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### ODDÍL 4. PSYCHOLOGIE, PEDAGOGIE, VZDĚLÁVÁNÍ, FILOZOFIE A FILOLOGIE

*§4.1 CORRECTION OF WHISTLING PRONUNCIATION DISORDERS IN OLDER PRESCHOOL CHILDREN WITH MENTAL DEVELOPMENT DELAY BY MEANS OF INTERACTIVE SPEECH THERAPY GAMES: THE ORETICAL FUNDAMENTALS* (Bocheliuk V.Yo., Panov M.S., Zhadlenko I.O.)

**Introduction.** A child's speech development is an important component and an indicator of his mental, intellectual and emotional development. Speech disorders affect intellectual and communicative development, destroy the personality and cause social immaturity. The presence of speech disorders in a child can cause difficulties in his adaptation to independent living, limit the scope of activities in the future, negatively affect the intentions, choice of life goals, and thus the realization of potential opportunities as a member of society.

Of particular importance is the speech development of preschool children with mental development delay, because speech disorders can be a significant obstacle to literacy at school. Studies show that speech disorders occur in more than 35% of older preschool children with mental development delay. One of the most common disorders of speech is the sigmatism of whistling sounds. It is clear that without a well-formed pronunciation, children will not be able to gain solid and thorough knowledge of the basics of science during school. Therefore, the correction of pronunciation disorders whistling sounds in preschool children with mental development delay is currently a pressing problem of preschool pedagogy and speech therapy, which led to the choice of our study.





**Presenting main material.** The problem of overcoming speech disorders in children and the choice of optimal ways of correction is relevant in speech therapy and is of great importance in the context of continuous improvement of the content of correctional education in preschool education. In special pedagogy, in particular in speech therapy, significant progress has been made towards the creation of correctional programs, methods, teaching aids, practical manuals and their implementation in practice to ensure the efficiency and effectiveness of the educational process in preschool institutions of compensatory type. Human development is a complex process of gradual transformation of a biological individual into a social being – the individual. Mental functions and abilities, human behaviors, communication through speech are not given to a child from birth. They are formed in the first years of life under the influence of purposeful upbringing, education and living conditions in society.

Mental development delay is a slowdown in the pace of development, which is expressed in insufficient general stock of knowledge, immaturity of thinking, the predominance of gaming interests, rapid saturation of intellectual activity.

There are many reasons for mental development delay, including:

- heredity;
- adverse conditions of upbringing;
- long-term illnesses in early childhood, which exhaust the baby;
- dysfunction of the brain associated with its damage during fetal development due to pathology of childbirth, trauma, etc.

Typical signs of mental development delay of an early age child are:

- underdeveloped speech functions – lack of phrasal speech, limited vocabulary, grammar, incorrect





pronunciation, difficulty reproducing speech;

- not formed self-care skills – the child cannot dress themselves, untidy, cannot use a spoon, napkin, etc;
- low level of development and pace of development of game activity – primitiveness and monotony of game actions;
- immature motor functions – manifested in the underdevelopment of general and fine motor skills;
- negative manifestations of behavior.

For a preschool child with mental development delay are characterized by:

- underdevelopment of play activities – the child does not accept the proposed game role, does not follow the rules of the game, prefers mobile games. In the process of story-role play, such a child acts with the play material stereotypically, shrinks with difficulty in performing certain roles;

- insufficient cognitive activity, rapid fatigue, exhaustion, which seriously hamper the effectiveness of development and learning of the child. Rapid fatigue leads to a decrease in efficiency, which negatively affects the acquisition of knowledge;

- inability to generalize and integrity of perception, which reduces the effectiveness of productive activities, including drawing and construction;

- underdevelopment of the emotional and volitional sphere, which leads to negative manifestations in behavior. A child does not understand how to treat adults, can be obsessive. It is difficult for such a child to follow the rules of behavior in a group, maintain relationships with peers and so on [3].

The period of speech development of children from 1 to 6 years is considered sensitive, namely particularly sensitive to the perception of speech of people around them, and to the influence of various factors of external and internal environment. It is during this period that children can be





especially productive in mastering oral speech, if the child is in good health and has a favorable speech environment. If in the sensitive period of speech development the child's body is exposed to certain harmful factors, the natural process of sound speech is disrupted.

Disturbance of sound pronunciation should be understood as persistent individual deviations from the norm in the pronunciation of sounds, which are due to specific reasons and which require special speech therapy. One of the most common defects of sound pronunciation is the sigmatism of whistling sounds. At the age of 3 to 5 years, a child with typical development, masters the correct pronunciation of whistling sounds. However, from the age of 5, pronunciation deficiencies cease to be physiologically conditioned and acquire the character of a pathological phenomenon. The causes of speech disorders are divided into external and internal and distinguish organic, functional, socio-psychological and psychoneurological causes. The reasons for the pronunciation of whistling sounds are given below.

The internal causes of wheezing disorders are related to the following issues:

- diseases of the mother during pregnancy (cardiovascular diseases, liver, kidney, respiratory diseases, diabetes, hypotension, hypertension);
- mother's allergies;
- transfer of blood transfusion;
- toxicosis, regardless of the duration of pregnancy;
- immunological incompatibility of blood of mother and fetus;
- various obstetric pathology (narrow pelvis, prolonged or rapid childbirth, premature ejaculation, multiple pregnancy, polyhydramnios, placental insufficiency);
- smoking during pregnancy, drinking alcohol;





- short interval between two pregnancies (less than 1 year);
- anomalies in the structure of the skeleton (violation of the mother's posture);
- pregnancy before reaching 18 years of age or after 40 years;
- mental stress [1].

External causes of whistling disorders include:

- diseases in the first years of a child's life (infectious and viral diseases, meningoencephalitis, early long-term gastrointestinal disorders);
- skull injuries accompanied by concussion;
- unfavorable social and living conditions that lead to microsocial pedagogical neglect, autonomic dysfunction, disorders of the emotional and volitional sphere and the deficit of speech development;
- mental trauma;
- general physical weakness.

The functional reasons include the action of which does not change the structure of the speech apparatus, but only disrupts its normal functioning (function). Such reasons may include various stressful situations, frequent and long-term illnesses of a child at an early age, which have a debilitating effect on his nervous system and the body as whole, improper methods of re-education of left-handed children, unfavorable (verbally) social environment.

Socio-psychological reasons related to the wrong educational approach to the child (lack of emotionally positive environment; children's inheritance of incorrect adult speech; lack of attention to the child's speech or excessive demands on it; bilingualism or multilingualism in the family, etc.). Therefore, the role of the speech environment and communication is significant, and their lack may be one of the





main reasons for disrupting the formation of correct speech. Speech develops by imitation, so disorders can be based on the effect of imitation.

Psychoneurological causes include mental retardation, memory impairment, attention and other disorders of mental function.

Organic causes include underdevelopment and brain damage in utero, at birth or after birth, as well as various organic disorders of the peripheral speech system. Deviation from the norm in the structure of the organs of articulation is a deviation from the norm in the structure of the jaws, teeth, lips, tongue.

The most common defect in the structure of the dental system is malocclusion. Bite – the relative position of the dentition. With a normal bite, the dentition is located so that each upper tooth is in contact with the two lower, the front teeth of the upper jaw overlap the lower by 1.5-2 mm. The dental arch of the upper jaw is much longer and wider than the lower, as the upper teeth are inclined forward and outward, and the lower back and inward. Anomalies of occlusion are most common in physically weak children, and in boys, they are much more common than in girls [2].

Speech disorders in children can be manifested in the absence, distortion, or replacement of sounds. The absence of sound in speech can be expressed in its loss. Distortion of sound is expressed in the fact that instead of the correct pronunciation of a sound that is not in the phonetic system of the native language. Sound substitutions are expressed in the replacement of other sounds available in the phonetic system of language. Sound substitutions can be as follows:

- replacement of sounds that are the same in the way of formation and different in articulation;
- replacement of sounds identical in place of formation and different in method of formation;







- replacement of sounds that are the same in the way of formation and different with the participation of articulatory organs;

- replacement of sounds identical in method and place of formation, but different with the participation of voice (replacement of ringing sounds with deaf ones);

- replacement of sounds identical in the way of formation and in the active organ of articulation, but different in terms of hardness and softness [1].

Game – the central activity of the child, filled with meaning and significance for it. Game is a necessary component of the healthy development of preschool children. It occupies an important place in the system of speech development of preschoolers. During the game, children have the opportunity to act; specific actions determine the speech activity of the preschooler and at the same time guide the development of the game. This is a transitional, intermediate link between the complete dependence of speech on things and substantive actions and freedom of speech.

Attempts to use a computer in the work of a speech therapist have been going on for a long time. What can be visualized in such a physically complex phenomenon as human speech? (Of course, this is expressive speech). Clarity, expressiveness, intelligibility, tempo, intonation, speed – these characteristics of speech are directly embodied in physical phenomena and are not subject to objective measurement. If we consider a personal computer as a universal measuring device, and it has all the means to do so, then we can talk about the most successful technical solution for speech visualization. Thus, intelligibility, expressiveness, intelligibility of speech is based on a person's ability to produce and combine phonemic chains of sounds, accepted and commonly used in a particular language environment. The phoneme or sound of speech in a





single isolated version has at least three objective characteristics directly related to the physics of sound: the amplitude or volume at which the sound is pronounced, the frequency spectrum or timbre present in the sound, and the duration; that is, the time during which this sound was uttered.

The latter reflect more global spaces of speech, such as utterances or phrases. At the same time, they can also be objectively measurable in terms of the speed of pronunciation of individual words per minute or increase / decrease in intonation range. Moreover, these are probably all the most significant characteristics of speech as a physical phenomenon. All these characteristics of speech can be successfully used to create visual support for various developmental exercises and live speech, which is implemented in the above developments in the form of game and development modules aimed at correcting certain speech problems. However, speech disorders are so diverse and methodological approaches so diverse that it is unlikely that any universal method could be identified that could form the basis of an automated, computerized approach to the correction of speech disorders. That is why all the developments can be considered as auxiliary means of speech therapy, and most of these tools are quite unique and extremely effective. In the hands of a specialist who works creatively, they are able to accelerate several times the formation and correction of the necessary components of speech. The use of technical means in the work of a speech therapist cannot be crucial, because the main product of this work is based on the subjective feelings of the child.

Technical means for the work of a speech therapist are constantly improving. Modern development of computer technology has led to the fact that the personal computer is becoming an indispensable assistant for the specialist. In addition, for the child it becomes not only entertainment, but





also a tool for learning about the world around. To video automate the evoked and delivered sound, the techniques of displayed repetition, independent naming of words according to the picture, useful creative video exercises for finding words with a given sound and free transition to spontaneous speech are used. In video automation, as a rule, take one sound, but it is possible to enter two sounds, if they are articulatory opposites. Video automation (primary) of the evoked sound occurs in various forms of reflected pronunciation: in syllables, words, phrases, sentences. Reflected speech is the re-pronunciation of words or sentences after someone. At the stage of primary video automation, both the speech therapist and the child require accentuated (intentionally emphasized) pronunciation of the evoked sound.

Video automation of the evoked sound as a transition to independent pronunciation can occur in various forms of memorized speech, namely: pure speech, riddles-rhymes, poems, fairy tales and stories. Memorized speech involves literal repetition, without deviations from the sample, and the necessary accentuated pronunciation of the evoked sound by both adults and children.

Further, video automation can be performed without accentuated pronunciation of the called sound. Sometimes-useful video games-exercises to correct the wrong pronunciation, which deliberately suggested the speech therapist in words, phrases and sentences. Before exercising, the child should be warned that the adult would speak both correctly and incorrectly. Without such an attitude, it is psychologically difficult for a child to perceive and correct the mistakes of an adult. Video automation of the called sound can take place in various forms of accelerated speech in phrases, colloquialisms. Accelerated pace of speech therapy games-exercises is an important means of video automation of the





correct pronunciation of the evoked sound. In addition, during the accelerated pronunciation of the text, the evoked sound becomes not accentuated, but normal for the hearing of those around, and articulation becomes natural and comfortable for the child.

Video automation of the evoked sound can take place in various forms of independent pronunciation when naming objects, objects, actions, composing sentences, describing situations, translating texts, composing stories, dialogues on a given topic, etc. Only after the automation of sound in independent speech correction of sound pronunciation can be considered complete. The stage of video differentiation of sounds is used in cases when two or more sounds are mixed. Such speech therapy work is carried out during the correction of the pronunciation of each individual speech sound. The purpose of video differentiation is to teach speech therapists to distinguish mixed sounds and use them correctly in their own speech, to develop auditory perception and video differentiation of sounds.

The content of the work consists in gradual, sequential video differentiation of mixed sounds according to motor and acoustic features:

- video differentiation of isolated sounds;
- video differentiation of words with these sounds;
- video differentiation of words with given sounds in a sentence;
- video differentiation in patten, pure speech, poetry;
- video differentiation in coherent speech.

Interactive learning is learning immersed in communication, dialogue learning, which belongs to pedagogical technologies based on the effectiveness of correctional work and the organization of the educational process through speech therapy classes. Interactive learning is





a specific form of organization of educational activities, the purpose of which is to provide favorable conditions under which each child would feel their success.

The use of the game-competition in speech therapy classes as an interactive method makes it possible to learn in a relaxed way, combining speech play with other correctional methods aimed at overcoming speech defects. Thanks to the game forms of classes, it is possible to attract passive students to systematic speech work, to allow the student to feel success, to believe in their own strength.

The computer in the work of a speech therapist can provide the following benefits:

- having interesting feedback for the child
- quick establishment of emotional contact with the child;
- selection, dosage and control of information (as opposed to watching television programs);
- selection and production of various high-quality didactic material.

Working with a computer for speech therapy classes is included in doses, to solve certain problems. The structure and methodology of the speech therapy lesson is not violated. Only some games and exercises are replaced. Speech therapy influence is a pedagogical process in which the tasks of corrective learning and education are implemented. These tasks are solved with the help of the game. The tasks of speech therapy games are determined by the purpose of educational and upbringing influence on the part of an adult. These can be the following tasks: development of speech communication, development of articulatory apparatus, coherent speech, consolidation of sound pronunciation, clarification and expansion of vocabulary, etc. The presence of a task (or several tasks) emphasizes the focus of the educational content of the game on the processes of cognitive activity of children.





During the game, the child's attention is focused on the development of play activities, and enthusiasm for the game situation allows you to spontaneously solve the problem of corrective learning and education. Play activities can be varied: children imitate the voices of birds and animals, intonationally reproduce speech, compete, compare, search, guess, guess, buy and treat so on. Speech therapy game has a specific result, such as guessing riddles, playing games and tasks, which is perceived by the child as a success from which the child enjoys.

**Conclusions.** Because of theoretical analysis of correction of whistling pronunciation disorders in older preschool children with mental development delay by means of interactive speech therapy games, it is possible to draw conclusions. Mastering the phonetic system of speech occurs in ontogenesis according to certain age periods, and their timely occurrence ensures the further formation of correct pronunciation. If in the sensitive period of speech development the child's body is affected by certain harmful factors, the normal process of sound speech is disrupted. All the causes of speech disorders can be divided into external and internal, while identifying organic, functional, socio-psychological and psychoneurological causes. Various interactive speech therapy games are used to correct the pronunciation disorders of whistling sounds in older preschool children with mental development delay.

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