychological-and-pedagogical-development.pdf

Spirova, L.F. (1980). Particularities of speech development of students having severe speech disorders. Moscow: Pedagogika.

Tarman, B. Tarman, I. (2011). Teachers' Involvement in Children's Play and Social Interaction, Elementary Education Online (Ilköğretim Online), 10 (1). 180-194.

Tkachenko, T.A. (2003). Modeling and playing out the fairy-tales at individual speech therapy classes with pre-schoolers. *Practical Psychology and Speech Therapy*, 3-4, 74-80.

Vygotskiy, LS. (2003). Fundamentals of defectology. Saint-Petersburg: Lan.

Zhukova, N.S., Mastyukova, E.M., Filicheva, T.B. (1998). Speech therapy. Overcoming the general speech underdevelopment in pre-schoolers. Ekaterinburg: ARD LTD.