

## FORMATION OF SPEECH REGULATION OF EDUCATIONAL ACTIVITY IN JUNIOR SCHOOLCHILDREN WITH SPEECH DISORDERS

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**Abstract:** One of the most urgent problems of pedagogical work today is the problem of working with students with speech deviations. Children with general underdevelopment of speech are those who have deviations in the development of speech with normal hearing and intact intelligence, however, these speech disorders, if they are not corrected in time, cause difficulties in communicating with others, and in the future entail certain personality changes in the developmental chain "child-adolescent-adult", i.e., lead to the emergence of complexes in children, preventing them from learning and fully revealing their natural abilities and intellectual capabilities. Therefore, the problem of developing communication skills in children of primary school age with general underdevelopment of speech is very relevant today. In the article, based on the concept of communicative competence as a combination of linguistic, speech, and sociocultural components, mastery of all types of speech activity and the culture of speech, as well as the ability to solve certain communicative tasks in the grammatical design of a speech statement by language means, the application of the Kolb cycle method is proposed, taking into account the role of practical experience in educational activities of children with speech disorders, and the results of a pilot experiment are described.

**Keywords:** speech disorders; general underdevelopment of speech; communicative competence; speech activity; primary school.

### 1 Introduction

At the present stage of special pedagogical science development, special importance is attached to the formation of a speech function in children, leading to the acquisition of knowledge, regulation of activity, and improvement of mental processes. This necessitates the creation of the most favorable pedagogical conditions for the formation of the prerequisites for educational activities that ensure a smooth transition of children with speech disorders between the stages of schooling.

In special pedagogy, there is evidence that children with speech development disorders are significantly behind normally developing peers in terms of the level of formation of the prerequisites for educational activity [17, 20]. These children do not do the necessary cognitive work on isolating individual phonemes, they hardly accumulate practical morphological generalizations, and the processes of word formation are complex for them. Deviations in oral speech in children manifest themselves in different ways and affect the acquisition of speech skills to varying degrees.

At primary school age, when the overall development of the child continues, one of the most important tasks of correctional work is the normalization of the relationship between speech and activity. The interaction of speech and activity is one of the important prerequisites for successful mental development and adaptation of the child in society [7]. The leading role of the second signaling system is also preserved in dysontogenies, where there are clearly pronounced disturbances in the formation of speech, because the elements of regulatory speech are formed as a result of the assimilation of human experience, through contacts with people and participation in joint activities with them [9]. However, in all categories of children with developmental disabilities, to one degree or another, it is violated, and without special corrective work, the formation of functions and forms of speech that are significant for learning and successful development is difficult.

However, as observations show, primary school students have potential development opportunities under the conditions of

pedagogical influence [3, 8]. At the same time, pronounced violations of visual-spatial perception, speech memory, motor sphere indicate the need for additional comprehensive measures aimed at correcting or attenuating existing violations within the framework of special corrective work, taking into account a differentiated approach.

In correctional programs for children of preschool and primary school age, there is a trend that provides for two interrelated areas of speech therapy work: the elimination of speech impairment and overcoming, preventing its secondary consequences. The earlier correctional assistance is organized for such children, the greater success can be achieved in compensating for defects in their development. In children with speech disorders, in the structure of the defect, among the deviations, there is a lack of formation of the main psychological mechanisms that ensure the flow of educational activities.

The problem of forming the prerequisites for educational activity is at the intersection of a number of sciences, in particular: physiology, psychology, psycholinguistics, pedagogy, and a number of problems - the regulation of activity, the arbitrariness of mental functions, behavior management, control and self-control, as well as the role of speech in mastering these abilities. The ability of purposeful activity can be considered as universal one in the context of the formation of the prerequisites for educational activity, since the solution of any problem requires consideration of the process of its formation from the point of view of all the disciplines listed above.

Despite the interest of researchers in the problem of overcoming speech disorders, the dynamics of the speech development of younger schoolchildren in the process of specially organized formation of their skills of purposeful activity, the formation of speech regulation of educational activity has not been studied enough, the dependence of speech and thinking activity on the degree of mastery of children by subject-practical activity has not been identified, the difficulties of children in the course of mastering the skills of managing activities are not analyzed, which determined the relevance of research in this area.

### 2 Materials and Methods

To solve the tasks of research, a set of general scientific and pedagogical research methods was used, mutually checking and complementing each other: theoretical (analysis of scientific literature on the research problem); empirical; interpretive.

The methodological basis of the study was constituted of today scientific ideas about the structure of a speech defect, the concept of the ratio of primary and secondary disorders, the doctrine of general and specific patterns of development of children with speech disorders.

### 3 Results and Discussion

Speech disorders in children of primary school age include various complex speech disorders in which the formation of all components of the speech system related to the sound and semantic side suffers. These disorders are understood as the impaired formation of all components of the speech system in their unity in children with normal hearing and initially intact intelligence.

Speech disorders in children of primary school age are heterogeneous in terms of developmental mechanisms and can be observed in various forms of oral speech disorders. As common features, a late onset of speech development, a poor vocabulary, agrammatisms, pronunciation defects, and phoneme formation defects are noted. Violation can be expressed in varying degrees: from the absence of speech or its babble state to expanded speech, but with elements of phonetic, lexical and grammatical underdevelopment [1].

Depending on the degree of violations of the formation of means of communication, the general underdevelopment of speech is divided into three levels. These levels are designated as follows [2, 14]:

- 1) Lack of common speech;
- 2) Complete or partial absence of speech, caused by damage to the muscles or nerves involved in pronunciation;
- 3) Extended speech with elements of underdevelopment in the entire speech system.

One of the most common speech disorders in younger students is dysorhography, a persistent violation in mastering spelling knowledge, skills and abilities. The symptomatology of this pathology in younger schoolchildren is polymorphic. Its typical manifestations are: fuzzy possession of educational terminology and the formulation of spelling rules, difficulties in mastering and applying spelling rules, especially the morphological principle, which manifests itself in a significant number of spelling errors in writing. Dysorhography can manifest itself both in isolation and in the structure of such a complex defect as general underdevelopment of speech, with mild general underdevelopment of speech, in combination with violations of written speech (dysgraphia, dyslexia). A number of non-speech mental functions have not been formed in younger schoolchildren with dysorhography: operational components of verbal-logical thinking, verbal-auditory memory. The instability of attention is also revealed in this disorder, as well as the difficulties of both switching from one type of activity to another, and in the development of an algorithm for spelling actions. An insufficient level of speech functions is observed. This pathology should be distinguished from speech disorders of a different nature in the assimilation of spelling rules. It arises due to the child's frequent illnesses, pedagogical neglect, the simultaneous use of several teaching methods, and some other reasons [11].

Speech disorders in children of primary school age can be observed with various CNS lesions and deviations in the structure and functions of the articulatory apparatus, that is, with various clinical forms of oral speech disorders. It is important to take into account the fact that with low speech activity, the general cognitive activity of the child suffers. Speech in speech disorders is not a full-fledged means of communication, organization of behavior and individual development. Intellectual insufficiency and a limited stock of knowledge, observed in many children with speech disorders at various age periods, are thus of a secondary nature. The most common types of oral and written speech disorders in younger schoolchildren that require correction are phonetic speech disorders, phonetic-phonemic speech disorders, and general underdevelopment of speech [13].

Since the level of formation of speech regulation largely depends on the state of the analyzer system, integration in the work of the motor-kinesthetic, auditory and visual systems, researchers include techniques in the diagnostic program that allow studying the psychological basis of speech development [23]. When analyzing the data obtained, the observance of the methodological principles of development, a systematic approach, the relationship of speech with other aspects of the child's mental development was taken into account. It was determined that disorders of the speech-motor analyzer in students (namely, the innervation of motor acts) caused violations of the motor sphere. As a result of impaired speech motility, the phonetic side of speech suffers, which leads to insufficient development of phonemic processes (at the same time, auditory memory also suffers) and, as a result, to a delay in the development of vocabulary and difficulties in the grammatical design of a speech statement.

An analysis of various diagnostic data suggests that in children with severe speech pathology, the operational components of thinking are impaired, as a result of general underdevelopment of speech, the lack of formation of visual-spatial representations, the insufficiency of verbal memory, and the inability to fully

regulate their activities, which led to insufficient formation of individual components of activities. The interdependence of the level of formation of speech, speech regulation, and general mental development of children with dysarthria was revealed [24].

Due to the violation of all aspects of speech, the 'poverty' of speech and language means of communication, the communicative function of predictive competence suffers first of all. Children of this category demonstrate a low level of communication skills, difficulties in drawing up a plan and forecasting a communicative situation; they are not proactive in communication and do not strive for it, do not take into account the opinion of interlocutors [10]. Violations of the cognitive component are manifested in the choice of irrational forecast strategies by younger school students, the slow speed of forecast formation. The unformedness of the regulatory component is evidenced by the presence of a negative attitude when constructing a model of future events, taking a passive position, and expecting an unfavorable outcome of situations.

By the early school age, the range of means used by the child to attract the attention of a communication partner expands. Children's attempts to introduce an explanatory construction, completion of information by the listener, expectation of the interlocutor's verbal reaction, use of statements that require a mandatory verbal response are noted. At primary school age, it becomes possible to jointly solve problem situations in which the duration and stability of speech interaction increases. This is explained by the fact that communication is of priority meaning, the child devotes more time to relationships with peers. The content of communication acquires new qualities due to the expansion of its subject [6]. For younger school students with speech pathology, difficulties in communicating with peers are characteristic; fixation on a speech defect, speech negativism, a sense of inferiority are observed, which may be the cause of a decrease in self-esteem, low academic performance, and refusal of oral communication.

The researchers note that the majority of schoolchildren with general underdevelopment of speech have objective communication barriers (phonetic, semantic, stylistic barriers of communication, violation of prosodic characteristics of speech), as well as subjective communication barriers associated with the personal characteristics of students, with imperfection in the possession of needs-motivational, reflective, emotional-personal, and practical-effective components of a communicative culture [18]. Among the negative personality traits of schoolchildren with speech disorders, one should note an inferiority complex, stiffness, lack of activity and social courage, inadequate self-esteem, frustration of the need to achieve success, etc.

The following levels of success in the communicative and speech activity of younger schoolchildren with general underdevelopment of speech have been identified [16, 17, 21].

Level I – It is characteristic for students with general underdevelopment of speech, experiencing significant difficulties in verbal communication, both in establishing interpersonal contacts and in the course of all communication. In the communicative and speech status of students, the following is noted: violation of all components of speech; the use of a minimum of non-verbal means of communication; lack of interest in communication; low level of development of communication skills, listening skills. Personal characteristics: insecurity, isolation, suspicion, anxiety, emotional instability, neuroticism, fatigue. In the peer group, such students belong to ignored and rejected status categories.

Level II – At this level, children are characterized by pronounced violations of language analysis, the lexical and grammatical structure of speech, coherent speech, the predominance of negative or selfish motives for communication, insufficient command of verbal and non-verbal means of communication, deviations in communicative behavior. Personal characteristics imply: shyness, impressionability, indifference, lethargy, dependence on the group, conformism, etc. In the peer

group, they are classified as preferred and ignored status categories.

Level III - Children are characterized by activity in communication, especially with peers, the use of speech etiquette, the ability to maintain a conversation on various topics, despite deviations in the development of the lexical and grammatical side of speech, coherent speech. Personal characteristics imply: sociability, emotional lability, disorganization, carelessness, irritability, variability of interests, inclination to conflict, lack of self-control, empathy. Striving for leadership, trying to make a favorable impression on others, such students are more often among the preferred and leaders.

Level IV - Children communicate freely with peers, while there are shortcomings in the lexical and grammatical design of speech. At this level, there is an adequate use of verbal and non-verbal means of communication, the ability to organize own behavior and the behavior of communication partners in various situations and communication models. Personal characteristics imply: responsibility, self-confidence, emotional stability, goodwill, empathy, the ability to defend own opinion in the interests of the cause. In communication with peers, such students are among the leaders.

Among students with speech pathology, there are those who avoid communication and those who are popular among their classmates. Thus, the disadvantages of communication between junior schoolchildren with general underdevelopment of speech and their peers are heterogeneous in severity, depend on speech pathology, on the personality characteristics of the child himself.

Communication, being one of the main conditions for the full development of the child, has a complex structural organization, the main components of which are the subject of communication, communicative need and motives, units of communication, its environment and products. By the early school age, the content of the structural components of communication is changing, its means are being improved, the main of which is speech.

For a child with speech disorders, communication is a complex process. Primary schoolchildren with general underdevelopment of speech have insufficiently formed linguistic means, there is a delay in the formation of the communicative and generalizing functions of speech, problems in the formation of the communicative sphere. Among the reasons affecting the communication of younger students with speech pathology with their peers, there are the following: speech negativism, low need for communication, inadequacy of speech and behavioral reactions, inability to correctly use verbal and non-verbal means of communication, etc. [20].

The researchers emphasize that all children with disabilities (special educational needs), including those with speech pathology, have the need of enriching the experience of social and educational interaction with their normally developing peers, but each child needs to choose an integrated learning model that is accessible and useful for his development, while maintaining in all cases the necessary specialized psychological and pedagogical assistance [12].

One of the important issues of the integration of school children with speech disorders is the question of the attitude of their peers towards them. On the one hand, support, assistance in educational activities, a benevolent attitude are possible, on the other hand, manifestations of a negative attitude, intolerance, ridicule in their direction, avoidance of contacts, frequent quarrels, conflicts can be observed, communication can be formal, etc. As a result, a child may experience a depressed mood, emotional instability, fear, a desire for solitude, speech negativism, etc. All this can affect his activity, interpersonal relationships, and limit emotional contacts with peers. At the same time, it is necessary for the teacher to create a friendly atmosphere in the classroom among students, if necessary - to manage communication in a team, involving a child with a general underdevelopment of speech in speech activity.

Communication of younger schoolchildren with speech disorders with peers in an integrative environment is one of the significant options for overcoming communication barriers, eliminating speech defects, communicative orientation of children with speech pathology, normalizing their personal development and successful social adaptation.

It is known that the formation of a full-fledged educational activity is possible only with a sufficiently high level of speech development, which implies a certain degree of communicative skills development, knowledge of language means. Oral speech activity is of great importance in teaching. Namely the understanding of speech as an activity changes ideas about the content and conditions of work on the development of schoolchildren's speech. Speech activity represents a two-way process of creating and perceiving a speech message, carried out in the process of communication.

For the successful development of oral speech, it is necessary to use new approaches, taking into account the data of linguistics and psycholinguistics. The current system of speech development, focused on performing various exercises that involve making sentences, storytelling, retelling, selection of synonyms, does not give students an understanding of existing speech patterns, knowledge of a set of actions and how to perform them when perceiving and creating statements, criteria for evaluating created texts. Such a system does not allow the formation of a conscious attitude to speech as an activity. As practice shows, problems in the formation of oral speech lead to learning difficulties, especially in the assimilation of language cycle course programs.

In order to identify and study the specific features of the oral speech of younger schoolchildren with speech disorders, we conducted an experimental study that included two stages. At the first stage, schemes of traditional speech therapy diagnostics were used. 340 students of grades 1-4 of the "mass" general education school were examined, among them 83 students (24.4%) with various speech development disorders were identified. The diagnostic data are shown in Table 1. In parallel with the examination, the oral speech of students was monitored in the classroom, in the process of personal communication, and other situations related to the use of oral speech. Comparison of the results of observations and speech therapy examination made it possible to identify a number of problems that arise mainly in the learning process, but are not diagnosed by traditional methods. These included the following:

- Difficulties in the perception of speech material by ear (the situation "the state of hearing without purposeful listening");
- Lack of semantic understanding of the text;
- Difficulties in understanding the purpose, the main idea of the statement, planning its content and the course of development of thought;
- Violation of the logical sequence of the statement;
- Inaccurate choice of language means and their combination in the process of creating statements;
- Underdevelopment of internal programming and syntactic structuring of a coherent text;
- Difficulties in formulating conclusions, generalizations, evidence;
- Violation of the coherence and integrity of the text during retelling, "getting stuck" on individual words, repetition of sentences and violation of the syntactic connection between words.

Table 1: The results of the diagnosis of speech disorders in primary school students

Number of students examined	Number of students with speech pathology	Including				
		Phonetic-phonemic underdevelopment of speech	Phonemic disorders (%)	Sound pronunciation disorders (%)	Writing and reading disorders (%)	General underdevelopment of speech (%)
340	83(24%)	17(5%)	14(41%)	12(35%)	35(103%)	5(15%)

Thus, the use of traditional methods of speech therapy examination, of course, makes it possible to identify students with speech underdevelopment, but does not give a complete picture of the nature of the shortcomings of oral speech activity. Often, these shortcomings are manifested in the process of systematic learning, as the children's speech utterances become more complex, the range of their speech skills expands. It is not easy to identify difficulties that will manifest themselves only with further training.

At the second stage of the experimental study, the task was set to investigate the characteristics of the oral speech of those 83 schoolchildren in whom speech disorders were revealed at the first stage. For this purpose, an experimental method for studying listening and speaking was developed, the content of which was the study of the mechanisms of oral speech activity and their relationship. The choice of the list of key mechanisms of listening and speaking was based on the data of analysis and comparison of literary sources devoted to the problems of studying speech activity.

The features of listening, the mechanism of speaking, the mechanism of reproduction, the mechanism of combining language means, the mechanism of anticipation were identified. To study each mechanism, a series of tasks was developed that allow, using certain criteria, to assess the degree of its formation. The criteria were established taking into account the children's independence in performing tasks, the nature of the researcher's help, and the correctness (semantic and content adequacy, lexical and grammatical formality) of the answer. The assessment of the success of the assignments fulfilling was carried out according to the point system. To obtain reliable data characterizing the state of oral speech in younger schoolchildren with various speech disorders, a quantitative and qualitative analysis of the data obtained was carried out, as well as their statistical processing.

Based on the conducted experimental study, the following results were obtained. No impaired functioning of the mechanisms of speaking and listening was found in 12 schoolchildren with impaired sound pronunciation (3.5%). The rest of the children - 71 participants - completed the tasks with varying degrees of success, which made it possible to speak about the presence of one or two disorders or of a disorder of complex of speaking and listening mechanisms. The data obtained are presented in detail in Table 2. In general, it was possible to state that in schoolchildren with speech disorders, the anticipation mechanisms in speaking and listening are formed worst of all. Correlation analysis of the data shows a high degree of relationship between these mechanisms: a violation of the mechanism of anticipation in listening affects the state of a similar mechanism of speech activity in speaking. This is manifested in the difficulties of semantic forecasting of texts, the adequacy of the information perceived by ear. The underdevelopment of these mechanisms leads to the fact that students find it difficult the semantic anticipation of texts, the selection of hypotheses in the perception of the text by ear and its further speech designing.

In addition, a strong positive relationship was found between the mechanisms of auditory memory and anticipation in listening. This confirms the assumptions about the mutual influence of auditory-speech memory and the ability to reproduce text with elements of semantic anticipation. The insufficiency of the mechanism of auditory memory affects the quality of information perceived by ear, and, as a result, the mechanism of anticipation at the level of text creation does not work.

Positive relationships with significant reliability (95%) were found between the following mechanisms: auditory memory (listening) and reproduction (speaking); comprehension (listening) and reproduction (speaking); combining language means (speaking) and reproduction (speaking); auditory memory (listening) and language choice (speaking). Violations of the mechanisms of speech activity affect the formation of oral speech. Thus, the low level of formation of the mechanisms of auditory memory and comprehension affect the ability to analyze and interpret information perceived by ear, to identify semantic

blocks, which influence the quality of reproduction and the choice of language means for shaping a speech statement.

A qualitative analysis of the results of the experimental technique allows concluding that speech underdevelopment is correlated with violations of the mechanisms of speech activity. Thus, students with general underdevelopment of speech had the following mechanisms at a low level of formation: anticipation and comprehension in listening; anticipation, choice of language means, combination of language means in speaking. The mechanism of reproduction in speaking was singled out as representing the greatest difficulty for this group of students.

Table 2: Violations of the oral speech mechanisms functioning in primary school students

Mechanisms		Number of students with disabilities, pers. (%)
Speaking	Reproduction mechanism	9 (12.68)
	Language means selection mechanism	6 (8.45)
	Mechanism of combination of language means	7 (9.86)
	Anticipation mechanism	11 (15.49)
	General speaking (2 mechanisms or more)	3 (4.23)
Listening	Auditory memory mechanism	10 (14.08)
	Anticipation mechanism	14 (19.72)
	Mechanism of comprehension	5 (7.04)
	Listening in general (2 mechanisms and more)	4 (5.63)
A combination of (more than two in total) mechanisms of listening and speaking		2 (2.82)

In general, the results obtained indicate the following: 1) Problems in the development of oral types of speech activity are due to the lack of formation of individual mechanisms for listening and speaking. 2) At the lowest level of development, there are the mechanisms of auditory memory, anticipation, comprehension - in listening; mechanism of anticipation, combinations of linguistic means - in speaking. 3) Correlation analysis of the data showed the presence of significant links between the mechanisms of listening and speaking, namely: the underdevelopment of the mechanism of auditory memory in listening affects the functioning of the mechanisms of anticipation in listening and speaking, as well as the level of development of the mechanism for choosing language means in the process of speaking.

This proves the relevance and importance of studying the problems associated with the development of oral types of speech activity in younger school students studying under general programs. The solution of these problems is considered both in terms of deepening speech therapy diagnostics and expanding the content of correctional work, and in terms of optimizing the interaction between a speech therapist and teacher in the process of developing students' speech. In this regard, it can be assumed that the acquisition of educational vocabulary by schoolchildren with speech disorders will be effective if an individually differentiated approach is used in the system of correctional education, based on the level of speech development and the degree of formation of educational skills and abilities of students, taking into account special educational conditions.

Based on the characteristics of the student's profile, a suitable pedagogical teaching/learning scenario is built. When designing it, the following adaptive criteria are taken into account depending on the dominant learning styles and student preferences: the type of presentation of the educational material (text description, video lessons, audio lectures, workshops and simulators), the level of complexity of the educational material (initial, medium, high), volume of learning material (brief introduction, detailed study), strategy for presenting educational

material (fragments of a small volume, full provision of a learning element, sequential presentation), pedagogical techniques (providing methodological recommendations and instructions, creating problem situations, games and simulations, building a learning plan, keeping records, etc.), forms of organization of educational activities, the pace of learning (accelerated, regular, slow), etc.

To transfer a student to an adaptive learning system, it is necessary to rework the educational material didactically depending on the criteria - arrange each educational element in the following versions: textual, graphical in the form of diagrams and models, audio and video; divide them into fragments of the required volume, complexity; group to organize various forms of educational activities, etc. This process is time-consuming, but subsequently it will improve the efficiency and quality of educational activity in schoolchildren with speech disorders. Learning in an adaptive system and different aspects of multidimensional psychological and pedagogical reality fully reveal the mechanisms of individual differences in the ways of obtaining and encoding information, processing educational material, setting and solving educational problems and tasks, and, therefore, directly affect success in learning.

One of the tasks of differentiation is the creation and further development of the child's individuality, his potentialities, assistance by various means to the implementation of educational programs by each student, prevention of student failure, development of cognitive interests and personal qualities.

Constant appeal to the content of the educational process with the aim of its modernization, renewal, modification, differentiation, etc., which is associated with a wide range of individual manifestations of speech defects in children with general speech underdevelopment and no less dynamic approach to the issues of methodological equipment of educational activities of teachers, acts as the main condition for the success of eliminating the general underdevelopment of speech in younger students.

We have designed a pilot program for the development of communication skills of younger school students with general underdevelopment of speech. The program has been successfully tested in schools in the Volyn and Chernivtsi regions of Ukraine.

The objectives of the program included the following: to promote the development of speech activity of children with general underdevelopment of speech; contribute to the formation of a favorable emotional sphere of children; help children develop verbal and non-verbal communication skills; develop the skills of establishing contact, relationships in different situations; enhance the use of communication skills; keep children interested in classes and material, which will allow achieving a significant effect.

The diversity of learning styles considered in pedagogical and psychological science is studied using dichotomous and structural-functional approaches. Relevant for our study is the structural-functional approach, which is built on the basis of determining the key stages and functions of the student's activity. The dominant learning model, according to the structural-functional approach, is the complex model of D. Kolb, which includes a description of the educational cycle and learning styles, the choice of the best teaching methods, taking into account the individual style of students. The Kolb model was developed for adult education, but in recent years it has been quite successfully used in schools.

The main provisions of this concept are expressed in four successive stages, defining four styles of learning. Learning activity can begin at any stage, but the initial one is the presence of a specific experience of the student. Comprehending what is happening at the level of reflective observation, schoolchildren theoretically form in their thinking new concepts, the content of which they learned in the process of observation. Subsequently, the abstract conceptualization is tested experimentally on the

basis of the student's personal action, as a result of which the student receives a new concrete experience. The balance of the stages of the cognitive process leads to the formation of individual learning styles.

Students with a predominantly accommodative learning style perceive information at the level of specific impressions, learn on the basis of objective actions, and solve problems with the help of experimental work. Such children learn better on the basis of specific examples and situations, they like explanations "on the fingers", they are in a hurry to put new knowledge into practice, without going into theoretical reasoning on the issue. Schoolchildren with an accommodative learning style, gravitating towards the stage of concrete experience, as a rule, are focused on building relationships with peers, actively try to use discussions in interpersonal relationships, and perceive dialogue as the optimal teaching method. With a high indicator of the cycle of active experimentation, it is advisable to choose such methods as role-playing games, presentations, projects. An active activity approach in teaching children with an accommodative style is a priority.

Students with divergent learning style are able to synthesize and integrate information. They are distinguished by a rich imagination, formed on the basis of reflective observation. Using figurative, creative thinking, students study the situation from different positions, preferring creative methods. High emotionality and willingness to support people cause students of this learning style to develop different cultural interests. As a rule, such students choose induction methods, can be involved in solving learning problems with the help of brainstorming. Reflective observation is manifested in careful preliminary preparation when making decisions. Often, students with a divergent learning style, which involves a reflexive awareness of new knowledge, prefer lectures and presentations.

Students with an assimilative learning style perceive accurate, organized information well, have the ability to create theoretical models, highly appreciate logical thinking; they are interested in abstract concepts, preferring fundamental sciences. The most preferred ways of working with students of this learning style are reports, analytical comments on the issues under consideration, lectures. In the interaction with classmates, there is a lack of interest in communication. In the impersonal learning situations and actions, they learn information much better than in those situations where interpersonal interaction is required.

Thus, these learning styles, in fact, correspond to the above-mentioned levels of success in the communicative and speech activity of younger school students with general underdevelopment of speech.

Within the framework of the educational activity of one student, all styles coexist, but one will still dominate, while conditions of the environment, the student's level of preparation, cultural and physiological characteristics contribute to the student's alternative choice of a certain strategy in the educational process (in our case, it refers to speech regulation of educational activity). This leads to responding to personalized learning styles and preferences (e.g. visual / auditory / kinaesthetic modes of learning; orientation to study (such as deep / surface approaches); concrete / abstract / active / reflective thinking; multiple intelligence, etc.). Such a personalised approach allows for children to obtain individualised support as required. It is also consistent with the new understandings of teaching diverse groups of learners. Davis and Florian state that "achievement'-focused approaches in SEN are largely drawn from behaviourist models of learning in which attention is paid to the observable outcomes of learning. Teaching approaches focusing on 'active learning' and 'participation' gain theoretical support from constructivist models of learning. Teaching which focuses on 'individual differences' (such as learning styles), relates more to the ways in which new information is handled and learning challenges are tackled than to fundamental beliefs about the nature of learning" [4, p.33].

A differentiated approach is considered in a number of studies as a strategy, a means of transformation and a scientific problem. At the same time, the use of a differentiated approach as a means of organizing multi-level education, contributing to an increase in the efficiency and quality of the process of forming the pronunciation side of the speech of students with speech disorders, expanding pedagogical opportunities, has not been properly developed.

Based on the study and analysis of pedagogical literature on differentiation in the educational system, it is possible to systematize the content of these concepts [15, 22, 24]:

1. Individualization of learning involves the differentiation of educational material, the development of systems of tasks of various levels of difficulty and volume, the development of a system of measures to organize the learning process in specific training groups, taking into account the individual characteristics of each student, and, consequently, the concepts of "internal differentiation" and "individualization" are essentially identical.
2. The use of differentiation in the learning process creates opportunities for the development of a creative purposeful personality who is aware of the ultimate goal and objectives of learning; it allows increasing activity and enhancing motivation for learning, forms progressive pedagogical thinking.
3. One of the most important foundations for individualization and differentiation in teaching is taking into account the psycho-physical characteristics of students.
4. The main goal of individualization and differentiation is the preservation and further development of the individuality of the child.
5. Implementing an individualized and differentiated approach to teaching, the teacher must rely on a typology that meets the following requirements: be the same for all groups of students; show the dynamics of the student's transition from one group to another; the teacher should be able to see the student's growth and take it into account; moreover, this typology should provide an opportunity to choose a system of work with each of the groups of students.

From a didactic point of view, the goal of differentiation is to solve urgent problems of the school by creating a new methodological system for differentiated teaching of students, based on a fundamentally different motivational basis.

Researchers who have actively studied the problems of interpersonal communication, perceived communicative competence as a combination of language, speech, and sociocultural components, mastery of all types of speech activity and the culture of speech, the ability to solve certain communicative tasks by language means in various areas and situations of communication. One of the main components of communication skills is the naming process, which is a kind of transition from non-verbal communication to verbal, and this process is directly related to the volume of the vocabulary of primary school students, both active and passive [18, 19]. Thus, communicative competence already at primary school age has a rather complex structure, while not always all of its signs are manifested with the same intensity in a particular child. The formation of children's communicative competence represents a process of gradual mastery of communicative skills. Therefore, on the basis of general communicative skills, it is possible to single out the components of the communicative competence of children of primary school age and its components [16]. The formation of a communicative task is considered as the first component, which includes setting the goal of communication, choosing verbal and non-verbal means, and predicting the result. The next component is the skill of solving a communicative problem, which includes direct problem solving (maintaining contact) and achieving results. Finally, it is the ability to analyze the result, which provides for the ratio of the final result with a given goal and an assessment of the correctness of the chosen

means. Let us note that communication skills are considered as the basis for achieving high results in personal development and educational activities, as a factor in successful self-realization, as a component of communicative competence.

The development of communication skills in younger school students with general underdevelopment of speech lags behind the norm. General underdevelopment is manifested by various disorders and degrees of severity: from the complete absence of speech means of communication to single violations in the lexical and grammatical structure of oral speech. In all children with this disorder, one can note: late appearance of speech (first words, first phrases); insufficient level of vocabulary; the presence of persistent grammatical errors; phonemic hearing disorder; shortcomings in sound pronunciation; difficulties in coherent monologue speech. Thus, objectives for developing the communication skills of a child with general underdevelopment of speech include the following:

1. Ensure the integrity and viability of various communities of people – "child-adult", "children-adults", "child-child", "children and toddlers";
2. Develop all forms (emotional-personal, situational, extra-situational) and means (non-verbal, verbal) of communication among schoolchildren;
3. Teach to differentiate emotions (moral, intellectual, aesthetic);
4. Form intellect and research activities, ways of knowing the world around;
5. Form a creative (productive) attitude to the organization of activities and communication;
6. Develop communicative and speech abilities.

The process of a child's stay in educational institutions can create a set of favorable conditions in order to carry out systematic work aimed at developing the communication skills of children of primary school age. At the same time, the development of children's communication skills occurs in time and space and is determined by a number of factors such as social conditions, gender and age, individual characteristics of the child, subject-based and practical activities, organization of educational and pedagogical work, and the specifics of the communication space.

Two classes of methods for developing communication skills are distinguished [20]: 1) methods for accumulating the content of speech; 2) methods that consolidate and activate the vocabulary, developing semantic side of speech. The methods of accumulating the content of speech include: a) direct acquaintance with the surrounding reality and enrichment of the vocabulary: the process of examining objects, making observations, viewing school premises, conducting targeted walks and excursions; b) indirect acquaintance with the surrounding reality and enrichment of the vocabulary: the process of viewing pictures with unfamiliar content, reading a work of art, showing films and videos, watching TV shows [12]. The methods of consolidating and activating the vocabulary include the process of examining toys, pictures with well-known content, the use of didactic games and exercises.

Accordingly, accumulation and consolidation correspond to the Kolb cycle model:

- Obtaining specific practical experience (the student performs a certain action).
- Analysis of this action (the child thinks about what result he got, whether he likes it or not).
- Obtaining theoretical knowledge on the topic of this experience (viewing printed and video materials, teacher's explanation of how to perform this action correctly in order to get the best result).
- Application of knowledge in practice, the formation of new practical experience using the information received (again the action is performed, but taking into account new knowledge).

The last stage creates a new practical experience, which the student thinks again - first on his own, then with the help of

theory. Then he again brings knowledge to life, but at a higher level than before.

Unlike the traditional teaching model, David Kolb proposed to start not from theory, but from the practical experience of the student, which is extremely important for children with special educational needs and, in particular, with general underdevelopment of speech.

In children with impaired speech development, the formation of the grammatical structure of speech occurs with greater difficulties than mastering the active and passive vocabulary. This is due to the fact that grammatical meanings are always more abstract than lexical ones, and the grammatical system of a language is organized on the basis of a large number of language rules. Therefore, the learning cycle, the first stage of which is direct experience, is most preferable for this category of younger school students. Work with these schoolchildren cannot and should not be considered as a solution to the problem of preventing and correcting grammatical errors, "hardening" individual difficult grammatical forms. It should be about creating conditions for the full mastery of word-building and word-changing means based on the development and encouragement of the child's spontaneous search activity, in particular in the field of grammar.

When applying the Kolb model in the classroom, one should take into account the rational distribution of study time:

- Motivating students and announcing a new topic should take 4-5 minutes;
- Repetition - 8-10 minutes;
- New material - 20-25 minutes;
- Assessment of students - 4-5 minutes;
- Summarizing the results of the lesson - 4-5 minutes.

Of course, depending on the characteristics of the lesson, some of its stages can be reduced or, on the contrary, increased.

When using the Kolb cycle during lessons in primary school, we can see that the basis for further learning is constituted of the specific experience acquired by the child in the lesson. Having this experience leads to a reflective observation of what is happening. The child begins to compare his actions or thoughts with others, to reflect on what result will be obtained by performing certain actions. In the process of such observations and reflections, the child comes to abstract conceptualization - some conclusions that allow the generalizations made to be applied in practice and proceeds to the stage of active experimentation necessary to test the findings in practice, which in turn launches new learning cycles. Thus, the use of the Kolb cycle makes it possible to activate the independent study of the material by the child, to strengthen his desire for self-education.

However, when conducting lessons using the Kolb model, it is necessary to take into account some factors that affect the quality of learning by students, namely: the level of preparedness of students, their motivation for learning, the ability to learn independently, learning styles in which the child will feel comfortable.

As a result of the control diagnostics of speech of younger schoolchildren with general underdevelopment of speech after the implementation of the program for the development of communication skills of younger schoolchildren with general underdevelopment of speech according to the Kolb cycle method, it can be seen that the level of development of speech activity in children of primary school age with general underdevelopment of speech has increased significantly, which makes it possible to talk about the effectiveness of the developed program. In particular, 12 (48%) of the studied younger schoolchildren with general underdevelopment of speech from the EG after the implementation of the program for the development of communication skills were characterized by an average level of speech activity. These children improved sensorimotor speech, language analysis skills, increased the level of the grammatical structure of speech, vocabulary and word-

formation skills, improved understanding of logical-grammatical relationships, and increased the level of formation of coherent speech. Eight children from the EG (32%), after the implementation of the program for the development of communication skills, showed a level of development of speech activity below the average, and only 5 children from the EG (20%) after the implementation of the program for the development of communication skills showed a low level of development of speech activity.

Comparative results of younger schoolchildren with general speech underdevelopment before and after the implementation of the program for the development of schoolchildren's communication skills according to the Kolb cycle method are shown in Figures 1 and 2.

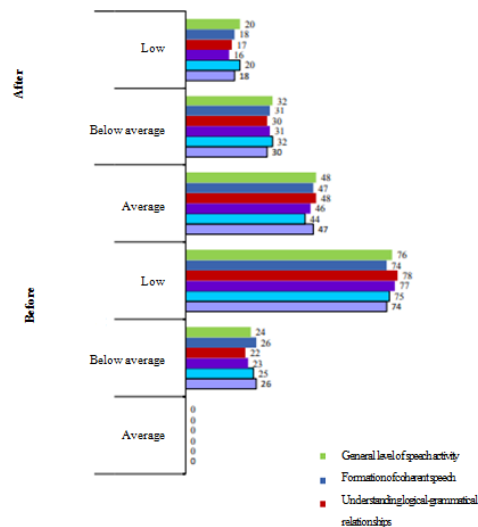


Figure 1. The level of development of speech activity in children of primary school age with general speech underdevelopment (EG) before and after the implementation of the program for the development of communication skills according to the Kolb cycle method, %

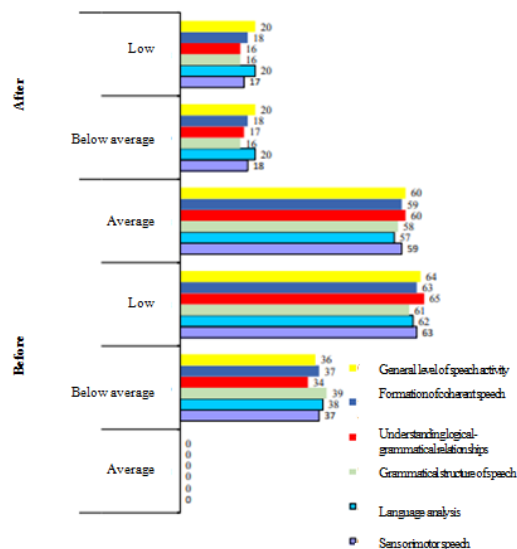


Figure 2. The level of development of speech activity in children of primary school age with general speech underdevelopment of the CG before and after the implementation of the program for the development of communication skills according to the Kolb cycle method, %

Thus, the results of the study show that the adequate knowledge of special vocabulary by schoolchildren with general underdevelopment of speech, the formation of speech regulation of educational activities in younger school students with speech disorders will be facilitated by the methods of an individually differentiated approach and special pedagogical conditions created on the basis of the Kolb cycle method, which allow intensifying learning activities of students and enable shaping integrated communicative competence. The process of successful development of the communication skills of children with general speech underdevelopment is part of the social competence of the individual, on which the success of the overall development of children with general speech underdevelopment, the success of their learning at school, and the socialization of the child depend. Thus, the development of communication skills of children of primary school age with general underdevelopment of speech is one of the priorities of the teacher, because namely successful communication underlies well-being in the socio-cultural, intellectual, creative development of children and their mastery of various activities.

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#### Primary Paper Section: A

#### Secondary Paper Section: AM