

# FEATURES OF WORK WITH PRIMARY SCHOOL CHILDREN WITH SPEECH DISORDERS IN SCHOOL

PhD, Associate Professor *Zhuravlova Larysa*,  
<sup>1</sup>*Zhuravlova Maria*

*Ukraine, Melitopol, Melitopol State Bohdan Khmelnytsky Pedagogical University,  
Department of Social work, Social Pedagogics and Preschool Education*  
<sup>1</sup>*student*

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## ARTICLE INFO

Received 28 December 2017

Accepted 18 January 2018

Published 10 February 2018

## KEYWORDS

primary schoolchildren,  
individualized approaches,  
development,  
education,  
speech,  
writing disorders

## ABSTRACT

In the article the author emphasizes that current trends of schooling demand the quality of students' knowledge, the foundations of which are laid at the beginning of their study in school. It is noted that the level of the first-formers' speech development doesn't always meet the requirements, which school has for the children. It has been mentioned that a number of primary school children with difficulties in writing and speaking has been constantly increasing. It is also stressed that there is need for the improvement of the quality of primary education. Moreover, it is emphasized that organizational and informative components of the educational process need to be reconsidered in terms of their impact on the development of a personality. The attention is drawn to the need for differentiated and individualized teaching of primary schoolchildren with writing disorders.

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Current trends of school education require from the pupil quality knowledge basics of which are grounded at the primary school, but first form pupils' speech level is not always sufficient to what school require. Every year the number of children that are not ready for school in terms of language development is steadily increasing.

Speech disorders are still one of the most common problems of mental and physical development of primary schoolchildren. The transition to new educational standards, modern requirements for knowledge and skills of primary schoolchildren on the one hand and the increase in the number of children with speech disorders, on the other hand, determine the search for effective ways of organizing and conducting correctional and developing work with this category of primary schoolchildren. Learning school information can be optimized under certain conditions. The main of them is differentiated and individualized learning, which should be based on complex diagnostics, which defines the basic tactics and strategies of individual brain. It is also important to make the requirements for children go into line with the capabilities of their body, to create such an environment, in which every child of primary school gets a real opportunity to develop in his individual pace, without holding others back.

Primary school children's oral and writing disorders are quite common this day [1; 6].

Inadequate speech activity negatively affects the formation of the mental sphere of children and development of their personal qualities (L. Andrusishina, L. Beliakova, I. Vlasenko, L. Yefimenkova, N. Zhukova, V. Kovshykov, R. Lalayeva, I. Marchenko, E. Mastjukova, E. Sobotovich, V. Tarasun V. Tishchenko, T. Filicheva, L. Tsvetkova, G. Chirkina, M. Sheremet, A. Yastrebova, Myklebust, U. Friht, L. Bradley, etc.). It happens because the formation of the child's intellectual sphere depends on the level of child's speech, and speech, in its turn, is complemented and improved under the influence of continuous development and complication of mental processes (L. Vygotskiy, A. Luria, I. Baron, O. Spreen, etc.).

The factors that negatively affect the development of children include the deterioration of social and environmental conditions, undifferentiated approach to teaching, excessive demands of schooling, which outpace the development of the children's brain, functional immaturity of the brain-cortex and regulatory structures of the brain [1; 2; 4].

According to the psycho-physiological and neuro-physiological research (P. Anokhin, O. Balashova, N. Bernstein, N. Korsakova, Yu. Mikadze, E. Simernitska, etc.) in the vast majority of cases 6-7-year old children do not have very well developed learning activity before

they start their learning in school. These components include: organization of the activities, motor and speech development, visual and visual-spatial perception, integrative functions (visual-motor, auditory-motor coordination). All of these functions are the basis for the formation of basic learning skills [1; 2].

However, 6-7 year old children's functional immaturity, unformed functions which are very important for schooling, are not the same as learning disabilities [4]. When system of learning is properly organized, the learning itself will contribute to the development of these functions.

Development of a child is a complex process of changes, which includes the growth and physical development of all body organs and systems, the brain in particular. It also includes the development of cognitive functions - attention, perception, speech, memory, thinking, motor and sensory functions, as well as personal, social and cultural development. None of these areas can exist separately and independently. It has to be mentioned that development of a child takes place gradually, consistently and heterochronically. It means that the pace of the development of various organs and systems, different cognitive functions and personal traits is quite different.

In normal ontogeny the development of mental functions takes place not simultaneously, but in a certain sequence. The general line of development is interfered with individual variations, which is manifested in the uneven formation of certain functions of this very individual. The uneven development of higher mental functions is determined by the individual genetic program and the impact of the environment (M. Yegorova, S. Maksimenko, Yu. Mikadze).

The relative lag in the development of certain functions may be evident when the child is tired, has frequent illnesses, when there is a sharp increase in social demands. Thus, the overloading the child's body can cause certain functional problems, which are often resulted in difficulties in mastering writing (T. Akhutina, O. Balashova, Yu Mikadze).

The understanding of the physiological foundations of development of primary school age children with writing disorders allows teacher to choose methods and techniques of teaching and, therefore, to construct a pedagogical process in the most effective way [2; 5].

In the context of the humanization of modern education organizational and informative components of the educational process need to be reconsidered in terms of their impact on the development of a personality. There is also a

need for the improvement of quality of primary education. An important aspect of this strategy is the implementation of individualized and differentiated approach to children with speech disorders in the correctional and pedagogical process. It has to be said that this approach involves early diagnostics of aptitudes, abilities and potential dispositions of children, as well as the creation of conditions for the development of the personality.

It is the differentiated and individualized teaching that has to bring into compliance the typological features of a child's brain and methods of teaching [3]. It is necessary to define the features in the strategy of a child's brain, to identify the ways of processing information and also to determine preference of verbal or imaginative information in the formation of the world outlook. All mentioned above make the use of techniques, which correspond to the nature of nervous and mental activity of children, necessary and possible ones.

The primary school children's learning in primary school requires the timely and efficient research of their speech functions, taking into account the psycho-physiological bases of their development. The content of correctional-developing teaching, which is based on the results of this research, has to be designed.

Timely identification of the causes, leading to the failure of children in the primary school, the precise identification of distinctive features and mechanisms of the disorders [1; 6], their difference from other nonspecific errors are extremely important for the development of personality's culture, which ensures the success and sustainability in society. These factors are also important for the appropriate correctional activities, development of an integrated system of the correction of these disorders, prevention of school disadaptation in general.

Child's health, its social and psychological adaptation, normal growth and development are largely determined by the environment in which it lives. For a child from 6 to 17 years this environment is a school, since 70 % of the time its state of activity associated with the school.

Public school is a complex social and pedagogical phenomenon institution with reasonable structure of training and education, where social and pedagogical conditions of the organization of life of children that have a positive impact on the development of personal qualities of pupils.

The problem of organization of social and educational work with children with special needs has been the subject of study of many scientists (O. Bezpalko, N. Hrabovenko,

I. Ivanova, A. Kapska, V. Teslenko etc.). Scientists (V. Bondar, J. Gilewich, A. Kolupaeva, L. Lopatina, I. Mamaychuk M. Malofyeyev, V. Synov, V. Tarasun, M. Sheremet, L. Shipitsyna, H. Shmatko, etc.) emphasize on the importance of psychological and pedagogical support and timely provision of correctional and rehabilitative care for children with special needs in terms of integrated education.

The problem of education and development of children with speech disorders has been widely reflected in correctional-pedagogical experience. In scientific research of L. Vavinoi, L. Volkovoi, E. Hopichenko, A. Hrynenko E. Danilavichyute, L. Yefymenkova, M. Zemtsovoi, S. Konoplyastoyi, O. Kachurovskoyi, Yu. Kolomiyets, N. Korneva, R. Lalayevoyi, P. Levinoi, S. Mnuhina, L. Logvinovoi, Ye. Rosiiskoi, E. Sobotovich V. Tarasun, N Cherednichenko, M. Sheremet, A. Yastrebovoi and others is raised the issue of the diagnosis of speech development, identifying general and specific features of the development process and methods of education of writing skills of children with various disabilities.

Based on analysis of areas of correctional, social and educational work with children with speech development disorders at public school can provide the overall process of this work, which includes the study of peculiarities of psychophysical development of a child, causes and structure of the defect and the level of

development and education; identify the organizational and pedagogical conditions, forms and methods of work; formation of professional self-determination of the child and promoting successful integration and social adaptation [4; 5].

The social and educational support for child with speech development disorder should be designed for a long time and directed the comprehensive development of the child, considers its cognitive, emotional and volitional, mental and creative possibilities.

The effectiveness of social and educational work at public school depends primarily on the correct choice of technologies, methods and tools used by social pedagogue in his work. Equally important to the efficient operation of social pedagogy's work is its coordinated actions with teachers and parents.

Thus, the issue of improving the organization and content of timely comprehensive care for children with special needs in educational space has urgent importance for improving the educational process, their adaptation among healthy yearlings. Social-educational work with children with speech development disorders at public school is a continuous and systematic educational process that is aimed at helping the child of primary school age in the course of socialization, self-awareness, gaining experience and conditions for successful social adaptation.

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