SPEECH DEVELOPMENT DEVIATIONS AT AN EARLY AGE

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Abstract

Speech integrates all aspects of child's development and is the most important indicator of his development at an early age. Thus any disorder in oral speech formation at an early age is the indicator of overall or partial underdevelopment of a child. Currently, the problem of early deviations revealing in psychospeech growth and their precise qualification has gained great importance in speech therapy. In Russia all possible variants of oral speech impaired development at an early age is classified as speech development delay. Such featureless rendering doesn't allow us to reveal the structure of underdevelopment and identify methods of impact at the most favorable period. Scientific school by L. S. Vygotsky and R. E. Levina set up methodological basis for elaboration of deviation diagnosis in oral speech formation among early-aged children and precise underdevelopment qualification.

There is a great necessity for thorough study of violation predictors in oral speech formation at the most favorable period of its formation and development at infant and early age, their systematization in complex diagnose and precise qualification of oral speech underdevelopment at an early age in logopedic conclusion.

Evaluation of the theoretical investigation results, statistical analysis methods of data processing gained in the process of examining 750 babies and early-aged children, collecting observational follow-up study data, generalization of practical experience diagnostics and correction of oral speech formation derangements.

We identified the basic conceptual modules and specifications of study in baby and children oral speech formation. For concise qualification of derangements among early-aged children speech formation we consider it is important to introduce the concept "speech development deviation" as a special logopedic conclusion. Under deviations of speech development we understand underdevelopment of verbal, intonation-rhythmic processes in the range of firmly-dynamical speech language system conditioned by inadequacy of socio-communicative circumstances and as a result immaturity of psychophysiological speech prerequisites. With the help of grading method (standardization of primary points according to scale) and collecting observational follow-up study data we identified regularities in manifestation of speech development deviations among children and identified five types of deviating speech development at an early age.

Precise differentiated qualification of violated oral speech formation at an early age (deviations in speech acquisition and its type) allows us to detect underdevelopment in good time, to work out individual program of corrective-preventive impact and to recover fully or partially regular speech genesis.

Keywords: Early age, speech development deviations, speech development, psychoverbal development, typology of early-aged speech deviations.

1 INTRODUCTION

The most important component of an early-aged child development is speech. Speech acquirement occurs with neuro- and psycho physiological readiness under the influence of the nearest social environment in the process of communication. Adequacy of the communicative environment in the family stimulates speech development beginning with the first months of life and during subsequent age periods (LS Vygotsky, RE Levina, GV Chirkina, OA Razenkova, OE Gromova, EV Sheremetyeva, and others)

2 BACKGROUND AND OBJECTIVES

R.E. Levina noted that speech is the most important mental function of a person. Speech acquirement allows establishing social contact between partners thanks to which a child has the ability to conceptual thinking, to a generalized understanding of the world around him, to self-knowledge. In turn, deviations in speech development have a negative impact on the formation of the child's self-awareness. The shortcomings of speech development are understood as deviations from the normal formation of linguistic means of communication [3]. Causes of lag in speech development may be the pregnancy and childbirth pathology, the effect of genetic factors, hearing loss, overall lag in the mental development of the child, factors of social deprivation or partial deprivation (insufficient or inadequate communication and education to child's abilities) [4]

The objective of this article is to choose the most informative variant of the speech therapy conclusion at an early age based on analysis of available options. Principles of language teaching conclusion by L. S. Vygotsky have become the conceptual basis of the analysis. We applied theoretical analysis method to solve this task.

3 METHODOLOGY

Timely detection of speech insufficiency is the starting point for corrective action. Formulation of speech therapy conclusion is important for the qualification of speech insufficiency at an early age. It helps:

- to reveal the structure of speech failure (primary and secondary broken links);
- to assist to determine the curriculum for the child with speech pathology (psycho-pedagogical part of speech therapy conclusion);
- to point to the specificity of individual speech therapy impact (the clinical pedagogical part of speech therapy conclusion);
- to identify correctional actions prognosis.

Consequently, speech therapy conclusion fully corresponds to the principal approaches of the formulation of "pedagogical diagnosis" by L. S. Vygotsky.

In Russia, speech therapy conclusion is formulated in accordance with two classifications of speech disorders.

Clinical classification of speech disorders (M. E. Khvatsev, F. A. Rau, O. V. Pravdina and others) is widespread because for a long time speech violations were considered from the medical - biological parameters. Clinical classification involves the study of pathological manifestations of speech deficiency by highlighting the various forms of speech pathology with its symptoms and clinical manifestations [3].

R. E. Levina developed psycho-pedagogical classification of speech disorders based on system-dynamic organization of speech. This classification has become the basis for the creation of the world's most advanced system of speech therapy assistance in the process of upbringing and education of children. Psycho-pedagogical classification provides only symptomatic pedagogical impact.

4 RESULTS

The importance of the speech therapy conclusion understanding is one of the actual problems of speech therapy (G.V. Chirkina). Speech therapy conclusion is the final judgment about the underlying mechanism of speech underdevelopment or violation (structure defect according to L. S. Vygotsky), the reference to a correctional program and a prognosis of further development of oral and written speech of the child, not the formal completion of the diagnostics listing and "stringing" array of terms [9,10].

Work related to speech therapy assistance to early-aged children has been carried out in recent years (R. E. Levina, G. V. Chirkina, A. Razenkova, O. E. Gromova, E. V. Sheremetyeva). Language development of early-aged children cannot be compared with the state of the speech in other age children groups because early age is the most sensitive period of oral speech acquisition. Accordingly,

it is necessary to formulate a separate speech therapy conclusion for this certain age group of children.

Traditionally, in the function of speech therapy conclusion for this age children category the term « delay in speech development» is used (N. S. Zhukova, E.M. Mastukova). "Delay in speech development" is the tempo delay from the standard speech ontogenesis. This concept has a determining character, without precise qualification structure of disturbed development. It does not give full idea of the specific violation, as it includes all forms and varieties of speech disorders both functional and organic origin. It is impossible to determine the specific course of speech therapy with a particular child, to make a prognosis.

5 DISCUSSION AND CONCLUSIONS

Y. A Razenkova offered to differentiate children with delay in speech development into groups. She differentiated children according to what period corresponds to the actual language development of the early-aged child [8].

O. E. Gromova based on the initial analysis of the child vocabulary detaches "risk group according to the general underdevelopment of speech" from the total group with delay in speech development. The basic indicators here are the lack of a sufficient number of words in the child's own vocabulary and later appearance of the phrase [1].

The most informative for early age violation to the sensitivity of oral speech, we believe the concept of "deviation in speech acquiring"(DSA). Deviations in speech acquiring is the underdevelopment of the non-verbal, verbal, prosodic and rhythmic means of communication within a speech system due to inadequate social conditions and, in consequence, the immaturity of psychophysiological speech preconditions [12].

The given speech therapy conclusion allows to show the structure of disturbed development, engage the child on time into the process of corrective and preventive exposure for maximum approach to the norm [6,7,8,11].

We can identify three types of deviations in speech acquiring (DSA) on the degree of severity:

- Sharply-defined deviations in speech acquiring (SDDSA);
- Defined deviations in speech acquiring (DDSA);
- Indistinct deviations in speech acquiring (IDSA);

Type of deviation can be according to the etiological principle conditioned by underdevelopment of the psychophysiological and cognitive components [6, 11].

We identify two abnormalities in the speech acquisition (ASA) on the genesis and manifestations.

- Deviations in speech acquiring due to the underdevelopment of the psychophysiological components (DSAPh origin);
- Deviations in speech acquiring due to the underdevelopment of cognitive components (DSAC origin) [6, 11].

After conducting a comprehensive survey of psychoverbal processes of the child, the communicative profile of the child is studied. Knowing the signs of deviations in speech development of early-aged children, speech therapy conclusion is made with the indication of the DSA. All these types of deviations in speech acquiring have their individual patterns of correctional-preventive work. Work is envisaged for all blocks: a clinical and biological unit (correction of motor prerequisites for articulation, auditory and speech gnosis), a musical speech therapy unit (correction of intonationally rhythmic processes), and a socio-pedagogical unit (development of the cognitive and emotional sphere). The actions are taken individually with the child, together the child and parents, and the individual work with parents is provided. Based on the revealed types of deviations in speech acquisition, the author offers complex corrective and preventive influences aimed at "including" the early-aged child in communicative interaction with the surrounding people who own verbal means of communication [6, 9, 10, and 11].

Considering all these facts, we can conclude that early age is the time for possible determining the pathological development of a child's speech with the help of accurate qualification of disrupted development. On the grounds of deviations in the speech development of the young children, it is

possible to differentiate children from the tempo-detained variant of normal speech control and with deviations in speech development.

Consequently, in our opinion the speech therapy conclusion of "deviation in the speech acquiring" corresponds to the principles of the «pedagogical diagnosis» formulation by L.S. Vygotsky, R.E. Levina and it is the most informative in this period of development of the early-care system. Speech therapy conclusion of "deviation in speech acquirement» the type indication reveals the structure of the defect, provides a correctively-preventive effect, taking into account the sensitive period of the child's mental development, allows to minimize the possibility of secondary violations.

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