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Studies on communication of the children with system speech disorders in the former Soviet Union states

Introduction.

Timely acquired communication skills and ability to build effective communication with other people are important preconditions for successful social integration.

Studies show that communication has complex structural organisation which development begins in early childhood. In early ages the content of structural components of communication changes. Means of communication also improve, with speech becoming the leading means of communication (O. Leontiev, M. Lisina, O. Slyepovych, O. Smirnova et al).

It is well-known that speech as means of communication emerges and develops within communication. Disorders in speech development have negative impact on child's communication development. Language disorder reduces amount of communication interactions, causes particular psychological features (such as restraint, shyness, indecisiveness);

generates specific features of general and language behaviour (reduced sociability, delayed involvement in communication situation, inability to keep the conversation, listen to the speech, inattention to the speaking partner); leads to decrease in communication activity (Yu. Harkusha, O. Mast'yukova, S. Myronova et al.). There is also an inverse dependence – with insufficient communication the rate of speech development and other mental processes slows down (L. Halihuzova, I. Dubrovina, M. Lisina, A. Ruzska, O. Smyrnova).

Nowadays, in the former Soviet Union countries, there is a series of psychological and pedagogical studies on features of communication development of children with normal ontogenesis (T. Babayeva, 2006; S. Bychkova, K. 1999; Voltsys, L., 1975; M. Yelahina, 1985; O. Zaporozhets, 1974; O. Kravtsova, 1991; M. Lisina, 1986; A. Markova, 1974; A. Ruzska, 1989; O. Smirnova, 2000, et al).

There is a number of works studying communication in children with disabilities: children with learning disabilities (O. Ahavelyan, 2000; I. Ambrukaytis, 2003; D. Auhene, 1987; D. Boykov, 2001; H. Kuznyetsova, 2000; N. Sokolova, 1985; M. Shishkova, 2004), visually impaired children (S. Amirova, 2001; K. Glushenko, 2013; M. Zaorska, 1991; S. Pokutnyeva, 1996), children with cerebral palsy (A. Mamayeva, 2009; L. Khalylova, 1990). All children with developmental disabilities demonstrate deficit of verbal communication often compensated by non-verbal communication.

Psychological and pedagogical research allow us to conclude that major attention is paid to communication development of children with profound speech disorders, and with general speech underdevelopment in particular. In English-language specialised literature this developmental disorder is mostly referred as language disorder and is mainly related to inability to comprehend and use language as means of communication.

General speech underdevelopment and system speech disorders.

Speech underdevelopment is widely investigated in special psychological, educational and medical researches (H. Kashe, 1962; V. Kondratenko, 1999; S. Konoplyasta, 2008; R. Lyevina, 1968; N. Manko, 2007; Ye. Sobotovych, 1981; V. Tarasun, 2000; V. Tyshchenko, 2006; N. Traugott, 1964; T. Tumanova, 2005; T. Filicheva, 1998; H. Chirkina, 1998; S. Shahovska, 2009; M. Sheremet 2003, et al.). Psychologists (O. Hrybova, 1995; V. Kalyahin, 2008; K. Kovylova, 2013; O. Pavlova, 1998; L. Solovyova, 1996; Ye. Fedosyeyeva, 1999; T. Fotekova, 2003) describe a number of features typical for communication activity of children

with general speech underdevelopment (hereinafter - GSUD), which they associate with system speech underdevelopment and indicate their secondary nature. Speech therapy studies (B. Hrinshpun, 1998; H. Hurovets, 1985; R. Levina, 1968; V. Kondratenko, 1999; S. Konoplyasta, 2008; N. Pahomova, 2009; L. Spirova, 1980; V. Tishchenko, 2006; L. Khalilova, 2013; N. Cherednichenko, 1999; H. Chyrkina, 1998; S. Shahovska, 1969; M. Sheremet, 2006) provide detailed description of the structure of speech disorders in individuals with various speech pathology, symptoms of various speech disorders (such as alalia, aphasia, dysarthria, rhinolalia etc.).

Among existing classifications of speech disorders the most widespread in national speech therapy practice is the psychological and pedagogical classification, which is used for the purposes of selection of special educational institutions for children with speech disorders. The major purpose of the psychological and pedagogical classification (developed in 1965) is to identify symptoms level. According to psychological and pedagogical classification of speech disorders *general speech underdevelopment* belongs to the means of communication disorders group.

The concept of general speech underdevelopment was pinpointed and theoretically justified by R. Levina and thoroughly studied from different aspects (H. Zharenkova, 1972; N. Zhukova, 1998; H. Kashe, 1962; N. Nikashyna, 1965; L. Spirova, 1980; V. Tyshchenko, 2006; L. Trofymenko, 2004; A. Yastrebova, 1984, et al). Based on comprehensive study of qualitative aspects of phonetic, phonemic, lexical and grammatical sides of speech, psychological schemes and their impact on speech activity, the researchers concluded that the term "general speech underdevelopment" (GSUD) defines various complicated speech disorders, which are not caused by sensory or intellectual disability. However, this category of children suffers from disordered development of all components of speech system, belonging to both phonology and semantics. In addition to general underdevelopment of speech system children with GSUD have developmental delay of all non-verbal communication components. According to clinical classification these are such system disorders as alalia and aphasia, laden with secondary symptoms and signs of dysarthria and rhinolalia.

On the other hand, some researches view these speech disorders from a perspective of systemacity (V. Vorobyova, 1985; Ye. Sobotovych, 1987; N. Trauhot, 1964) noting underdevelopment not only in spoken language,

but also in psycholinguistic schemes of speech generating, motor program for its implementation, so they call them system or total speech disorders (O. Korniyev, 2005).

Taking into consideration main symptomatic features of the described speech disorders and building on the activity-based approach to studying speech disorders, the most accurate and profound term, in our opinion, would be *system speech disorders*. We believe systemacity to be the key feature of speech dysontogenesis, characterised by underdevelopment of all components of oral speech and speech activity in general. As researches show this question remains one of the most important and still is an open question for the theory and practice of Ukrainian speech therapy and speech psychology.

Studies on communication in children with system speech disorders.

The problem of communication development in children with system speech disorders keeps attracting more of researches' attention in the recent years. Difficulties in mastering communication skills were described in the research works by Yu. Harkusha, 2003; B. Hrinshpun, 1998; O. Hrybova, 1995; K. Kovylova, 2013; V. Korzhevina, 2003; I. Kryvoyaz, 1996; O. Pavlova, 1998; L. Solovyova, 1996; O. Fedoseyeva, 1999, et al. According to the scientists, difficulties in communication become apparent due to deficiency of basic forms of communication (V. Vorobyova, V. Hlukhov, N. Usoltseva, shifted hierarchy of communication purposes (O. Hrybova), lessened communication need (B. Hrinshpun, O. Pavlova, L. Spirova, H. Chyrkina), inadequate development of communication skills and means of communication (K. Kovylova, V. Korzhevina, I. Kryvoyaz, O. Pavlova, L. Solovyova, O. Fedoseyeva). Deficiency of verbal means of communication deprives children from abilities to interact, becomes an obstacle for playing activity development (L. Solovyova, O. Kharytonova).

The results of special psychological studies show difficulties and deviations in development of communication skills and abilities in individuals with primary speech pathology at all ages. O. Almazova, L. Khalilova [] state that preschoolers with severe speech disorders demonstrate difficulties in managing own speech behavior, which adversely affect their communication with others.

V. Korzhevina (2006) notes that system speech underdevelopment puts bounds on fully functional development of communication and overall mental development of a preschool-age child [5]. Communication of younger preschoolers with profound speech disorders (PSD) has the

following specific features: ability to come into contact with others only at external instigation, insufficiency of context-related and practically oriented form of communication [5,12,15], lessened interest in communication interactions. These children required support in establishing emotional contact with adults, raising their interest in communication with other children and adults.

According to S. Artamonova (2009), communication disorders in older preschoolers with general underdevelopment of speech of the 3rd level are diverse and vary upon a number of factors, such as abilities to use means of language and limited experience of social interactions with the peers; deficit of eye contact; instability of motivational attitudes; fast exhaustion of motivation for speaking; fugacity of verbal contacts [1].

Studying communication of preschool-age children with general speech underdevelopment during playing activities, L. Solovyova (1996) comes to conclusion about interdetermination of speech and communication skills. In her opinion, specifics in speech development of these children impede valuable communication, which is expressed in the absence of forms of communication (dialogue and monologue speech), behavioural features (absence of interest in contacts, inability to get oriented within communication situation, negativity [14]).

Listed language and communication difficulties, according to the author, prevent children from establishing and maintaining contacts with peers during the games, and from development of playing as an activity. Peculiarities of dialogic behaviour during playing activity are the following: verbiage, tendency to interrupt conversation partners, inability to hear them out. Children use such types of statements that do not allow for feedback from a peer (statements). Therefore they do not develop genuine dialogic communication [4, 8, 12, 15].

Other studies of communications behaviour of children with system speech disorders during playing (B. Hrynshpun, P. Kharytonova, L. Shypitsyna) indicate children's low speech activity during the games, deficient speech accompaniment of the playing actions, difficulties in conducting a dialogue on the topics not related to the daily routine situations, low interest in contacts, disorientation in new situations of communication. According to the research findings, lack of verbal means of communication makes interactions between children during playing more difficult [4, 15, 17].

Difficulties of primary-school-age children with general speech underdevelopment in managing their speech communication were also

described by O. Hrybova (1995). The author looked upon communication activity in the light of the concept «communication ability». The author says there is a direct dependence between maturity of a child's communication abilities and communication competence. It is underdevelopment of communication abilities that impedes the process of educational communication and presents critical precondition for successful learning. Children with general speech underdevelopment have deficient language and communication abilities: one can observe immaturity of speech and thinking processes that can be detected at all structural levels of speech, simultaneously or selectively. This leads to inability to master rules of functioning of different language units: phonemes, lexemes, grammatical forms and structures, which in turn causes difficulties in perception of all the diversity of their combinations and difficulties in manipulating them in order to express their own ideas [12].

O. Hrybova suggests that deficiency of the very language basis causes communication difficulties of children with profound speech disorders, and in severe cases may provoke refusal from verbal communication. Thus, the author concludes that linguistic incompetence is the primary disorder in relation to communication ability disorders. On the other hand, low motivation for communication (in other words deficit of communication purposes or their distorted hierarchy) can lead to insufficiency or irregularity in development of speech and thinking. In this case insufficiency of communication ability becomes a primary disorder in relation to linguistic incompetence [12].

Thus, children with system speech disorders face serious challenges in managing their own communications behaviour, which negatively impacts communication with others, their peers in the first place. Study of the interpersonal relationships in the group of preschool-age children with speech disorders, conducted by O. Slynko (1992), revealed that although there were observed psychological and social patterns typical for children with normal speech development, severity of speech disorder has greater impact on interpersonal relations of children with GSUD. Children with profound speech underdevelopment were mostly referred to the category of isolated children, despite their positive traits and desire to communicate [13].

Analysis of psychological and pedagogical researches revealed dominance of pedagogical approach in the studies on communication of children with system speech disorders, and the accent made on investigating verbal means of communication and related communication

skills, meaning only one component of communication being studied – verbal component. Abovementioned studies indicate communication disorders and difficulties of different origin; however all of them lack consistency and comprehensiveness as they address separate elements of communication activity, often – without taking into consideration interdependence with other communication processes.

At the same time studies on communication of children with system speech disorders, carried out in the 21st century illustrate growing interest to the non-verbal aspects of communication, psychological features and schemes of its realisation.

I. Kovyazina (2010) studied development of the ability to understand emotions, expressions and mimics. The author states that development of emotional extralinguistic means of communication in children with GSUD lies within developmental norms or, due to compensatory processes, even exceeds them. Therefore, there cannot be direct interdependence between speech disorders and non-verbal communication. The author assumes that children with GSUD develop emotional means of communication to compensate for their disability [7].

Integral and systematic studies of communication activity of children with system speech disorders carried out by the Russian researches V. Kovylova (2013) [6], O. Pavlova (1998) [12], O. Fedoseyeva (1999) [16] deserve particular consideration.

When studying communication activity of children with general speech underdevelopment, O. Fedoseyeva directed her attention at special features in development of means of communication, behaviour and activity during communication [16]. According to the level of development of the named features the author divided children with GSUD into two groups.

Thus, 60% of children with GSUD had the first level of communication skills development. These are children with low developmental degree of communication abilities. They lack motivation and purposefulness in communication with the peers and adults and show gross violation of speech means of communication, poorness and cohesiveness of means of communication; prevalence of context-related and practically oriented form of communication.

The second level encompasses 40% of children who took passive position, did not show any initiative or activeness during communication. However they were able to keep the conversation going when somebody addressed them, eagerly reacted to any offers. Their means of

communication were varied; however their speech produce has violated structure and semantics. Interaction with the adults took place without relation to the context and had cognitive motivation.

O. Fedoseyeva came to conclusion that children with general speech underdevelopment do not develop independent communication skills adequately, which implies necessity of the specialised educational intervention into their communication activity along with speech therapy work.

O. Pavlova studied communication of children with GSUD in three areas: communication with peers, in family, and with teachers [12]. Research findings in the field of communication with peers show low comprehension of the reasons why they choose certain communication partners. Children make unstable and short-term grouping during games, face difficulties in arranging cooperation even with welcomed communication partners. Distortion of information transfer process has a negative impact on setting up communication interaction with peers.

Communication of preschoolers with GSUD in the families is characterised by inadequate understanding by the parents, inability and unwillingness of the adults to help children to sort different problems. While the children have surely positive expectations of communication with adults, the real situation is different. Preschoolers with GSUD have no critical perception of their own actions and, as a rule, try to ignore them.

In communication with the teachers children demonstrate context-related and practically oriented form of communication, which is typical for normally developing children at the age of two or three. Children give preference to communication during mutual playing activities. Many children have negative or indifferent attitude to educational interventions, inadequate reactions even at teacher's positive emotions; as well as no understanding of the distance to be kept in communication with adults.

The author notes that communication activity of older preschoolers with system speech disorders (SSD) differs significantly from communication of their peers with normal speech development, according to developmental level and qualitative measures. Limited possibilities of verbal communication, which are typical for preschoolers with SSD, are accompanied by reduced communication motivation, difficulties in using language and linguistic means, comparatively slow concepts development. O. Pavlova assumes that the complex of speech and cognitive disorders significantly impedes communication behaviour

of children with SSD, complicates their speech contacts with adults, and causes isolation from the group of peers [12].

Research done by K. Kovylova was the first attempt to explore the structure of communication activity, and its components in particular:

- motivational and axiological – occurrence of good motivation for communication in preschoolers, willingness to master communication skills;
- cognitive – level of preschoolers' knowledge about rules, regulating interactions with adults and peers in different communicative situations;
- operational – availability of skills to organise communication act, knowledge and skills necessary for its successful implementation, ability to operate these skills in different communication situations;
- estimative – level of reflective skills concerning results of their own communication activity [6].

Thorough research findings analysis allowed the author to identify challenges on every stage of communication process and determine qualitative characteristics of communication development in preschoolers with general speech underdevelopment. These are:

- insufficient activity, lack of initiative in communication;
- extremely low verbal communication activity;
- practically absent ability to formulate and deliver their thoughts using verbal means of communication;
- fear of contacts with peers and adults;
- significant difficulties in managing their own speech behaviour that have negative impact on communication with others, peers in particular.

Such state of communication development of older preschoolers with GSUD gives evidence of needed psychocorrective intervention in every component of communication activity.

At the same time, conclusions drawn from other specialised researches suggest that the communication barrier would not be a speech disorder itself, but a child's reaction and an attitude to it (H. Volkova, O. Orlova., A. Honcharuk, V. Seliverstov). Therefore, degree of disorder fixation is not necessarily directly dependant on severity of the speech disorder.

Conclusions.

Thus, the studies on communication activity of children with system speech disorders conducted in the former Soviet Union countries have

proven timeliness of the raised issue. For today there were defined peculiar features of communication skills of preschoolers with GSUD, difficulties in mastering communication skills by children of preschool and primary school age, deficit of verbal means of communication, developmental delay of the leading forms of communication with adults and peers. Abovementioned investigations address separate features of communication development in children with speech disorders; though do not give a holistic picture of communication development.

At the same time, none of the studies explains the nature of the basic communication functions and aspects: perceptive, interactive, and only some of them describe how informational function of communication is being implemented.

Analysis of the specialised psychological and pedagogical researches has shown a growing interest in studying psychological schemes of managing communication process by the children with system speech disorders. What is notable is the increasing number of researches on communication of children with speech disorders in the field «special psychology», systemacity in selection of empirical research methods.

Summarising outcomes of the psychological and pedagogical studies on communication of children with system speech disorders there were defined a number of specific features:

- lessened need to communicate with adults and peers,
- inability to orient oneself in communication situation, negativity,
- difficulties in planning and predicting communication with others,
- shifted communication purposes (urgent desires replace major purposes),
- communication difficulties within major activity (playing, learning),
- difficulties in using verbal and non-verbal means of communication,
- communication in couples or small groups, its instability,
- deficit of communication tasks implementation, absence of common results.

V. Kalyahin, V. Lubovskyi, T. Ovchynnykova consider communication activity disorders to be one of the specific consistent developmental patterns in children with speech disorders. In their opinion, this deficit in future impedes social integration and predefines social situation for individual's development [4,11].

We believe that the matter of overcoming communication difficulties of children with system speech disorders still has many unsolved

theoretical and practical questions, and the most urgent task is to define developmental state of communication activity structure from the standpoint of communication aspects, such as communicative, perceptive and interactive, further studies on mastering expressive, mimic object means of communication. In our opinion, theoretical analysis of communication in children with system speech disorders should be oriented on implementation of effective psychocorrectional techniques aimed to support social integration, overcome communication barriers and cultivate verbal and non-verbal means of communication.

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Abstracts

ІРИНА МАРТИНЕНКО. Дослідження спілкування у дітей з системним порушенням мовлення у державах колишнього Радянського Союзу. У статті представлено аналіз сучасних досліджень спілкування дітей із системними порушеннями мовлення в країнах пострадянського простору. Зазначено, що в цих країнах використовується психолого-педагогічна класифікація мовленнєвих порушень, відповідно до якої проводиться більшість наукових досліджень. Дослідження спілкування дітей із системними порушеннями мовлення переважно відображають вербальний і педагогічний підхід і спрямовані, насамперед, на навчання комунікативним умінням педагогічними засобами. Однак в останні роки відзначається активізація психологічних досліджень спілкування дітей зазначеної категорії, в результаті чого стали відомі особливості спілкування дітей із системними порушеннями мовлення з ровесниками, в сім'ї і педагогами, а також з'явилися дані про структуру комунікативної діяльності і труднощі в реалізації та розуміння невербальних засобів спілкування цих дітей.

Ключові слова: спілкування, системні порушення мовлення, загальне недорозвинення мовлення, психологічна характеристика спілкування.

IRINA MARTYNENKO. Badania komunikacji językowej dzieci z systemowymi zaburzeniami mowy w krajach byłego Związku Radzieckiego. W artykule przedstawiono analizę współczesnych badań komunikacji językowej dzieci z systemowymi zaburzeniami mowy w krajach byłego Związku Radzieckiego. Autorka zauważa, że w tych krajach wykorzystywana jest psychologiczno-pedagogiczna klasyfikacja zaburzeń mowy, zgodnie z którą prowadzi się większość badań naukowych. Badania komunikacji językowej dzieci z systemowymi zaburzeniami mowy zazwyczaj stanowią odzwierciedlenie werbalnego i pedagogicznego podejścia i ukierunkowane są przede wszystkim na nauczanie umiejętności komunikacyjnych przy pomocy środków pedagogicznych. W ciągu ostatnich lat mamy jednak do czynienia z aktywizacją badań komunikacji językowej dzieci należących do wspomnianej kategorii, dzięki którym została poznana specyfika komunikowania się dzieci z systemowymi zaburzeniami mowy z rówieśnikami, z członkami rodziny, z nauczycielami, a także pojawiły się dane dotyczące struktury działalności komunikacyjnej oraz trudności w realizacji i problemy z rozumieniem wykorzystywanych przez te dzieci niewerbalnych środków komunikowania się.

Słowa kluczowe: komunikacja, systemowe zaburzenia mowy, ogólny niedorozwój mowy, psychologiczne aspekty komunikowania się.

ИРИНА МАРТЫНЕНКО. **Исследование общения у детей с системным нарушением речи в государствах бывшего Советского Союза.** В статье представлен анализ современных исследований общения детей с системными нарушениями речи в странах постсоветского пространства. Указано, что в этих странах используется психолого-педагогическая классификация речевых нарушений, в соответствии с которой проводится большинство научных исследований. Исследования общения детей с системными нарушениями речи преимущественно отображают вербальный и педагогический подход и направлены, прежде всего, на обучение коммуникативным умениям педагогическими средствами. Однако в последние годы отмечается активизация психологических исследований общения детей указанной категории, в результате чего стали известны особенности общения детей с системными нарушениями речи с ровесниками, в семье и педагогами, а также появились данные про структуру коммуникативной деятельности и трудности в реализации и понимания невербальных средств общения этих детей.

Ключевые слова: общение, системные нарушения речи, общее недоразвитие речи, психологическая характеристика общения.

IRYNA V. MARTYNENKO. **Studies on communication in children with system speech disorders in the former Soviet Union States.** The article presents an analysis of current research of communication of children with systemic disorders of speech in post-Soviet countries. It is indicated that these countries used psychological and pedagogical classification of speech disorders, according to which the majority of research is conducted. Research of communication of children with speech disorders system mainly reflects the verbal and pedagogical approach and focused primarily on training communication skills teaching means. However, in recent years there has been intensification of psychological studies of communication such children, as a result it became known about features of dialogue of children with systemic disorders of speech with their peers, family and teachers, and there is evidence about the structure of communicative activity and difficulties in the implementation and understanding of non-verbal means of communication these children.

Key words: communication, systemic violations of speech, the general underdevelopment of speech, psychological characteristic of communication.