

GENERAL UNDERDEVELOPMENT OF SPEECH. TYPES, PREVENTION AND CORRECTION**Stratila Varvara**

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Abstract. The article deals with the problem of general underdevelopment of speech in preschoolers. Classification issues are dealt with depending on the severity of GUS. The characteristic features of the four levels (degrees) of speech development in GUS are described. a. Some recommendations for the development of attention, memory, logical thinking in children with GUS are given.

Keywords: preschoolers, general underdevelopment of speech, development, speech therapy, speech, violation

GUS (general underdevelopment of speech) is a pathological condition in which there is a violation of the formation of all speech aspects: the pronunciation of sounds, the use of words, the construction of sentences. At the same time, the child's intelligence and hearing are preserved, and the speech itself may be completely absent, or it may be only slightly incomprehensible or incorrect.

In speech therapy, the term "general underdevelopment of speech" (GUS) is used to denote the lack of formation of certain structural components of the speech system in various speech disorders. GUS can be observed in dysarthria syndrome, rhinolalia, alalia, aphasia.

Classification

According to the clinical composition, the category of children with GUS is heterogeneous, and therefore it is divided into 3 groups:

1. uncomplicated forms of GUS (in children with minimal brain dysfunction: insufficient regulation of muscle tone, motor differentiation, immaturity of the emotional-volitional sphere, etc.)
2. complicated forms of GUS (in children with neurological and psychopathic syndromes: cerebrasthenic, hypertensive-hydrocephalic, convulsive, hyperdynamic, etc.)
3. gross underdevelopment speech (in children with organic lesions of the speech parts of the brain, for example, with motor alalia).

Characteristic

Depending on the degree of speech impairment in GUS, doctors distinguish 4 levels of speech development of the child. Depending on the level, the type of correction is determined.

The first level of GUS. Accompanied by the absence of commonly used speech: either speech is completely absent, or the vocabulary is limited to individual sounds / sound complexes. In such cases, the child finds it difficult to express his thoughts, he often uses gestures and facial expressions for additional information. The use of phrases is virtually non-existent.

The second level of GUS. The child is able to build primitive sentences of 2-3 words. Communication is difficult, the meaning of many words escapes him, or he pronounces them incorrectly even after numerous corrections. As a rule, there are no adjectives in the sentence, the meaning consists of nouns / verbs. Agrammatism is manifested.

The third level of GUS. The child shows interest in communication, talks a lot, has a developed vocabulary and builds sentences well. But there are sounds that he pronounces incorrectly, often phonemes are replaced by simplified analogues. Such speech is understandable to the child's parents, but outsiders sometimes need a "translator". The fourth level of GUS. Speech development disorder manifests itself to a minimal extent. The meaning of the phrase is clear, the vocabulary is rich. But sometimes the sounds are replaced by similar ones, some of them are distorted, and there are also errors in the use of cases and suffixes.

Correction

Speech therapy work on the correction of GUS is structured differentially, taking into account the level of speech development. Thus, the main directions at GUS level 1 are the development of the understanding of reversed speech, the activation of independent speech activity of children and non-speech processes. When teaching children with GUS level 1, the task of correct phonetic design of the utterance is not set, but attention is paid to the grammatical side of speech.

At GUS level 2, work is underway on the development of speech activity and understanding of speech, lexical and grammatical means of language, phrasal speech and refinement of sound pronunciation and evocation of missing sounds.

At the speech therapy classes for the correction of GUS level 3, the development of coherent speech, the improvement of the lexical and grammatical side of speech, the consolidation of correct sound pronunciation and phonemic perception are carried out. At this stage, attention is paid to the preparation of children for the acquisition of literacy. The goal of speech therapy correction at GUS level 4 is to achieve the children's age norm of oral speech necessary for successful schooling. To do this, it is necessary to improve and consolidate pronouncing skills, phonemic processes, lexico-grammatical side of speech, expanded phrasal speech; develop graphomotor skills and primary reading and writing skills.

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