TEACHING NATIVE LANGUAGE TO PRIMARY SCHOOL PUPILS WITH SEVERE SPEECH DISORDERS UNDER CONDITIONS OF INCLUSIVE GROUP

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Abstract. The article deals with gaining theoretical knowledge of language by younger students with severe speech disorders (SSD) under conditions of inclusive group. Curriculum requirements for knowledge of the native language gained by students in the system of linguistic concepts are analyzed.

Keywords: special education, teaching native language, primary school, speech disorders, inclusive group.

Introduction. The problem of educating children with severe speech disorders under conditions of inclusive group is important for the theory and practice of modern speech therapy. According to domestic and overseas scholars (L.Bartenev, V.Kondratenko, R.Levin, I.Marchenko, L.Spirova, E.Sobotovych, V.Tarasun, V.Tyschenko, L.Trofymenko, N.Cherednichenko, M.Sheremet and), serious disorders of speech (SSD) include alalia, aphasia, dysarthria, rynolaliya, and stuttering. The main features that combine all of these speech disorders are normal biological hearing, sight, sharp ability of intellectual development with severe scarcity of communication. Severely underdeveloped speech, deficiencies in pronunciation of sounds, lack of clarity in perception of word image, limited vocabulary, incorrect grammar, and break of syntactic form of expression, changing tempo and rhythm of speech, violation of communicative and cognitive functions of speech affect the level of mental and physical development of children with SSD. Due to the low developed speech of younger students belonging to this category, there are considerable difficulties in their gaining knowledge of native language and getting speaking skills. Thus, the problem of gaining theoretical knowledge of language by younger students with severe speech disorders is extremely important because the level of knowledge assimilation affects the quality of mastering other academic disciplines, expanding knowledge about the environment, enhances personal development of students.

Teaching primary school children with severe speech disorders is conducted according to the programs developed by M.Sheremet and V.Tarasun. (2005). Therefore, we consider it necessary to determine guidelines for the development of knowledge of the native language by primary school pupils with severe speech disorders based on the analysis of proposed programs. To solve these tasks, we used the method of theoretical analysis and synthesis of the literature on the study issue.

Results. Younger pupils’ speech development and their successful learning at primarily school are dependent on properly organized process of mastering knowledge of phonetics, vocabulary and grammar.

Phonetic knowledge makes it possible not only to master reading and writing during the literacy, but also, in conjunction with morphology (word formation in particular), forms the basis for the formation of spelling skills. According to the curriculum at an early stage of learning the native language (preparatory class) SSD children learn to operate with such terms from the section of phonetics as “sound”, “syllable”, “word”, “sentence”, “letter”, “loud sound”, “consonant”, “hard consonant”, “soft consonant” and “stress”. In order to prepare students with the SSD to master grammar, much attention is paid to the skills of sound analysis and synthesis component analysis of speech, correct pronunciation of words with light component structure. Presentation of the material takes place systematically gradually becoming more and more difficult throughout the study period. The level of complexity is based on the current level of mental and physical development of children of this category and their zone of proximal development.

As for the lexical system, the formation of lexical representations and concepts is a means of enrichment, refinement and revitalization of dictionary. The initial stage of language learning has the most important lexical concept of a word. By familiarizing children with the term “word”, a teacher emphasizes that a combination of sounds (a child's attention is drawn to the sound of the word), which is always associated with
a particular meaning ("denoting something", "saying about something"). During the preparatory class, the concept of “word is a name of an object”, “word means action”, “word is a name of an object’s attributes” is gradually introduced. Thus, children begin understanding the concepts of “object”, “object’s name”, “object’s action” and “object’s feature”. Thus, due to the practice, younger students acquire knowledge that will be the basis for their further mastering grammatical concept of “parts of speech” (year 3). In studying the topic “Word”, students clarify, expand and deep the lexical meanings, develop their skills to percept and understand speech, concentrate and consolidate active and passive vocabulary of children.

First-year students are introduced to such lexical and semantic phenomena (without marking their lexical terms), as synonyms, antonyms, words of multi meanings, generalizing concepts, homonyms, and paronyms. In future, students’ active vocabulary will be expanded by assimilation and refinement of words having composite and abstract meanings.

Important role for the curriculum in Ukrainian language delivered to primary school children with SSD is played by the study of grammar. Students become acquainted with the grammatical structure of the native language; acquire practical skills of morphological and syntactic expressing. Grammatical material studied during classes is the base for conscious learning language in middle school years, namely it concerns the study of sections devoted to morphemics, morphology and syntax.

Knowledge of the structure of words and word formation are fundamental required primarily for pupils’ understanding links between shades in a word meaning and its linguistic forms of expression. Information on the composition of word and ways of creating new tokens is included into most chapters and topics of the course at elementary school and deepened during next years.

During the preparatory period of 2 years, SSD students are introduced to the structure of words, get understanding of the foundation and the end of words, study how to distinguish important base (root, prefix and suffix). End of a word is studied as a means of combination of words in the phrase and sentence. At the same time, the attention is paid to the distinction between changing and creating words. The study of the structure of tokens is closely connected with the work of enriching the vocabulary of students. Due to this, they can develop coherent speech by means of studied grammar, orthoepic and spelling rules of Ukrainian language (Aksenova, 2004; Ramzaeva and Lvov, 1979).

When examining a word construction, it is important to teach students to see the difference in the meaning of words with different prefixes and suffixes, as well as common features in unrelated words with the same morpheme (run over, moved over). Great attention should be paid to the formation of practical skills: selection of related words, the formation of new words by means of word-building tools - suffixes and prefixes. For the second-year pupils, a teacher explains the terms "root" and "words of the same root", creates the ability to use words of the same root and different morphemes, and words with similar and different root morphemes. This work is closely related to the assimilation of the lexical meanings of words, formation of skills of how to use words with different meanings in spoken and written language.

In fact, the second-year SSD pupils just start to master these concepts in the implementation of practical problems. By studying the morphemic structure of words, the younger students with SSD are preparing for understanding and mastering many spelling rules and knowledge of changing endings of words. This creates the necessary basis for the syntactic skills including proper connection of words in phrases and sentences.

Learning the basics of morphology in primary classes aims to acquaint of students with the independent parts of speech such as noun, adjective, verb, and servicing part of speech - preposition (without the use of terms).

Every year the knowledge of grammatical features of each part of speech is deepened. In the preparatory class, according to the school program for children with SSD, children classify words based on morphological issues on which they respond. In fact, that is awareness of children that each word is the name of the object, action or feature and answers the questions: Who? What? What kind? What does? In 1 and 2 classes, pupils are taught to master the concept of "parts of speech". Students are introduced to the set of lexical and grammatical features inherent in each part of speech: their role in lexical meaning, category of gender, number, and tense (verbs) function in the sentence.

Children learn noun at primary school. During preparatory classes, they learn to question the words of familiar concepts that are names of objects, perform exercises on the differentiation of names and creatures. They improved their knowledge, practical skills of emerging distinction among nouns (without the use of the terms “singular” and “plural”), deepened an idea about these lexical and grammatical categories of nouns. Children are introduced to the kind of grammatical categories of nouns, learn to differentiate them by their
families via substitution of the words “he”, “she”, “it” or “my”. Students do not know cases of nouns, but almost learn to ask questions to objects with the following questions: Who? What? Why?

Preparation for understanding the concept of "adjective" begins during training activities when children observe the lexical meaning of words denoting features of objects, and are familiar with the issues for which they are responsible. Students should familiarize themselves with the different characteristics of items that they are able to observe and words that denote them; they should understand an idea that every object can have several characteristics: color, taste, size, and function.

First year students should understand the role of an adjective in a sentence and learn its grammatical categories.

Further work on the adjective aims to enrich the vocabulary of students by means of quality, relative and possessive adjectives (without the use of terms), and monitor their literal and figurative meanings.

Knowledge of the verb, as one of the most challenging parts of language study in elementary school, served in a rather limited extent and mainly related to the study of certain grammatical categories, forms and rules of spelling. According to years of study, they are distributed as follows:

– During the preparatory year, it is made practical acquaintance with verbs, their numerical and temporal patterns. Skills are asking questions to the verb;

– During the first two years, they conduct similar work, but with the more complex linguistic material.

Study preposition as part of the language begins in year three. However, during studying letters, children are practically acquainted with it while reading samples placed in the text and writing sentences. At this time, a teacher offers to children the opportunity to write separate prepositions (“little words”) to other words.

To distinguish prepositions from the speech stream is taught in the period of reading, when students divide the sentence into words or read the sentence, which include prepositions.

Thus, the study of prepositions in primary school involves not only the formation of spelling skills but awareness of students in the role of prepositions in the compilation of phrases and sentences.

During the course of the Ukrainian language in the preparatory and one to four school years, children with SSD pay special attention to the study of sentence due to the need of assimilation of syntactic morphology, vocabulary and spelling. Work on it is carried out systematically and gradually becomes more and more complicated throughout the study period. On a practical level, children begin to understand the term “sentence” at the preparatory stage. Students learn to make simple sentences based on the teacher's questions or scene picture. Gradually, the teacher introduces the term “sentence” to pupils, teaches to highlight it of the speech stream, creates the ability to find its limits and distinguish from phrases to build its graphical models. Children learn that sentence in writing begins with a capital letter and ends with appropriate punctuation. Students are taught to complement noun in a sentence (with or without prepositions) to indicate the location of objects, direction of their motion, and adjectives like certain features of the subject. Thus, the teacher creates an idea that all words in the sentence are interconnected and arranged in a specific order. The main goal is to teach children to make simple sentences correctly, observe the word order and introduce their secondary members (Aksenova, 2004). During training, children acquire skills of the proper use of basic grammatical categories of speech; they can remove words for families, cases and tenses. During the first year, students learn to compose sentences and distinguish the meaning and intonation, punctuation, as well as acquire some knowledge of use of punctuation marks that indicate the end of a sentence (dot, question mark, and exclamation mark). During the second year, by means of using questions to different words, the concept of main and secondary members of the sentence, which promotes awareness of students of the grammatical structure of a simple sentence, is formed.

Discussion. The analysis of the curriculum of the course "Ukrainian language" in the preparatory four classes of secondary schools for children with SSD allows us to determine the basic knowledge of the language of primary school children in the system of linguistic concepts. Gaining this knowledge can begin as early as at a preschool stage. This, in our view, should prevent difficulties for children learning language at school. Shaping the knowledge of the native language by primary school students with SSD is quite capacious challenge. The study did not fully disclose it, and considered issues do not exhaust all its sides.

References