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**Pirnazarova Xulkar ABDURAXMANOVNA**

**Cognitive and linguistic issues in the study of students with specific language  
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The head of chair \_\_\_\_\_

Ph.D. Obruyeva G.H.

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Scientific supervisor:

PhD. Obruyeva G.H.

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## INTRODUCTION

The development of phonemic perception is an actual problem, as the number of children with specific language impairment is steadily increasing. The urgency of this problem is that the development of phonemic processes has a positive impact on formation of the entire speech system. Early identification of children with phonetic-phonemic underdevelopment of speech and provision of speech therapy helps to correct the speech function in preschool children and junior schoolchildren with specific language impairment. As our President Shavkat Mirziyoyev said: “Education of a healthy and harmoniously developed generation, a purposeful and energetic youth, able to take responsibility for the destiny and the future of Motherland, to direct all its knowledge and potential to this is a vital issue for us” [1].

Nowadays it is especially important to define and correct choice of ways and directions, methods and means of correctional work, realizing what a teacher can give students to improve their level of development of speech. Special methods for teaching English to pupils with specific language impairment are in fact at the initial stage of their development nowadays. The conceptual system of the method is based on the results of psychological and pedagogical research, work of defectologists and methodologists.

In this paper we are going to study different types of specific language impairment, the problems which have students with specific language impairment and methodology of teaching students with specific language impairment.

**The actuality of** this work is stipulated by the fact that the status of foreign languages in XXI century is very important issue in the system of world education. Studying foreign languages, particularly English, as the means of international communication, is one of the main factors in formation new relationships and norms of behavior in the modern conditions of human life. And it is very important to work out effective methods of teaching children with specific language impairment.

**The object** of our research is process of teaching of foreign languages to children with specific language impairment.

**The subject** of the study is the specifics of foreign language teaching and special conditions for education of children with specific language impairment.

**The aim of the thesis** is to develop theoretical and methodological approaches and scientific and practical recommendations for teaching foreign languages to students with specific language impairment. In order to achieve this goal, the work has the following **objectives**:

- Identification of psychophysiological causes of speech disorders;
- Detection of typologies of speech disorders;
- Revealing of influence of infringements of speech on mastering foreign language;
- Analyzing the needs of children with specific language impairment in terms of learning foreign languages;
- Revealing approaches to remedial learning of foreign languages;
- Developing methodical recommendations on the organization of training of children with specific language impairment.

In order to effectively solve the tasks, set out in the diploma work, various methods of cognition have been chosen as a methodological basis, in particular, comparison of children without speech disorders with children with severe speech disorders, as well as ordinary schools with specialized remedial schools, analysis of teaching aids, synthesis of the obtained information, induction and deduction.

**The research hypothesis** consists of the following: the process of teaching foreign languages to students with specific language impairment will be more effective if we use variety of modern methods in order to develop language skills of English of such learners.

**The methodological ground of the research work** consists of

**Methods of investigation:**

- descriptive method;
- comparative analysis;

- componential analysis;
- lingual-cultural analysis.

Materials and results of the work have theoretical and practical value, as research in this sphere widens the investigation in the field of correction pedagogy.

**The theoretical value of research** paper is to investigate and classify different types of language impairment and study their impact on foreign language proficiency.

**The practical value** of this paper is that, practical result and all the given examples can be used at practical lessons at schools with children with specific language impairment. This research paper can also be useful to other students who are interested in this field of linguistics.

**The structure of work:**

The work consists of introduction, three chapters, conclusion on every chapter, conclusion and bibliography.

The introduction defines the choice of the topic, the actuality of the work, aims and objectives of the investigation, and reveals the novelty and theoretical value of the work.

In Chapter I we analyze main phenomena speech and define its main functions, study the structure of the speech apparatus and basic speech components. We pay attention to phenomenon of speech formation psychophysiological reasons of speech disorders and give typology of specific language impairment.

Chapter II is devoted to studying peculiarities of teaching students with specific language impairment.

Chapter III is devoted to analyzing different peculiarities of teaching English to students with specific language impairment, characteristics of methodology of teaching foreign languages to students with specific language impairment and methodological organization of teaching foreign languages children with specific language impairment.

The conclusion summarizes the results of investigation.

The list of used literature contains the works cited in the work and used in the investigation.

# **CHAPTER I. GENERAL NOTIONS OF SPEECH AND ITS FUNCTIONS AND TYPOLOGY OF SPECIFIC LANGUAGE IMPAIRMENT**

## **1.1. Speech and its functions**

Speech is a special and most perfect form of communication. In the process of speaking (communication) people exchange thoughts and influence each other. Speech is an important means of communication between children and the world around them.

Development and formation of functions and skills of a person normally is possible only in strictly defined age periods, and first of all it concerns the higher mental functions - speech, attention, memory, thinking and social skills, in particular, communication skills, which to a large extent determine the personal features of an individual and his or her behavior. These processes are determined by the development of the central nervous system (CNS). Deviations and disorders in the development of the CNS lead to dysontogenesis [4, 78].

Speech communication is possible with the use of language. Language is a system of phonetic, lexical and grammatical means of communication. The speaker selects the words necessary for expression of thought, binds them according to the rules of grammar of the language and pronounces them articulating speech organs [4, 56].

The child is born with a perfect anatomical and physiological apparatus prepared by nature for speech. It is the greatest gift of nature, inherent only in man. A child's speech is formed under the influence of the speech of adults and depends to a great extent on sufficient speech practice, normal speech environment, on education and training, which begins from the first days of the child's life. The social environment stimulates speech development and provides a model of speech. If upbringing and development of speech and other higher mental functions do not take place in time (from the first days of life and up to 3 years), then irreversible changes occur in the development of the personality, which cannot be compensated for later. It is known that in families with poor speech

motives, children speak little or begin to speak late. Lagging in speech development of such children is often accompanied by general underdevelopment, while natural intellectual and speech abilities may be perfectly normal.

Thus, process of learning to speak is an individual process that depends on many factors. The causes of language impairment may be pathology during pregnancy and childbirth, the effect of genetic factors, hearing organ impairment, general mental retardation of the child, social deprivation factors (lack of communication and education).

The communicative function of speech is the most important and historically the earliest. It originates from more basic forms of pre-verbal communication (visual, mimicry and hand movements). For the exchange of information between the child and others, signals or signs are used - first non-verbal, and then speech gradually becomes the most important verbal communication. Children use speech to express their desires. As the opportunities for verbal communication increase, the child learns new concepts, his or her knowledge and understanding of the outside world expands and ability to think is shaped [4, 79]. The communicative function of speech promotes the development of communication skills among peers, develops the possibility of playing together, which is important for the formation of adequate behavior, emotional and volitional sphere and personality of the child.

The cognitive function of speech is closely related to the communicative function. Speech is an integral part of life in any society and any culture. Before entering school and reading books, children learn about their culture and the world around them from adults and peers. Speech develops perceptions - the memory of the subjects and phenomena of the world around them. Human speech differs from the means of communication between animals as it allows the transmission of ideas about things that are not present in the current situation. Therefore, with the help of speech it is possible to tell not only about present but also about past or future events and phenomena, even if they have nothing to do with the speaker's own experience.



It is known that ideas about the world around animals and babies have the form of specific perceptual images and concepts. Speech makes it possible to present the world in a more symbolic, abstract form, as well as to classify objects and classify them into different categories [5, 187]. As the lexical-grammatical side of speech develops, intellectual operations such as comparison, analysis and synthesis become possible for a child. It occurs because in meaning of this or that word the general and excellent signs of subjects are simultaneously reflected.

The regulating function of speech is formed at early stages of the child's development. However, the word of an adult becomes a true regulator of the child's activity and behavior only by the age of 4-5, when the child has already significantly developed the semantic side of speech. The formation of the regulating speech function is closely connected with the development of inner speech, purposeful behavior, and the possibility of programmed intellectual activity [5, 189].

At any age, speech impairment limit cognitive activity and opportunities for social adaptation. Speech disorders affect the general formation of children's personality: their intellectual development and behavioral characteristics often do not correspond to the age; communication with peers is difficult for children with specific language impairment.

## **1.2. Structure of the speech apparatus**

Speech is one of the complex higher mental functions of a person. The speech act is carried out due to the complex coordinated work of the system of organs that make up speech apparatus. The speech apparatus consists of two parts: central and peripheral [4, 125].

The central speech apparatus is represented by the structures of the nervous system. It includes the speech zones of the cerebral cortex (mainly the left hemisphere), subcortical nodes, cerebellum, conductive pathways, nuclei of the brain stem, as well as nerves, innervation of respiratory, vocal and articulatory muscles.

Various cortical sections of the large hemispheres of the brain are involved in speech. These include primarily the speech zones of the cortex located in the dominant hemisphere (left-handed, right-handed). These areas are part of the cortical projections of auditory, motor, kinesthetic and visual analyzers. The temporal lobe of the dominant hemisphere is responsible for the perception and differentiation of auditory signals, a complex process of speech understanding. The motor area (lower frontal gyrus) provides the speech program, i.e. the motor side of speech.

Oral speech is mastered by the child at preschool age. Upon entering school, he or she begins to master the visual (written) images of letters. Perception and recognition of graphic images necessary for written speech (reading and writing) occurs in the visual area of the cerebral cortex (occipital lobe). This means that a visual analyser is activated in the second signal system, and its functions must be coordinated with those of the speech and speech analysers. The child must learn to translate the word heard and spoken into his or her visual image (writing) and vice versa, to translate the visual image into articulate and auditory (reading). In this case, the child must be able to abstract concepts, that is, to understand sounds and letters as elements of oral and written speech.

Reading and writing are among the newest higher mental functions in philosophontogenesis, which are learned through special training. In their realization the most late formed cortical sections, mainly parietal-maxillary and occipital region of the left hemisphere, have the main importance [5, 188]. In addition, these functions are made possible by close interaction of visual, auditory and motor analyzers, as well as by a sufficient level of development of complex arbitrary actions (eye movements on lines of text, coordinated hand and eye movements when writing).

The peripheral speech system consists of three departments: respiratory, vocal and articulation. The respiratory section includes a chest with lungs, bronchi and trachea. The vocal section consists of the larynx with the vocal chords in it. The articulation section includes the tongue, lips, upper and lower jaws, hard and

soft skies and alveoli. Of these, the tongue, lips, soft sky and lower jaw are mobile, the other structures are inactive. Depending on which of these structures of the central or peripheral speech system do not work properly, different types of speech disorders are distinguished.

### **1.3. Basic speech components**

The speech function has two essential components:

1. Perception of speech sounds based on the phonemic system of language (speech gnosis) is provided by the Wernike zone (field 22 of the left hemisphere cortex).
2. Reproduction of sounds, words, phrases - is provided by the Brock zone in the lower parts of the premotor cortex (fields 44 and 45).

According to this, in psychology there is a distinction between impressed speech (the process of understanding the meaning content of speech) and expressive speech (the process of speaking with the help of language).

During speech development, children should master several subsystems of the language:

- phonetics (the system of speech sounds).
- lexicon (vocabulary system)
- semantics (a system of values starting with the values of individual words)
- syntax (a system of word combinations that denote a certain thought)
- pragmatism (a system of social rules prescribing what, how, when and who should speak) [10, 145].

Phonological component is knowledge of the sounds of language (phonemes). Physically, speech sounds are tones (vowel sounds) and noises (consonant sounds). Any language has in its basis a certain signal or phonemic sign which changes the meaning of the word. This signalling, meaningful sign is the basis of the sound units of the language - phoneme (from the Greek phoneme "sound of speech").

The languages differ in the number of phonemes used in them: from 11 to 141. It is established that in the first year of life any healthy baby can play up to 75 different phonemes [10, 156]. Thus, it has sufficient ability to learn any language. But since the child is usually immersed in only one language environment, it gradually stops making sounds that are not characteristic of its native language.

Any language is an ordered system in which all parts of speech are connected with certain rules. A set of these rules constitutes grammar with the help of which words are formed into complete units of meaning. The syntax establishes rules for combining words in a sentence, and the semantics explains the meaning of individual words.

Semantics explains the meaning of words and phrases. Children discover the ability to understand the meaning of words long before they start pronouncing them. Syntax - understanding the relationship and combinations between words from which a phrase is built.

Children differ from each other in the timing of both the phonemic perception and the motor of the speech system [11, 258]. For timely and accurate diagnosis of speech disorders in children, it is necessary to consider the regularities of normal speech development.

#### **1.4. Speech formation and language learning as a subject**

The study of the basics of language science is commonly understood as the acquisition of information from the field of grammar and spelling (material on phonetics, word formation and vocabulary is attached to grammar section) and the formation of complex of skills for oral and written speech on this basis. Mastering grammatical notions requires students to be able to think at a high level in the form of abstract conceptual generalizations. Since it depends on progress in speech development, at the early stages of language acquisition there is a contradiction between the level, forms of cognitive activity of students and the need for them to master abstract grammatical categories and laws [11, 214]. The essence of the special methodological approach is to overcome this contradiction.

In realization of the given approach the important role is played by ways of the organization of a grammatical material, its selection according to a task of practical mastering of grammatical concepts, relations and ways of their expression.

The functional (semantic) way of material organization is combined with the use of special methods of its semanticization, introduction into speech and fixation with gradual transition from exercises, carried out on the visual basis, to speech practice on the verbal and contextual basis [12, 122]. Work on mastering the grammatical order of the language is a means to develop speech in general. Morphological and syntactic analysis is performed on certain vocabulary material and thus contributes to the development of lexical generalizations. Various operations in comparison and word synthesis help to master the grammatical features of the lexicon. Their knowledge gradually leads to mastering of sound and syllabic structure and ability to perform analysis and synthesis, to differentiation of sound phonemes.

Formation of grammatical notions, skills and abilities are facilitated by practical exercises that have a beneficial effect on the cognitive activity of the student. Gradually, language generalizations are formed in students, which contribute to the development of conceptual forms of thinking. Improvement of the processes and operations of thinking in the course of work on lessons and individual lessons has the opposite positive impact on speech as a whole (its development is accelerated, efficiency of individual speech therapy classes increases), i.e. opportunities for speech formation as a means of communication and a tool for thinking and learning language as a subject of school education are created. For the work to be effective, the entire methodological system of language teaching should be structured in the following directions:

- building language teaching on the basis of taking into account the level of speech development, typical, and the individual speech characteristics of children;

- ensuring that students learn language as a means of communication and as an instrument of cognitive activity (communication principle);
- interrelation of the tasks of formation of speech communication among pupils, correction of children's speech and teaching them the English language;
- building special language teaching in accordance with the most general laws of speech development in the norm;
- formation and correction of speech on the basis of establishing the relationship between phonetic, lexical and grammatical components of the language;
- language teaching on the basis of formation of language generalizations [12, 136].

Each of the mentioned directions of work is reflected in parts of school program. The content of each section is developed taking into account its principles of selection and semantization of material. Features of each section are reflected in the methods of conducting classes. The speech therapist selects methodical techniques that take into account the peculiarities of phonetic peculiarities of speech in case of its underdevelopment (mixing phonemes, disturbance of the sound and syllabic structure, substitution, permutation, etc.). Formation of lexical concepts also implies a special selection of material, but no longer on the basis of phonetic, and content-sense principle. Special work is also carried out to assimilate grammatical regularities. Gradually, children form concepts about grammatical categories, ways of expression of lexical and grammatical meanings and relations to language.

The peculiarity of the tasks and the content of the work on speech formation in students with specific language impairment implies that there are special requirements for the organization of pedagogical process and planning. Among the most important issues in the organization of work on speech formation and language learning as a subject can be attributed:

- choice of forms of education (individual, group);
- the ratio of group and individual work at lessons;

- connection of different types of activity of students with the development of speech activity;
- the optimal balance between independent work and teacher-led work.

Special attention is paid to practical side of the introductory course, as it is very important for acquiring knowledge on phonetics, grammar and spelling. The tasks of the introductory course of the English language include: to teach children to read, speak and write intelligently; to enrich their speech, to make them able to communicate; to develop attention and interest to language and reading; to develop an idea of the world around them; to promote the development of skills to master the oral and written forms of language within the limits available for each age group of students. The purpose of elementary grammar course is to consolidate practical patterns in the lessons of speech development and initial familiarity with the composition and structure of speech [11, 78].

Working with word combinations and sentences is particularly important for practical language learning. Grammatical analysis of the sentences, analysis of relationship between words in a phrase aims at improving the syntactic side of speech of children. Qualitative improvement of children's speaking skills in the process of learning the language as a subject should be the leading direction in the work. Classes on phonetics, grammar and spelling are based on solving a number of problems:

- mastering of elementary theoretical information, preparing for mastering of a systematic course;
- enrichment of speech practice: differentiation of sounds, letters, parts of speech and their characteristic grammatical features. An indicator of conscious mastery of theoretical material is the ability of a student to give examples illustrating definitions, rules, conclusions;
- mastering the methods of performing exercises, as they simulate different speech operations. The exercises are selected so that some of them teach to find necessary phonetic, grammatical and spelling phenomena in the text, others - to analyze them, third - to create specific language units. Each student develops a

sequence of actions and operations in speech analysis and synthesis, and gradually the actions are automated, which is a sign of formed skill.

If these tasks are not achieved, further learning is very difficult.

The developing role of language is seen in the development of children's ability to work with textbooks, tables and reference material. Such skills and abilities are acquired at the lessons and in the process of doing homework, thus increasing the degree of consciousness, activity and independence of students in mastering the material. By acquiring certain self-study skills, students are able to exercise greater self-control.

So, if at the earliest stages of special education (1st grade) practical language acquisition is given clear priority, then, starting with language learning as a subject, all tasks should be fulfilled in interrelationship, in a single stream of work on speech development.

The work on language learning in a special school is based on the level of speech development, typical and individual characteristics of speech [11, 156].

In organizing the work on speech formation and language acquisition it is necessary to ensure the priority of practical language acquisition as a means of communication and a way of cognitive activity (communication principle). The specific content of this principle finds expression in special language teaching (language material; the systemic relations, which are the basis of language and learned in the process of its use and use for communication, both direct and indirect in the form of reading and writing).

In the work there is a correlation between the realization of the tasks of forming a verbal communication among students, speech correction and language teaching as a subject. The principle under consideration does not contradict the differentiated approach to work on language formation as a means of communication and to language teaching as a subject.

Correction of pronunciation is specific in nature. Work on pronunciation is not identical to work on elementary data on phonetics [12, 211]. In the first case, children are helped to differentiate the perception and pronunciation of sounds,



syllables, words, form practical skills of correct oral speech through a system of exercises, and in the second - based on the formed skills of pronunciation, organize observation of the features of sounds, help to make a generalization with the use of language terms, definitions, etc.

Special language training is built according to the most general patterns of speech development in the norm. They are manifested in the organization of this special process (step-by-step; speech development, due to different activities; consistency in mastering types of speech; gradual transition from situational to contextual forms of communication).

Formation and correction of speech is carried out on the basis of establishing a connection between phonetic, lexical and grammatical components of the language. This fact can be presented as a methodological requirement for the work on speech development and correction.

Language teaching in a special school is based on the formation of language generalizations (language generalizations in children are not formed or formed partially and function at a very low level, so it is necessary to create conditions for maximum enrichment of speech practice).

The system of remedial work on speech development is based on certain requirements: regularity of speech development classes; creation of atmosphere of free communication at lessons [10, 234]. Realization of this requirement is reached under condition of wide use of specific methods and techniques (priority formation of speech at initial stages of training, ability to listen to questions, correctly answer them and ask them, purposeful and competent use of a visual material, including wide application of various schemes, symbols, signal cards, etc.). The effectiveness of correctional work increases with the correct choice of its form, methods and means.

Individual and differentiated approach is carried out both at lessons and at individual lessons. The main tasks of individual lessons are: formation of pronunciation, clarification of knowledge of grammatical forms and constructions that present difficulties for a child, visual demonstration of methods and conditions

of their use. At other lessons, the tasks of speech development are somewhat different: to include the studied forms and constructions in active speech, to teach to use methods of grammatical registration of sentences. For example, at individual lesson the meaning of prefixes, ways of their joining to verbs are practiced, the shades of verbs are specified, and already at the lesson of the English language conditions for conscious inclusion of these verbs in a free speech stream are created. Positive influence on the process of mastering the language has continuity in the work on the formation of coherent speech at the lesson and after it.

Thus, it is possible to determine the directions of organization and planning of language work, following from the general theoretical prerequisites and principles of building a methodological system:

- a) choice of organizational forms of training;
- b) ratio of group and individual work at the lesson;
- c) connection of different types of activities with the development of speech activity;

d) the establishment of an optimal ratio between independent work and lessons. In organizing the study of all sections of the English language, general didactic and methodological principles are applied. Such general didactic principles are used as well:

- consciousness and activity in the process of learning;
- accessibility of related knowledge;
- systematic presentation of the material;
- differentiated and individual approaches.

The methodological principles are as follows:

- communicative orientation of teaching English;
- unity of speech and thinking development;
- obligatory motivation of language and speech activity;
- forming a sense of language and relying on it in learning activities;
- relationship between oral and written speech in the process of its development [11, 321].

It is advisable to develop a series of lessons on the same topic, i.e. to carry out thematic planning.

In thematic planning of lessons, teacher provides a lesson breakdown of the material by topic, indicates the stages of implementing tasks by topic in each lesson, as well as the main types of exercises and individualization of tasks.

Lesson planning is more specific, but some general points can be identified: orientation to the plan and the development of a system of exercises on the topic, indicating the topic of the lesson and specifying the part of the lesson to which it is devoted. The theme of the lesson and its material, presented in a summarized, concise form [12, 198]. This is the main thing to be worked out during the lesson. The synopsis elaborates in detail cognitive (notions, concepts...) and linguistic (vocabulary, phonetic and morphological characteristics; word combinations, proposals, texts; certain type and form of speech) characteristics. It is specified what material should be learned at the lesson; visual aids, handouts and didactic materials are selected, a sequence of stages is established, and ways of control, assistance and guidance of students are outlined.

The content of the elementary grammar and spelling course includes the most important material that will help students to successfully acquire knowledge of the language. Although the information is elementary, it covers a large scope of material.

As for the methods used in special schools, they could be conventionally divided into: those serving the formation and correction of speech (methods and techniques of teaching pronunciation, methods of formation of lexical composition and grammatical structure) and those used in general education school. There are other classifications of methods and techniques. Consideration of methods in relation to sections of the program is the task of the subsequent parts of the course of special methods of the English language.

## **1.5. Psychophysiological reasons of speech disorders**

Speech disorders is a collective term for deviations from the speech norm adopted in a given language environment, which completely or partially interferes with speech communication and limits the possibilities of a person's social adaptation. As a rule, they are caused by deviations in the psychophysiological mechanism of speech, do not correspond to the age norm, are not overcome independently and can influence mental development [39, 86]. For their designation specialists use different, not always interchangeable terms - speech disorders, speech defects, underdevelopment of speech, speech pathology, speech disorders.

Children with speech disorders include children with psychophysical disorders of various severity, causing disorders of communicative and generalizing (cognitive) speech function. They are distinguished from other categories of children with special needs by their normal biological hearing, vision and full prerequisites for intellectual development. These differentiating features are necessary to distinguish them from speech disorders observed in children with oligophrenia, mental retardation, the blind and visually impaired, children with early childhood autism, etc.

Among the causes of speech disorders, there is a distinction between biological and social risk factors. The biological causes of speech disorders are pathogenic factors affecting mainly the period of intrauterine development and delivery, as well as the first months of life after birth (brain infections, injuries, etc.). Speech disorders that have arisen under the influence of any pathogenic factor do not disappear on their own and without specially organized corrective speech therapy work can negatively affect the entire further development of the child. In this connection, it is necessary to distinguish between pathological speech disorders and possible speech deviations from the norm caused by age-specific features of speech formation or environmental conditions (social and psychological factors) [61, 12].

Socio-psychological risk factors are mainly related to mental deprivation of children. Negative impact on speech development may be caused by the need for a child of early preschool age to learn two language systems simultaneously, excessive stimulation of speech development of the child, inadequate type of upbringing of the child, pedagogical neglect, i.e. lack of due attention to the child's speech development, and speech defects in others. As a result of these causes, the child may have development disorders in various aspects of speech.

Various adverse effects on the brain during the intrauterine period of development, during childbirth, and also in the first years of the child's life can lead to speech pathology.

The structure and degree of speech failure depend largely on the localization and severity of the brain lesion, and these factors in turn are related to the time of the pathogenic impact on the brain. At the same time, the most severe brain damage occurs in the period of early embryogenesis, 3-4 months of intrauterine life, during the most intense differentiation of nerve cells.

Among the causes of brain underdevelopment leading to severe speech disorders, the most frequent are infections and intoxications of mother during pregnancy, toxicosis, birth trauma, asphyxia, incompatibility of mother and fetus blood by rhesus factor (rhesus conflict) or group affiliation of the blood, the diseases of central nervous system (neuroinfections- meningitis, encephalitis, meningoencephalitis) and brain injuries in the early years of a child's life.

In the origin of motor alalia, researchers reveal the predominant importance of the birth of craniocerebral trauma and asphyxia of newborns [65, 122].

It is specified that use of alcohol and nicotine during pregnancy also can lead to infringements of physical and nervous-mental development of the child, one of which displays often the general underdevelopment of speech. In the case of fetal alcohol syndrome, children are born with low birth weight and are physically and mentally underdeveloped [33, 140]. The general underdevelopment of speech in these children is combined with motor retardation syndromes, affective excitability and extremely low mental performance.

In cases where harmful effects on the speech zones of the child's brain occur during the period when speech has already formed, there may be a speech breakdown - aphasia.

The occurrence of reversible forms of speech disorders may be associated with adverse environmental and educational conditions. Mental deprivation in the period of the most intensive speech formation leads to speech retardation. If the influence of these factors is combined with a noncoarse cerebral-organic failure or genetic predisposition, speech disorders become more persistent and manifest themselves as general underdevelopment.

General underdevelopment of speech is usually the result of an organ-educated cerebral lesion (this term refers to conditions that result from a complete puzzle process). It should be distinguished from speech disorders in current neuropsychiatric diseases (epilepsy, schizophrenia, etc.). Compared to children with intellectual disabilities, children with pronounced speech pathology mainly have residual manifestations of organic lesions of the central nervous system - minimal brain dysfunction [39, 89].

A special place in the etiology of speech disorders is occupied by the so-called perinatal encephalopathy, a brain lesion that occurs during childbirth.

Depending on the degree of severity and localization of organic and functional failure of the central nervous system in the case of speech disorders may be observed:

- local speech defects, insufficiency of the speech zones of the cortex (brain), in which cognitive impairment is secondary;

- combined psycho-speech defect (insufficiency of not only speech zones, but also temporoparietal and occipital cortex areas), which includes both cognitive and speech disorders. Psychological component of difficulties of children with speech disorders was described in detail by many specialists. Numerous studies have proved that the higher mental functions of the child - perception, speech and communication, thinking, motivation, memory, emotions are successfully developed in the process of subject-practical activity [44, 213]. The reasons for

deviations in this area in a number of cases lie in the wrong upbringing of the child, leading to the inadequate development of such structures as everyday experience, practical skills, conceptual baggage, and, as a consequence, speech and behavior suffer. Insufficient emotional and verbal communication between the child and adults plays a key role in perpetuating negative effects. In this case, the development of thinking is delayed due to the lack of pedagogical impact on the child, lack of stimulation of cognitive activity by adults. As a result, the necessary intellectual activity skills are not developed and sensory deprivation occurs. Due to the lack of emotions, there is no stimulating effect on the most important brain areas, which further leads to communicative dysfunction. "From the age of two months onwards, the child is experiencing a rapid growth of connections between neurons in the higher parts of the brain and the formation of patterns that are responsible for exploration of the surrounding world and the recording of results" [48, 69]. These schemes are set genetically, but their further development depends on individual experience. If a child receives information, the interneuronal connections are strengthened, and the whole scheme successfully functions. If the information does not arrive, brain synapses (in neuropsychology they are called "synapses waiting for experience") are not affected, and they "atrophy, as a result of which the scheme of studying the surrounding world dies away, causing problems in further study by the child of the surrounding reality, in preservation of the received knowledge, in correct formation of the motivational sphere" [58, 455].

Peculiarities of such children are expressed in the fact that they take leading positions, and their actions are characterized by impulsiveness and low productivity. There is a lack of self-control and planning methods and difficulties in operating with images. The idea of moral standards is also blurred. The perception of oneself and others is often underdeveloped. The most typical psychological difficulties for children with speech disorders are referred to:

- relations with parents, teachers, and other adults;
- relations with peers (friends, classmates);
- self-relation, self-understanding;

- formation of life orientations, ideals and values;
- inner loneliness, incomprehension by others;
- the search for freedom through fleeing from pressure, rules, norms and demands;
- experiencing one's own failure, problems;
- lack of willful control and the ability to control oneself, as well as to possess the situation;
- disorganisation;
- dependence on others, the low power of one's "self";
- learning difficulties;
- difficult character(resentfulness, aggressiveness, disinhibition, etc.);
- lack of a sense of security, seeking protection or a "protector";
- feelings of guilt or shame about dysfunctional parents, lack of respect for them [28, 127].

Failure to meet the needs for communication, value systems and mutual understanding leads to formation of a child's own system of values that is sometimes different from the generally accepted norms. Such systems are often based on deviant behaviour and negativism, especially if this is facilitated by the child's social environment. Not possessing a sufficient stock of moral ideas and concepts for the analysis of norms and rules, he or she cannot clearly imagine the consequences of his or her actions, understand his or her motives, adequately assess and adjust his or her behaviour.

A separate item should be noted such a psychological problem as hyperactivity. Among children, it is expressed to a different degree; it is most typical for them at preschool and junior school age. In older age, hyperactivity manifests itself as unsteadiness, fussiness, and signs of motor anxiety. Such children cannot sit still, they are constantly rubbing something, talking with their feet, etc. At school, they find it difficult to sit in their seats for all 45 minutes, so they often, without the permission of the teacher and not responding to his comments, get up from their seats, go to class, run into the corridor. Hyperactive



children are quickly exhausted and fed up with all kinds of activities. They are highly excitable, emotionally unstable and their mood changes rapidly. In such children, unstable attention, in particular speech, low level of understanding of verbal constructions and lack of control over their own activities are emphasized. Separately, it should be noted that in this case negative behavior, in contrast to the same behavior in children who do not suffer from hyperactivity, is a consequence not of shortcomings in education, but of deviations in neuropsychological development [39, 244]. This is a medical diagnosis, which should be treated, among other things, through medication. Of course, psychological correction techniques are also necessary, and the key to success is a competent combination of work of doctors and teachers with the support and assistance of the child's family.

Attention deficit hyperactivity disorder is the most common psychoneurological disorder. ADHD is the most common cause of behavioral disorders and learning difficulties at preschool and school age, problems in relationships with others, and as a result - low self-esteem. The main manifestations of ADHD are attention disorders (attention deficit), signs of hyperactivity and impulsivity. Impulsivity is expressed in the fact that the child often acts without thinking: in the classroom, he shouts out an answer without hearing the question; interrupts others; may not be able to wait for his turn in games and during classes; without special intent, he may perform reckless actions (for example, get into fights, run out on the roadway).

There are three types of ADHD:

- Mixed type: Hyperactivity combined with Attention Deficits. This is the most common form of ADHD;
- Inattention Type: Attention Deficits are prevalent. This type is the most difficult to diagnose;
- Hyperactive type: hyperactivity prevails. It is the rarest form of ADHD.

While the signs of hyperactivity usually decrease as a child grows older, attention disorders, distractibility, and impulsivity may remain in children for

many years, providing a breeding ground for neuroses and social maladaptation. Attention impairments include difficulties in retaining attention (disassembly), reduced selectivity, destructiveness with impassionedness, frequent shifts from one session to another, forgetfulness, etc.

As for the processes of cognition itself the main features in children with speech disorders are, in addition to the above mentioned:

- insufficient formation and differentiation of the motivational sphere;
- difficulties in understanding the facts of the surrounding reality or incorrect analysis of these facts;
- difficulties in understanding broad social connections and relations;
- inability to discover causal and investigative dependencies in the phenomena observed;
- weakness in motor development;
- spatial difficulties [58, 269].

Without corrective work, these difficulties in children can later become more distinctive and lead to a lack of interest in learning, reduced memory, memory errors, difficulties in mastering writing, unformed counting operations, poor mastering of grammar. In order to ensure the child's normal development in general, it is recommended to include tasks aimed at developing memory, attention, thinking and imagination in the curriculum. Here we take a close approach to the peculiarities of cognitive processes, which will be discussed in the following.

School teachers, and foreign language teachers in particular, face the most difficult question - what and how to teach such children? Is it worthwhile for them to learn a foreign language? After all, a number of children with specific language impairment are characterized by low work capacity and increased fatigue, disorganized and prone to disciplinary violations (due to increased impulsivity and hyperactivity), weakened memory, low educational level. In addition to the above features, there are also "difficulties in sound analysis, impaired phonemic hearing. They do not clearly perceive conversations, do not differentiate similar sounds",

etc. [61, 77] Are they able to learn a foreign language as part of the school curriculum?

Yes, it is possible, but provided the emphasis in setting goals in terms of practical language skills is shifted to the general development of children. The first place should be given to the development of children's thinking, memory, speech, activating their cognitive activities, enriching them with knowledge about the world around them to which a foreign language contributes greatly. Practical language skills become not a goal, but an effective means of solving this task. Planning the final level of practical language knowledge, it is necessary to proceed from the fact that the speech of children with specific language impairment in their native language is lexically poor and sometimes grammatically incorrect, therefore, grammatically difficult for them not to master, because the degree of learning a foreign language depends on the overall level of development of the child. But this does not mean that such children cannot be taught a foreign language, they will be able to speak in another language, but at their level of development.

Children with specific language impairment have impaired language skills. This is a violation of the speech and speech analyzers. Children have dysgraphia, dyslexia, motor and sensorimotor alalia, functional cortical immaturity. Without going further into medical terms, children with such disorders have:

- poor vocabulary;
- reduced ability to perceive speech sounds;
- pronunciation defects;
- agrammatism.

Speech impairment is often also accompanied by a mental process disorder.

For example:

- Attention instability (shimmering attention),
- motor extinction,
- emotional instability.

## **1.6. Typology of specific language impairment**

Children with speech disorders are subdivided into a number of subcategories depending on etiopathogenesis, clinical form of speech impairment, depth and systemic prevalence of speech impairment, objectives, content and methods of speech therapy [44, 245]. Deep dysfunctions of different sides of speech, limiting the use of language means of communication and generalization, cause specific deviations from other higher mental functions - attention, memory, imagination, verbal and logical thinking, emotional, volitional and personal sphere, etc., which often complicate the picture of a child's speech disorder. The qualitative specificity and expression of such deviations of secondary order are connected with the form and depth of the speech disorder, as well as with the degree of maturity of the speech system and other higher forms of behavior of the child by the time the pathological factor operates.

Modern classifications of speech disorders are oriented, first of all, to the differentiation of primary disorders. Speech disorders in children and adolescents are considered in various aspects:

- from the point of view of localization of the lesion and psychophysical organization of speech activity (sensorimotor level; level of values and meaning). On this basis, the degree of severity of a number of speech disorders is distinguished. This approach is close to the neuropsychological direction in the study of speech disorders and is most widely used in complex studies of school-age children and adolescents;

- in terms of etiopathogenesis. Organic and functional causes and characteristic symptom complexes of speech disorders are distinguished. At present, this approach is reflected in the clinical and pedagogical classification.

Disturbances in the lumbar speech design:

- aphonia, dysphonia - absence or disturbance of voice;
- bradilalia - pathologically slowed pace of speech;
- tachylalia - pathologically accelerated pace of speech;

- stuttering is a disturbance of the tempo-rhythmic organization of speech caused by convulsive state of muscles of the speech system;
- dyslalia is a speech disorder with normal hearing and preserved innervation of the speech system;
- rhinolalia is a disturbance in the timbre of voice and sound due to anatomical and physiological defects of the speech system;
- dysarthria is a disorder of the pronunciation side of speech caused by insufficient innervation of the speech system.

Structural and semantic design of the statement is impaired:

- alalia - absence or underdevelopment of speech due to organic lesions in the speech zones of the cortex,
- aphasia is a total or partial loss of speech due to local brain lesions.

Written speech disorders:

- dyslexia (alexia) is a partial (total) disturbance of reading processes;
- dysgraphia (agraphy) - partial (total) specific disturbance of writing processes [58, 264].

The positive thing about the clinical and pedagogical classification is that it is based on the features that differentiate the types of speech disorders as much as possible, allowing a speech therapist to qualify a speech defect in various forms of abnormal development and to carry out speech therapy with the maximum consideration of the individual characteristics of the child.

At the same time, the above classification does not take into account the principle of the systemic approach, which is based on the systemic structure and systemic interaction of different components of speech: sound (pronunciation) of its side, phonemic perception, lexical and grammatical system, as well as on the relationship of speech disorders with other aspects of the child's mental development.

The science of speech therapy and practice are now oriented to the education and upbringing of children with speech disorders and to the need to develop the content and methods of speech therapy to work with a team of children. In 60-70,

there was developed a psychological and pedagogical classification based on linguistic and psychological criteria, among which the structural components of the speech system; functional aspects of speech; and the correlation of speech activities are taken into account. Schematically, the psychological and pedagogical classification looks as follows:

Violation of language means of communication (speech components):

- phonetic-phonematic underdevelopment of speech, i.e. disturbance of the processes of formation of the native language pronunciation system in children with various disorders, due to defects in perception and pronunciation of phonemes;

- general underdevelopment of speech (vaguely defined general underdevelopment of speech), which brings together speech disorders, i.e., those cases when children for different reasons have disorders in the formation of all components of the speech system related to the sound and meaning sides.

### **Conclusion on Chapter I**

We can make following conclusion on Chapter I:

1. Speech communication is possible with the use of language. Language is a system of phonetic, lexical and grammatical means of communication. The speaker selects the words necessary for expression of thought, binds them according to the rules of grammar of the language and pronounces them articulating speech organs.

2. Process of learning to speak is an individual process that depends on many factors. The causes of language impairment may be pathology during pregnancy and childbirth, the effect of genetic factors, hearing organ impairment, general mental retardation of the child, social deprivation factors (lack of communication and education).

3. At any age, speech impairment limit cognitive activity and opportunities for social adaptation. Speech disorders affect the general formation of children's personality: their intellectual development and behavioral characteristics often do

not correspond to the age; communication with peers is difficult for children with specific language impairment.

4. The speech function has two essential components:

1. Perception of speech sounds based on the phonemic system of language (speech gnosis) is provided by the Wernike zone (field 22 of the left hemisphere cortex).

2. Reproduction of sounds, words, phrases - is provided by the Brock zone in the lower parts of the premotor cortex (fields 44 and 45).

5. Formation and correction of speech is carried out on the basis of establishing a connection between phonetic, lexical and grammatical components of the language. This fact can be presented as a methodological requirement for the work on speech development and correction.

6. The system of remedial work on speech development is based on certain requirements: regularity of speech development classes; creation of atmosphere of free communication at lessons. Realization of this requirement is reached under condition of wide use of specific methods and techniques (priority formation of speech at initial stages of training, ability to listen to questions, correctly answer them and ask them, purposeful and competent use of a visual material, including wide application of various schemes, symbols, signal cards, etc.). The effectiveness of correctional work increases with the correct choice of its form, methods and means.

7. Children with speech disorders include children with psychophysical disorders of various severity, causing disorders of communicative and generalizing (cognitive) speech function. They are distinguished from other categories of children with special needs by their normal biological hearing, vision and full prerequisites for intellectual development. These differentiating features are necessary to distinguish them from speech disorders observed in children with oligophrenia, mental retardation, the blind and visually impaired, children with early childhood autism, etc.

8. The structure and degree of speech failure depend largely on the localization and severity of the brain lesion, and these factors in turn are related to the time of the pathogenic impact on the brain. At the same time, the most severe brain damage occurs in the period of early embryogenesis, 3-4 months of intrauterine life, during the most intense differentiation of nerve cells.

9. Children with speech disorders are subdivided into a number of subcategories depending on etiopathogenesis, clinical form of speech impairment, depth and systemic prevalence of speech impairment, objectives, content and methods of speech therapy. Deep dysfunctions of different sides of speech, limiting the use of language means of communication and generalization, cause specific deviations from other higher mental functions - attention, memory, imagination, verbal and logical thinking, emotional, volitional and personal sphere, etc., which often complicate the picture of a child's speech disorder. The qualitative specificity and expression of such deviations of secondary order are connected with the form and depth of the speech disorder, as well as with the degree of maturity of the speech system and other higher forms of behavior of the child by the time the pathological factor operates.



## **CHAPTER II. PROBLEMS OF TEACHING ENGLISH TO STUDENTS WITH SPECIFIC LANGUAGE IMPAIRMENT**

### **2.1. Peculiarities of teaching students with specific language impairment**

In general, the education of children with specific language impairment can be seen as an example of "mobility", "openness" in education and in the system of correctional assistance: a child who fails in a general type of school for reasons related to his or her speech pathology can be transferred to a specific type of school, and if correctional education in primary school is successfully completed, the child can continue with general programs.

Children with specific language impairment, with preserved hearing and preserved intellect, who study in a special school receive education almost to the same extent as in a "mass" school, but for longer periods. In this case, considering the peculiarities of children's development, correction-oriented methods of education were developed, the educational process is organized in a special way, and medical, psychological and pedagogical support is built up.

Problems of methods of teaching English language to children with specific language impairment are old enough and are widely discussed in speech therapy [3, 36]. Programs have been created for educational institutions of the correctional type, and separate textbooks and manuals have been published on teaching literacy, pronunciation, grammar and spelling, speech development, and reading. It should be noted, however, that programs developed in the last century have become outdated, and new programs have not been created yet due to the lack of an educational standard for special schools.

More research and scientific and methodological developments are devoted to junior high schools, as it is the initial stage of education that is considered the most specific in the correctional plan. On the other hand, teaching materials are practically not available for the middle level: there are a number of scientific studies and separate methodological recommendations [33, 270]. At the same time, as has already been noted, the learning process must achieve results comparable to

a "mass" school. Thus, the development of speech and the teaching of English language and literature to schoolchildren with specific language impairment remains a serious problem, the solution to which is tensely linked to the development of special methods based on a balance between the requirements of the educational program and remedial approaches to the mastery of these requirements, developed on the basis of the specifics of children's speech development, which, as studies show, are preserved at all stages of education.

Until recently, all developments that somehow address the problems of studying a systematic course of the English language and mastering other academic disciplines were mainly related to special school [61, 81]. Numerous studies have been conducted on the material of the school of general type, devoted to studying the specifics of speech therapy, the peculiarities of revealing various disorders of speech development and their elimination in speech therapy classes with younger pupils.

Children with specific language impairment studying at school of general type are in the environment of normally developing peers, mastering together with them educational programs on all disciplines of the curriculum. However, "the presence at schoolchildren even with weakly expressed deviations in phonemic and lexical-grammatical development is a serious obstacle to mastering the program of general education school" [4, 13]. Therefore, such children should be provided with the opportunity to receive systematic speech therapy and other psychological and pedagogical support, which would make it possible to eliminate existing speech disorders.

There are various forms of speech therapy classes (individual and frontal); the classes are organized according to the child's school employment (off schedule) and continue until the speech disorder is eliminated. The main purpose of working with such schoolchildren, as noted in the regulatory documents, is "to assist students with speech and written impairment (of primary nature) in mastering general education programs (especially in their native language)" [5, 64].

This assistance consists in correction of disorders in the development of oral and written speech; propaedeutics and overcoming difficulties in children's mastering general education programs; and organization of interaction between speech therapists and pedagogues.

Thus, full psychological and pedagogical support should be provided for the education of a child with specific language impairment.

As we see, the range of tasks solved by the speech therapist at school is quite wide [28, 166]. However, it is not always possible to achieve the desired result, which is related both to the peculiarities of speech therapy diagnostics and to organizational aspects.

Specific language impairment and language learning difficulties are not always identified in the course of a traditional speech therapeutic examination. In general type schools, there are quite a few children with noticeable difficulties in learning a language course due to various implicit speech development disorders. Often, the speech problems of the student are only found in complex forms of speech activity (e.g. detailed oral or written communication) or at metalanguage level (grammatical analysis, etc.).

Difficulties may occur at different stages of learning and at different levels of mastery of the language: in the process of learning literacy, grammar and spelling, when working with text. And in many cases the speech therapist's efforts are not enough to overcome the existing difficulties. It seems to us that targeted remedial work should be combined with the use of special teaching methods, which will ensure the normalization of speech activity and successful mastery of the program of the general school for children with specific language impairment.

It becomes obvious that there is a need for closer interaction between teachers in primary classes, teachers of English, and speech therapists in order to eliminate difficulties encountered by schoolchildren in language learning and speech development. There should be a system of such interaction based on the synthesis of linguau methodical and corrective approaches and ensuring the best

way for a child with specific language impairment to master the English language [23, 276].

In our opinion, one of the key positions that allow improving the efficiency of a child's mastery of linguistic disciplines is individualization of his or her learning. The need for an individual approach to a child is declared in practically all methodological studies and recommendations. However, in reality the teacher is far from always able to implement these requirements. It is impossible to teach each child separately. Therefore, it is necessary to create an environment that would allow maximum use of individual opportunities for children and minimize their speech and language problems.

In defectology in general and in speech therapy in particular, individualization of training is one of the main really acting principles, since it is possible to build an efficacious training of the child with developmental disorders only if one clearly understands the structure of this disorder, to influence all its typical and individual manifestations.

The extended speech therapy examination allows not only to reveal weak places in active oral speech or at the level of writing and reading, but also to reveal latent, implicit difficulties in formation of speech and basic for it, mental functions (memory, attention, perception, etc.). As a result, a speech profile can be made which allows to characterize the specifics of language acquisition by a child, to highlight the leading strategy of this acquisition and, as a result, to predict possible difficulties in language acquisition at school [44, 361]. Dynamic observation makes it possible to anticipate possible difficulties at different stages of learning. Such a speech profile can serve as a starting point for the teacher in identifying teaching methods that take into account the characteristics of each child.

For example, such an approach can be implemented in the process of literacy teaching. When determining a child's readiness to learn to write and read, the speech therapist assesses the risk of dysgraphia and dyslexia. Such a prediction should be taken into account at the literacy stage. In the initial period when a child learns the elements of literacy, it is sufficient to choose the best course of further

learning. In the second and third grades, when a pathological stereotype has already been formed, we have to talk about its restructuring, that is, about correction of writing and reading disorders. Propaedeutics of possible difficulties seems more functional, than "mass" learning, and then correction. Obviously, if during the pre-beautification period, the non-formation or insufficiency of this or that basic operation providing mastery of writing and reading is revealed, then joint development of a program of individual assistance to the child (by a teacher and a speech therapist) becomes necessary.

Individualization of training is based on the search for optimal literacy teaching methods for the child in question. The implementation of the key principle for correctional pedagogy of reliance on preserved analysers, which can be regarded in mass schools as a polysensory basis for learning, seems to be effective [65, 144].

The basis of children's education is the maximum inclusion of the main analyzers: visual, auditory, tactile and visual.

In addition, the dismembered execution of actions allows for more accurate identification of the broken link in a series of operations, as well as allows the student to form an ossified self-control. This is particularly important because it is not possible to rely on the sense of language in the teaching of children with speech impairments to increase the importance of consciousness in this process.

It should be noted that in study of grammar, the above mentioned corrective approaches can also be implemented. The child with specific language impairment should be "handed" a certain way of action, be shown the algorithm, the way, to go through at the end of which he or she will necessarily get the desired result: determine the required spelling, learn a part of speech, highlight a part of the word, etc.

As it seems to us, assimilation of grammatical concepts and rules on lessons of English language is often slowed down by implicit, latent non-formation of various components of functional base of oral and written speech, insufficiency of control operations, inability to dismembered, postoperative performance of actions.

Here, too, it is possible to involve bypass routes realized through compensatory mechanisms, which allow to replace the disturbed operation. The main way to learn grammar is from semantics to form. It concerns the formation of word-form image skills (from understanding the general meaning of related words to singling out the root in them, from understanding the meaning of word-formative models to singling out affixes), teaching grammatical parsing (special attention is paid to establishing correct semantic links of words in a sentence), etc. The main way of studying grammar is to use compensatory mechanisms to replace the broken operation.

In general, the current state of speech therapy science and practice of teaching English to children with specific language impairment requires, in our opinion, theoretical reflection and practical solution to a complex of problems [28, 171]. The latter should include specific language learning, the development of language communication in children with speech disorders in the lessons of the linguistic cycle, and the connection of English language lessons with the general educational development and education of children with speech disorders, and the connection of English language lessons with speech therapy classes.

Modern linguistic-methodical research and teaching practices prove that it is necessary to expand the field of speech therapy in general education schools. Difficulties in learning English by students cannot always be overcome by general pedagogical approaches, and in speech therapy there has been accumulated rich experience, allowing to do this work more effectively.

Nowadays, when the number of children experiencing difficulties in mastering the English language is growing, when not only younger but also older students need speech therapy, it is necessary not to reduce the rates of speech therapists, but to expand the front of their work and promote the effectiveness of their work by creating a system of speech therapy support. Besides, in our opinion, it would be expedient for speech therapist students to study more deeply the linguodidactics and special methods of teaching the language by future teachers (perhaps, within the modules of elective courses or separate disciplines).

## **2.2. Specific language impairment as a factor of correction methods of teaching foreign languages**

Almost all students with specific language impairment have poor vocabulary, primarily the lack of vocabulary associated with the designation of features and properties of objects and actions, uncertain or erroneous use of the required grammatical forms, primarily case studies and verbs [33, 69]. Oral and written speech is characterized by inaccurate use of words and word forms, absence or insignificant number of definitions, i.e. such syntactic formations which facilitate understanding of the main idea of the text and its general content.

At lexical level, there are some deviations from the norm that make it difficult to understand the produced statement correctly and unambiguously. These deviations are expressed in significant phonetic distortions of words, in substitution of one concept by another, in incorrect use of multi-digit words. Students with specific language impairment are characterized by communication errors in speech, syntactic abnormalities at the level of a phrase, sentence or text. Errors in concordance and management, disorders of sentence structure occupy a significant place. Features of speech development determine the need for special directions in working with students to clarify, and sometimes to form speech skills and abilities.

For pupils who do not know the system relations of language, those lexical and grammatical generalizations which are the basis of normal speech activity, at transition to studying of a systematic course of grammar, and first of all morphology, it is important to carry out correlation of theoretical knowledge with practical skills and abilities [39, 280].

Conditions for mastering grammatically correct speech are created during studying morphology. Studying of a word in unity with its lexical and grammatical meanings is basic, on the one hand, for dictionary and semantic work, and on the other hand, for work on a word as a building material for word combinations and sentences.

Many methodologists-defectologists mentioned about necessity of special work on specification of speech skills and abilities when students study systematic course of morphology [65, 321]. At the same time, it is emphasized that it is necessary to work on the development of speaking skills at English language lessons, which consists primarily in refining, ordering and expanding the stock of morphological models in their syntactic links.

The development of a system of remedial exercises for this category of students should be based on a number of principles.

It should be assumed that the task of a grammar course consists not only in mastering grammatical knowledge, skills and abilities of grammar parsing, but also in ensuring practical command of verbal speech. The systemic nature of language requires learning linguistic phenomena in their interrelationship rather than studying isolated facts.

Program topics are considered as links in one chain. It is necessary to see their place in the whole system of language teaching, the word should be assimilated in unity of meaning, form and function.

Such functional-semantic approach to language material implies: first, mastering semantic categories, first of all, parts of speech: noun, adjective, verb, etc. For this purpose, it is important to distinguish semantic categories within each category, to differentiate group words by their common meaning; secondly, mastering the functions that each part of speech in a sentence implements in the text [44, 277]. Language material is closely connected with the use of speech situations, with the selection of communicatively directed speech tasks. The tasks of correction and development of skills and abilities of grammatically correct speech are solved by using the following methods on a practical basis. This is very important, because students are able to speak correctly using the knowledge of grammar. Knowledge is practically transferred to the production of speech, contribute to the formation, clarification, streamlining, ultimately, the correction of speech skills and abilities, followed automatically.



Practical orientation in language teaching assumes such organization of speech material and its presentation, in which the main and primary would be the work on semantics, the meaning, regardless of whether it concerns lexicon or grammatical structures [58, 65]. Clarification and communication of the dictionary is the primary task, but it is carried out on a syntactic basis - in the process of building word combinations and sentences, dialogues and texts. For each section of the program a significant number of synthetic, creative tasks are offered. The analytical exercises are selected so as to bring the analysis of language material closer to the ways of its application in statements.

The tasks should be divided into blocks depending on the practical skills that are formed and performed in a certain sequence: from simple to more complex.

When using didactic materials on the main sections of morphology, such a pattern is observed: the formation, clarification, ordering of speech skills and abilities occurs in a certain sequence: from the initial identification, differentiation and understanding of speech material to its use, use in different contexts with different communication tasks. Targeted observation and recognition of language units serve as a basis for subsequent grammatical generalizations and their transfer to similar grammatical phenomena. In this case, practical mastering of speech skills is based on the analysis and synthesis of language material.

The main purpose of work with the material is to implement and encourage independence in the process of performing tasks [61, 177]. This is facilitated by a considerable number of variants of exercises, allowing the teacher to make a choice depending on the tasks and the level of mastering the speech of particular student. In most exercises, reference words can be given and optimal conditions for finding the right solution are created. The diagrams and tables provide the analysis, selection of language material according to necessary semantic features.

In methodological literature on language teaching such tasks are qualified as spoken, synthetic and creative. The same type includes tasks that carry this or that communication load. They are based on a visual (imaginary) situation that creates a need to communicate, to ask a question and get an answer, to clarify information,

to express one's attitude to it. This can be facilitated by dialogues in which two or more interlocutors participate (dialogues on a given topic, based on the sample, on reference words). In the process of performing such communicative tasks, students learn the meanings of the morphological models being studied on a specific syntactic basis given in a dialogic form. According to the authors [61, 112], a certain post-dependence of tasks on each topic should be observed: at the beginning of the work the tasks have an analytical character, the performance is associated with the selection, recognition of categories of speech in the text, with the grouping of these words on the basis of common semantic features, with a possible word-formation analysis, with the generalization of individual groups by common meaning, with the compilation of word combinations on the basis of samples, schemes, tables that facilitate the use of the required word forms. These are the main language exercises of analytic-synthetic character.

A significant number of exercises are speech exercises related to the selection of content and stylistic features, as well as communication exercises presented in forms of dialogue.

Clarification and practical use of word forms in relation to the expression of semantic relations, refinement and expansion of the lexical reserve, which include work on word composition and word formation, on the understanding of the meanings introduced by prefixes and suffixes; work with multi-digit words, including words with abstract or figurative meaning; high school students sharply increase the practical value of reading and oral monological communication; there is a need not only to enrich the active vocabulary with new words, but also to develop skills that facilitate the independent disclosure of the meaning of the words encountered, so differently considered the relationship between text and vocabulary; work on lexicon is seen as a means of improving understanding of the text, and the text itself as a basis for expanding lexical skills, in particular, the formation of language intuition, which is not so easy; in lexical composition of students' speech it is important to compare what is already known with what is unknown, to learn to transfer meaning and to comprehend new meaning in other

contexts; text is an important tool to clarify and expand vocabulary, a means of forming structural elements of a higher level language (word combinations, sentences).

The study of grammatical themes in morphology creates the conditions for correcting those deviations in speech development that are still present in students at the transition of their post-primary level of education. The study of parts of speech in the unity of lexical and grammatical meanings of the word is, on the one hand, the basis for vocabulary and semantic work, clarifying and enriching the knowledge of vocabulary of students, on the other - a condition for mastering the grammar rules, clarifying and correcting the syntactic structures produced by them [58, 441].

The mastering of grammar notions and categories is closely connected with the enrichment of vocabulary, with the continuation of work on the practical mastering of grammatical structures.

### **2.3. Impact of specific language impairment on native and foreign language proficiency**

The study of the basics of language science is commonly understood as the acquisition of information from point of view of grammar and spelling (material on phonetics, word formation and vocabulary is attached to the grammar section) and the formation on this basis of a complex of skills for oral and written speech. Mastering grammatical notions, relations, regularities requires students to be able to think at a high level in the form of abstract conceptual generalizations. Since it depends on progress in speech development, at the early stages of language acquisition there is a contradiction between the level, forms of cognitive activity of students and the need for them to master abstract grammatical categories and laws. The essence of the special methodical approach is to overcome this contradiction.

In realization of the given approach the important role is played by ways of organization of a grammatical material, its selection according to a task of practical mastering of grammatical concepts, relations and ways of their expression.

The functional (semantic) way of material organization is combined with the use of special methods of its semanticization, introduction into speech and fixation with a gradual transition from exercises carried out on the visual basis to speech practice on the verbal and contextual basis. Work on mastering the grammatical order of the language is a means to develop speech in general. Morphological and syntactic analysis is performed on certain vocabulary material and thus contributes to the development of lexical generalizations. Various operations in comparison and word synthesis help to master the grammatical features of the lexicon [58, 442]. Their knowledge gradually leads to mastering of sound and syllabic structure and ability to perform analysis and synthesis, to differentiation of sound phonemes.

The formation of grammatical concepts, skills and abilities is facilitated by practical exercises that are beneficial to the cognitive activities of the student. It is improved by observing and analysing, comparing, synthesizing language material and comparing it with real phenomena and situations. Gradually, language generalizations are formed in students, which contribute to the development of conceptual forms of thinking. Improvement of thought processes and operations in the course of work on lessons and individual lessons has the opposite positive impact on speech in general (its development is accelerated, the efficiency of individual speech therapy classes increases), i.e. opportunities for speech formation as a means of communication and a tool for thinking and for learning language as a subject of school education are created. For the work to be effective, the entire methodological system of language teaching should be structured in the following directions:

- 1) building language teaching based on the level of speech development, typical and individual speech features of children;
- 2) Prioritizing the practical acquisition of language by pupils as a means of communication and an instrument of cognitive activity (communication principle);
- 3) Interrelation between the tasks of forming speech communication among pupils, speech correction and teaching children the English language;

4) construction of special language teaching in accordance with the most general laws of speech development;

5) formation and correction of speech on the basis of establishing relationship between phonetic, lexical and grammatical components of the language;

6) language teaching on the basis of forming language generalizations [28, 223].

Each of the mentioned directions is reflected in the sections of the school program. The content of each section is developed taking into account its provisions (principles) of selection and semantization of material. Features of each section are reflected in the methods of conducting classes. The speech therapist selects methodical techniques that take into account the peculiarities of the sound design of speech in case of its underdevelopment (mixing phonemes, disturbance of the sound and syllabic structure, substitution, permutation, etc.). Formation of lexical concepts also implies a special selection of material, but no longer on the basis of phonetic, and content-sense principle. Special work is also carried out to assimilate grammatical regularities. Gradually, children form concepts about grammatical categories, ways of expression of lexical and grammatical meanings and relations to language.

The peculiarity of tasks and the content of work on the formation of speech at pupils with severe speech disorders suggests the presence of special requirements for the organization of the pedagogical process and planning. Among the most essential issues of the organization of work on speech formation and language learning as a subject can be attributed:

- the choice of forms of learning (individual, group, frontal);
- the ratio of frontal, group and individual work in class;
- the relationship between different types of students' activities and the development of speech activity;
- the optimal ratio of independent work and teacher-led work.

Special attention is paid to the practical side of the initial course, to the service role of acquired knowledge on phonetics, grammar and spelling. The tasks of the initial course of the English language include:

- teaching children to read, speak and write intelligently;
- enriching their speech, making them able to communicate on language and literature;
- developing attention and interest to language and reading;
- developing an idea of the world around them;
- promoting the development of skills to master the oral and written forms of language within the limits available for each age group of students [23, 236].

Improvement of speech on the basis of language study as a subject is successfully implemented in special schools provided that to master certain theoretical material practical prerequisites are created in the form of lessons to overcome gaps in the phonetic, lexical, grammatical aspects of speech. Lessons on the development of speech and pronunciation prepare the basis for children to master certain grammatical definitions and rules. Only after the pupil has practically mastered this or that form of speech and the relations which are expressed through it can he or she move on to appropriate conclusions and generalizations.

Working on a word combination and sentence is particularly important for practical language acquisition. Grammatical analysis of the sentence, analysis of the relationship between words in a phrase is aimed at improving the syntactic side of children's speech. Qualitative improvement of children's speech experience in the process of learning the language as a subject should be the leading direction in the work. Classes in phonetics, grammar and spelling are based on a number of tasks:

- mastering elementary theoretical information, preparing for a systematic course;
- enrichment of speech practice: differentiation of sounds, letters, parts of speech and their characteristic grammatical features. An indicator of conscious

mastery of theoretical material is the ability of a student to give examples illustrating definitions, rules, conclusions;

- mastering the methods of performing exercises, as they simulate different speech operations. The exercises are selected so that some of them teach to find the necessary phonetic, grammatical and spelling phenomena in the text, others - to analyze them, third - to create specific language units. Each student develops a sequence of actions and operations in speech analysis and synthesis, and gradually the actions are automated, which is a sign of formed skill.

If these tasks are not achieved, further learning is very difficult.

The developing role of language is seen in the development of children's ability to work with textbooks, tables and reference material. Such skills are acquired at the lessons, thus increasing the level of consciousness, activity and independence of students in mastering the material. By mastering certain skills, students are able to get greater control over themselves.

So, if in the very early stages of special education (1st grade) a clear priority is given to practical mastery of the language, then, starting with the study of language as a subject, all tasks should be solved in a relationship, in a single stream of work on the development of speech.

The work on language learning in a special school is based on the level of speech development, typical and individual characteristics of speech.

In organizing the work on speech formation and language acquisition it is necessary to ensure the priority of practical language acquisition as a means of communication and a way of cognitive activity (communication principle). The specific content of this principle finds expression in special language teaching (language material; the systemic relations, which are the basis of language, are learned in the process of its use and use for communication, both direct and indirect in the form of reading and writing).

In the work there is a correlation of realization of the tasks of formation of speech communication among students, correction of speech and teaching language as a subject. The principle under consideration does not contradict the

differentiated approach to the work on language formation as a means of communication and to language teaching as a subject [33, 312].

Correction of pronunciation is specific in nature. Work on pronunciation is not identical to work on elementary information on phonetics. At the beginning, children are helped to differentiate the perception and pronunciation of sounds, syllables, words, form practical skills of correct oral speech through a system of exercises, and in the second - based on the formed skills of pronunciation, organize observation of the features of sounds, help make a generalization with the use of language terms, definitions, etc.

Special language training is built according to the most general patterns of speech development in the norm. They are expressed in the organization of this special process (step-by-step; speech development, due to different activities; consistency in mastering types and types of speech; gradual transition from situational to contextual forms of communication).

Formation and correction of speech is carried out on the basis of establishing a connection between phonetic, lexical and grammatical components of the language [33, 313]. This fact can be presented as a methodological requirement for work on the development and correction of speech.

Language teaching in a special school is based on the formation of language generalizations (language generalizations in children are not formed or formed partially and function at a very low level, so it is necessary to create conditions for maximum enrichment of speech practice).

The system of remedial work on speech development is based on certain requirements: regularity and regularity of speech development classes; creation in the lessons of an atmosphere of free communication, creative attitude to the word. Realization of this requirement is achieved on condition of wide use of specific methods and techniques (priority formation of speech at the initial stages of training, ability to listen to questions, correctly answer them and ask them, purposeful and competent use of visual material, including wide application of



various schemes, symbols, signal cards, etc.). The effectiveness of correctional work is enhanced when its form, methods and means are selected correctly.

Individual and differentiated approach is implemented both in lessons and in individual lessons. The main tasks of individual lessons are: formation of pronunciation, clarification of knowledge of grammatical forms and constructions that present difficulties for a child, visual demonstration of methods and conditions of their use. At other lessons, the tasks of speech development are somewhat different: to include the studied forms and constructions in active speech, to teach to use the worked out methods of grammatical construction of sentences. For example, at individual lesson the meaning of prefixes, ways of their joining to verbs are practiced, the shades of verbs are specified, and already at the lesson of the English language, conditions for conscious inclusion of these verbs in a free speech stream are created. Positive influence on the process of mastering the language has continuity in the work on the formation of coherent speech at lessons.

Thus, it is possible to determine the directions of organization and planning of language work, following from the general theoretical prerequisites and principles of building a methodological system:

- a) choice of organizational forms of training;
- b) ratio of frontal, group and individual work in the lesson;
- c) relation of different activities to the development of speech activity;
- d) establishing the optimal ratio between independent work and lessons.

At the organization of studying of all sections of the English language the general didactic and methodical principles are applied. Such general didactic principles are used as well:

- consciousness and activity in learning;
- accessibility of reported knowledge;
- systematic presentation of the material;
- differentiated and individual approaches.

The methodological principles are as follows:

- communicative orientation of teaching English;

- unity of speech and thinking development;
- obligatory motivation of language and speech activity;
- formation a sense of language and relying on it in learning activities;
- the relationship between oral and written speech in the process of its development [39, 212].

As for the planning of work on speech formation and language study as a subject, it can be, as in general education school, perspective, thematic and lesson work.

In perspective planning (maybe a term, a half year, a year) all topics and time periods for learning material according to the curriculum for a given class are reflected. On the basis of the term plan, it is advisable to develop a series of lessons on the same topic, i.e. to carry out thematic planning.

In thematic planning, the teacher provides a lesson breakdown of material by topic, indicates the stages of implementation of tasks by topic in each lesson, as well as the main types of exercises and individualization of tasks.

Lesson planning is more specific, but some general points can be identified: orientation to a term plan and development of a system of exercises on the topic, indicating the topic of the lesson and specifying the part of the lesson to which it is devoted. The theme of the lesson is its material, presented in a summarized, concise form. This is the main thing to be worked on at lessons. The synopsis elaborates in detail cognitive (notions, concepts...) and linguistic (vocabulary, its phonetic and morphological characteristics; word combinations, sentences, texts; certain type and form of speech) characteristics. It is specified in which lesson the material should be learned; visual aids, handouts and didactic materials are selected, a sequence of stages is established, and ways of control, assistance and guidance of students' activities are outlined.

The content of the elementary grammar and spelling course includes the most important material that will help students to successfully acquire knowledge of the language. Although the information is elementary, it covers a large amount of material.

As for the methods used in a special school, they could be conventionally divided into: those serving the formation and correction of speech (methods and techniques of teaching pronunciation, methods of formation of lexical and grammatical structure) and those used in general education school. There are other classifications of methods and techniques. Consideration of methods in relation to sections of the program is the task of the subsequent parts of the course of special methods of the English language.

#### **2.4. Analysis of the needs of children with specific language impairment regarding foreign language teaching**

A significant proportion of children with specific language impairment receive preschool, primary general, basic general and secondary general education in state and municipal general education institutions, provided that speech therapy assistance is provided at preschool age or in primary classes in parallel with instruction in a general education school. In these cases, they are provided with full inclusion (instruction on general grounds and elimination of speech disorders); instruction on a partially adapted program with the continuous assistance of a speech therapist and the advice of a class teacher in order to minimize general speech underdevelopment, dyslexia and dysmorphography. Children with communicative speech impairment (e.g., a strong degree of stuttering, rhinolalia, dysarthria, etc.) that prevent them from mastering the general education program on general grounds are educated in specialized institutions, in conditions that ensure step-by-step speech therapy correction and modification of the general education program in accordance with their capabilities, as well as targeted teaching aids and textbooks. In these cases, the performance of the academic component of education, the formation of students' life competence, and the level and dynamics of speech development based on the individual characteristics of the primary speech defect are constantly monitored [12, 133]. Breakdowns in the formation of speech activity of younger schoolchildren negatively affect all mental processes occurring in the sensory, intellectual, affective-voluntary and regulatory

spheres. Some speech disorders may be severe; others are limited and minimal, for example, only in pronunciation aspect of speech (in pronunciation defects of individual sounds), and they usually do not affect speech activity as a whole. However, a significant proportion of schoolchildren have specific features of speech behavior - disinterest in verbal contact, inability to navigate in a situation of communication, and in case of expressed speech disorders, negativity, they may have expressed difficulties in speech communication. Social development of the majority of children with speech disorders is not fully formed due to insufficient mastering of the ways of speech behavior, inability to choose communication strategies and tactics to solve problem situations. Nevertheless, the integration of a child with a speech impairment into a peer environment is not as problematic as for other categories of children with special needs. The socialization and integration of children with speech disorders is a feasible task, provided that the educational needs of schoolchildren in this category are taken into account [35, 269]. The special educational needs of children with specific language impairment include both general and specific needs of all children with developmental disabilities. The following is necessary for timely consideration of the special educational needs of children with speech disorders:

- early identification of children at risk (together with medical specialists);
- organization of the obligatory stage of speech therapy correction in accordance with the identified disorder before starting school;
- continuity of the content and methods of preschool and school education and upbringing, which should be oriented towards normalization or possible complete overcoming of speech and personal development disorders;
- obtaining primary education in an institution of mass or special type that is adequate to the educational needs of students and severity of his or her speech underdevelopment;
- creation of conditions normalizing analytical, analytic and synthetic and regulatory activities on the basis of ensuring an integrated approach to the study of children with speech disorders and correction of their disorders: coordination of

pedagogical, psychological and medical means of influence in close cooperation with a speech therapist, teacher, psychologist and doctors of different specialties;

- reception of a complex of the medical services promoting elimination or minimization of primary defects, normalization of general and speech motor skills, a condition of higher nervous activity, somatic health;

- possibility of adaptation of the curriculum in the study of philological block taking into account the necessity of correction of speech disorders and optimization of communicative skills of students;

- flexible variation of two components: academic and life competence in the process of education by expanding/reducing the content of separate thematic sections, changing the number of teaching hours and the use of appropriate methods and technologies;

- individual pace of education and promotion in the educational space for different categories of children with specific language impairment;

- constant (step-by-step) monitoring of the performance of academic component of education and formation of students' life competence, the level and dynamics of speech processes based on peculiarities of primary speech defects;

- application of special methods, techniques and teaching aids, including specialized computer technologies, didactic aids, visual aids that ensure the implementation of "workarounds" of corrective impact on speech processes, increasing control over oral and written speech;

- possibility to study at home and/or remotely in case of severe forms of speech pathology, as well as in case of combined disorders of psychophysical development;

- prevention and correction of socio-cultural and school de-adaptation by maximizing the educational space, increasing social contacts, learning to choose and apply adequate communication strategies and tactics;

- psychological and pedagogical support of the family with a view to its active involvement in corrective and developmental work of the child;

- organization of partnership relations with parents [15, 178].

Analyzing psychophysiological reasons of occurrence of language impairment, it is possible to tell that reasons of development of speech disorders represent the pathogenic factors influencing mainly during the period of intrauterine development and delivery, and also in the first months of life after birth. Language impairment, having arisen under the influence of any pathogenic factor, do not disappear and without specially organized corrective speech therapy work can negatively affect all further development of the child.

It has also been found that children with speech disorders (including severe speech disorders) require a specialized training program to teach both their native and foreign languages. In such children, plays are most often leading activities, and their actions are characterized by impulsivity and low productivity. The nature of the tasks and the content of the work on speech formation for pupils with severe speech disorders implies special requirements for the organization of the pedagogical process and planning. Special language training is built according to the most general patterns of speech development in the norm. They are manifested in the organization of this special process (step-by-step; speech development due to different activities; consistency in mastering types and types of speech; gradual transition from situational to contextual forms of communication).

Among the most essential issues of organization of work on the formation of speech and language learning as a subject can be attributed: the choice of forms of learning (individual, group, frontal), the ratio of frontal, group and individual work at lessons, the relationship between different types of activities of students with the development of speech activity, the optimal ratio of independent work and work under the guidance of the teacher.

## **Conclusion on Chapter II**

Following conclusion can be done on Chapter II:

1. More research and scientific and methodological developments are devoted to junior high schools, as it is the initial stage of education that is considered the most specific in the correctional plan. On the other hand, teaching

materials are practically not available for the middle level: there are a number of scientific studies and separate methodological recommendations. At the same time, as has already been noted, the learning process must achieve results comparable to a "mass" school. Thus, the development of speech and the teaching of English language and literature to schoolchildren with specific language impairment remains a serious problem, the solution to which is tensely linked to the development of special methods based on a balance between the requirements of the educational program and remedial approaches to the mastery of these requirements, developed on the basis of the specifics of children's speech development, which, as studies show, are preserved at all stages of education.

2. Difficulties may occur at different stages of learning and at different levels of mastery of the language: in the process of learning literacy, grammar and spelling, when working with text. And in many cases the speech therapist's efforts are not enough to overcome the existing difficulties. It seems to us that targeted remedial work should be combined with the use of special teaching methods, which will ensure the normalization of speech activity and successful mastery of the program of the general school for children with specific language impairment.

3. It becomes obvious that there is a need for closer interaction between teachers in primary classes, teachers of English, and speech therapists in order to eliminate difficulties encountered by schoolchildren in language learning and speech development. There should be a system of such interaction based on the synthesis of linguau methodical and corrective approaches and ensuring the best way for a child with specific language impairment to master the English language.

4. One of the key positions that allow improving the efficiency of a child's mastery of linguistic disciplines is individualization of his or her learning. The need for an individual approach to a child is declared in practically all methodological studies and recommendations. However, in reality the teacher is far from always able to implement these requirements. It is impossible to teach each child separately. Therefore, it is necessary to create an environment that

would allow maximum use of individual opportunities for children and minimize their speech and language problems.

5. Nowadays, when the number of children experiencing difficulties in mastering the English language is growing, when not only younger but also older students need speech therapy, it is necessary not to reduce the rates of speech therapists, but to expand the front of their work and promote the effectiveness of their work by creating a system of speech therapy support. Besides, in our opinion, it would be expedient for speech therapist students to study more deeply the linguodidactics and special methods of teaching the language by future teachers (perhaps, within the modules of elective courses or separate disciplines).

6. The peculiarity of tasks and the content of work on the formation of speech at pupils with specific language impairment suggests the presence of special requirements for the organization of the pedagogical process and planning. Among the most essential issues of the organization of work on speech formation and language learning as a subject can be attributed:

- the choice of forms of learning (individual, group, frontal);
- the ratio of frontal, group and individual work in class;
- the relationship between different types of students' activities and the development of speech activity;
- the optimal ratio of independent work and teacher-led work.

Special attention is paid to the practical side of the initial course, to the service role of acquired knowledge on phonetics, grammar and spelling. The tasks of the initial course of the English language include:

- teaching children to read, speak and write intelligently;
- enriching their speech, making them able to communicate on language and literature;
- developing attention and interest to language and reading;
- developing an idea of the world around them;
- promoting the development of skills to master the oral and written forms of language within the limits available for each age group of students.



## **CHAPTER III. GENERAL QUESTIONS AND METHODS OF TEACHING ENGLISH TO STUDENTS WITH SPECIFIC LANGUAGE IMPAIRMENT**

### **3.1. Peculiarities of teaching English to students with specific language impairment**

The emergence of a new type of education, the practice of teaching and upbringing of children with specific language impairment has led to the need to develop special sections of pedagogy and appropriate private methods that would provide a scientific basis for the content and construction of the pedagogical process in a special general education school for students with specific language impairment, as well as for students with learning difficulties; in integrated education classes, in remedial and development classes and rehabilitation classes.

With the expansion of the network of special general education institutions, there is a need for specialists with special methodologies. The need to improve all teaching and educational work dictates the need to develop the theoretical foundations of special methods of teaching of the English language.

The special methods of teaching of the English language in schools for children with specific language impairment refer to how general education methods can be implemented, and each of them finds its application in a special school. However, there are also special features that are determined by development of language impairment, the need to find compensatory ways and means of correction of speech underdevelopment and related secondary layering.

The special method of English language teaching deals with general didactic methods and their implementation in everyday practice [12, 129]. They are specific because they depend on compensatory ways, means of correction of language impairment in children and related secondary layers.

The subject of special method of teaching is the regularities of the process of teaching in a special school for children with specific language impairment.

The specifics of the organization of the process of education in the conditions of special general education school is that the two approaches should be organically combined:

- . creation and deepening of the theoretical basis for the construction of the language teaching process for pupils with specific language impairment;
- . development of practical bases of the methodology of teaching the language of students with specific language impairment.

Allocation of these approaches is conditional, since both of them provide correction, formation and development of children's speech, studying and improving of program material for the subject "English language".

The purpose of the English language method is specified in its four traditional tasks:

- The first is defined by the purpose of studying English as a subject in modern conditions;
- The second - "what to learn?": its solution predetermines the selection of course content, the preparation of programs and textbooks, the validity of the minimum knowledge that should be mastered by schoolchildren, control criteria;
- Third - "how to teach?": it determines the development of methods and techniques of teaching, the construction of lessons, the creation of methodological manuals for teachers, teaching equipment for English language lessons;
- The fourth - "why so, and not otherwise?": determines the choice of teaching methods, comparative study of different concepts, alternative teaching systems [25, 216].

Solving these problems, a special method: studies the products of students' learning activities and teachers' pedagogical skills; examines speech skills, how well they are shaped and how well they are used in language learning; conducts experiential learning; analyses and synthesizes learning experiences, especially those that help teachers develop knowledge, skills and competencies and improve the effectiveness of teaching methods.

The main task of the special method of teaching English language is to develop a system of teaching language to students with specific language impairment.

The scientific and theoretical basis of any method is formed in various ways. The most important of them are selection, analysis and synthesis with other sciences [28, 112].

Let us stop on one of them - synthesis of a special technique and other sciences. Most closely special technique is associated with speech therapy, pedagogical science about speech development disorders, their overcoming by means of special training and education. Speech therapy studies the manifestations and causes of language impairment, their structure. Scientifically proved ways of overcoming various forms of speech insufficiency were developed. The material received during speech therapy is also of interest to special techniques of teaching English language. However, the overcoming of speech insufficiency with the help of special methods of teaching is considered as a process of school upbringing and education, linked to the tasks of teaching literacy, spelling, grammar, etc. At the same time, all multifaceted educational work (conditionally defined by the term "language teaching") is regulated by the program of the subject. Correction and development of speech is carried out in a special school as a necessary condition for learning a specific language material, taking into account the regularities of special language teaching for students with specific language impairment. The methods and techniques of correction and speech formation are of great value for special method. However, in the conditions of the school process, corrections are made in their use, new, specific techniques and methods of pedagogical work are involved. At the same time, the implementation of speech therapy approach and nothing else cannot solve the problems posed to school education of children with specific language impairment.

The connection between special method and the English language in general education schools can be traced to the common content of the subject "English language" and the common objectives of its development [15, 333]. However, the

full transfer of the language methods for general education school, even in relation to the task of learning the language as a subject in a special school is not acceptable, because the latter takes place in conditions of speech underdevelopment. Techniques, methods of teaching, various types of exercises can be borrowed by a special method, but taking into account the peculiarities of speech development of students with specific language impairment.

Correction of speech underdevelopment with the help of speech therapy approach does not provide both the systematic study of language and the solution of problems that face the school education with children with specific language impairment. There is a practical need to create a pedagogical science that would perform functions that are not typical for any speech therapy. They should consist of developing a methodological system of speech formation and language learning as a subject. Such a methodological system is focused on preparing students with specific language impairment for next stages of education, requiring a higher level of development of speech and cognitive abilities of students.

It is known from psychology that in formation of all mental processes the leading role belongs to speech (first, expressive, and then - impressive), but there is also feedback: higher mental functions developing in different kinds of activities, form preconditions for speech development. Therefore, it is necessary to provide various activities for students, to involve them in various kinds of activities - subject-practical, educational, labor, game. This may find its place in special organization and methods of teaching, in the principles of language material selection, in the use of special techniques and tools in the study of the material.

An important factor in the development of special methods of teaching English language is the use of information from pedagogy, general and special psychology (speech psychology), linguistics.

### **3.2. Characteristics of methodology of teaching foreign languages to students with specific language impairment**

All components of pedagogical process, if they are in organic unity, in didactics are commonly called a learning system. Only with it the use of learning system one can expect to achieve a pedagogical task.

Correction and speech formation in children with specific language impairment is carried out in schools. Pupils of both special and general education schools learn language as a subject, therefore, the system of work should implement educational and pedagogical tasks in parallel [12, 23]. The starting points are the need for a clear distinction between the notions of "language" and "speech" and the corresponding differentiation of approaches to solving problems of speech development and learning of the language system by students.

The main function of language is to serve as a means of communication between people. Language is inextricably linked with people's consciousness and thinking. It serves as a means of forming and expressing thoughts. Speech is the ability to speak, to express thought with the help of words. The notions of "language" and "speech" are interconnected.

For special methods of teaching languages, the notions of language and speech are initial. Based on them, the special method scientifically determines the goals and objectives of teaching speech and learning language as a subject, develops principles for building a learning system.

Two principal methodological questions arise from the characteristics of language as a system:

- Should the problem of practical mastery of the language be solved in each of its aspects separately, i.e. should pronunciation, vocabulary, and practical grammar lessons be allocated?

- or any of these questions should be combined with the work on speech as a whole without differentiation of the material used in it?

The purpose of a specially organized language learning process is to provide children with specific language impairment with a full-fledged means of

communication and expression, creating the necessary prerequisites for learning language as a subject and other basic sciences. During language learning, cognitive activities are developed in close connection with speech correction and formation. Language teaching in a special school has a clearly defined practical orientation. The program for special general education school for children with specific language impairment includes the following areas:

- development of understanding of spoken language addressed to children;
- development of active oral communication among students;
- improving pronunciation;
- development of written speech skills;
- developing vocabulary;
- improving of knowledge of grammar [15, 247].

Not all children learn language effortlessly. Some of them, around 7% (Tomblin & Zhang, 1999, p. 220) in kindergarten, present some kind of Specific Language Impairment (SLI). These problems affect both expressive development (e.g. errors in sound production, limited vocabulary, errors in tense, difficulty recalling words or producing sentences with developmentally appropriate length and complexity) and receptive development (e.g. difficulty understanding words or sentences). The language disorder may be specific or it may be associated with a more general learning disability, autism or physical or neurological damage (such as cleft palate, cerebral palsy or head injury). If untreated, these disorders can have an impact on school performance and career choices over the long term.

SLI, a condition that has sometimes been called developmental dysphasia (DD), but is also known as language-learning impairment or developmental language disorder, belongs to the category of specific disorders: the language level observed is substantially below the nonverbal intellectual capacity. This limitation on language abilities cannot be explained by any obvious factor such as hearing impairment, low verbal intelligence, neurological damage or psychological problems (Bishop, 1992; Tallal, Stark, & Mellits, 1985). Thus, the criteria for SLI are primarily exclusionary. Children with SLI have been shown to present

heterogeneous linguistic symptoms (for an overview, see Bortolini, Leonard, & Caselli, 1998). To account for this heterogeneity, several classification systems based on clinical observation or empirical studies have tried to assign children to homogeneous sub-groups (Bishop & Rosenbloom, 1987; Korkman & Hakkinen-Rihu, 1994; Rapin & Allen, 1983). For instance, Rapin and Allen (Rapin & Allen, 1983) described three sub-types of developmental disorders and six profiles of language problems based on linguistic analyses of phonological, lexical, morphosyntactic or pragmatic abilities.

They distinguished mixed receptive-expressive disorders (including ‘verbal auditory agnosia’ and ‘phonologic-syntactic deficit disorder’), expressive disorders (including ‘verbal dyspraxia’ and ‘speech programming deficit disorder’), and higher-order processing disorders (including ‘lexical deficit disorder’ and ‘semantic-pragmatic disorder’). Five of the six profiles described have found empirical confirmation in a study (Gina Conti-Ramsden, Crutchley, & Botting, 1997) that combined clinical and test information. A cluster analysis was performed on the children’s performance and produced six groups of children. One of the groups had no match with Rapin and Allen’s categories because it was composed of children who appeared to be performing within the normal range. In contrast, however, the ‘verbal auditory agnosia’ group described by Rapin and Allen was not found.

The same generic name (SLI or DD) is used to characterize very different populations, e.g. very young children (3 years) who do not initiate language acquisition normally (see for example, Fey & Loeb, 2002); teenagers (15–16 years) after several years of language remediation; children presenting a minor language disorder (-1 standard deviation for a language test battery, see Ellis Weismer, Evans, & Hesketh, 1999) or a more acute disorder (-1,5 standard deviation for a language test battery, see H. K. J. van der Lely & Ullman, 2001), or children presenting expressive (and receptive) disorders. Several linguistic tests have been proposed as potential psycholinguistic markers for such language disorders. Tests involving the repetition of ‘pseudo words’ (Bishop, North, & Donlan, 1996) or the

production of verbal morphology in obligatory contexts (Rice & Wexler, 1995) seem particularly interesting candidates, even though they are still subject to discussion (G. Conti-Ramsden, Botting, & Faragher, 2001). Indeed, those tests cannot really distinguish children presenting specific language disorders from those with other language problems. For example, children affected by Down's syndrome find it particularly difficult to repeat pseudo-words (Jarrold, Baddeley, & Hewes, 2000) and children learning a second language fail verbal morphology tests badly (Paradis & Crago, 2000).

This lack of specificity reminds us of other criticisms concerning the exclusion criteria traditionally used for SLI. The strict integrity of nonverbal capacity ( $IQ_p > 86$  or 1 standard deviation) seems very demanding and may not really be justified. Indeed, studies have shown that neither linguistic characteristics (Tomblin & Zhang, 1999) nor efficiency of language reeducation (Fey, Long, & Cleave, 1994) can distinguish SLI children with an IQ of between 70 and 85 from children whose IQ is superior to 85. The same pattern of linguistic impairment may be seen in children with low or high nonverbal IQs. Another problem concerns the development of intellectual capacities, even nonverbal ones, with age: when a language deficit persists, it becomes increasingly difficult to obtain a nonverbal score close to the average. It is not unusual to observe deterioration in IQ, even nonverbal IQ, in those cases. This change can be so significant that if children were evaluated based only on their most recent nonverbal capabilities, some of them would be excluded from the sample groups because of their low IQ scores (Bishop, Bright, James, Bishop, & Van der Lely, 2000).

It is very important to take into consideration the dynamic aspects of developmental pathologies. Indeed, aging induces important changes on both the verbal and nonverbal levels.

Longitudinal studies focusing on linguistic classification (see below) have shown that during language development, a child may frequently switch from one sub-category to another (Bishop & Edmunson, 1987; Botting & Conti-Ramsden, 2004). For instance, 45% of children followed longitudinally by Botting and Conti-



Ramsden (2004) changed clusters between time 1 (7 yearsold) and time 2 (8 years old). Longitudinal studies confirm that affected individuals may be able to compensate for their problem, so that their underlying difficulties can only be observed by taking a history or using specific tests. This raises doubts about the existence of sub-categories corresponding to different impairments, and supports the hypothesis that the symptoms of a given problem may vary as a function of development

### **3.3. Methodological organization of teaching foreign languages children with specific language impairment**

A realistically acceptable goal of primary English language instruction for students with speech impairment is to form the basis of a foreign-language communication competency, which can be achieved through a propaedeutive English language course of at least one academic year and at least 70 hours of classroom instruction. At the end of the propaedeutical course, having mastered the basics of the foreign language communication competence, students choose their own foreign language educational route to continue learning English.

To form the basis of foreign-language communication competence in children with severe speech disorders, it is necessary to create certain organizational and methodological conditions, including:

- determination of the goal of English language teaching for children with disabilities;
- defining the linguistic and pedagogical framework of English language teaching for children with disabilities;
- developing effective teaching methods and exercises for teaching English to young students with specific language impairment, since the existing methods, techniques and exercises in general methodology of teaching foreign languages and educational practice are irrelevant for teaching English to children with speech disabilities [35, 512].

Taking into account limited speech capabilities of students, it is methodologically expedient not to intensify the learning process, and in some cases, in order to increase its effectiveness, to slow down the pace of the learning process, since the speech defects of students have a significant impact on the nature of learning process and mastering the basics of communicative competence in English at the educational and procedural level: in the production and perception of foreign language speech inevitable language, behavioral and speech (communicative) difficulties are inevitable.

It is essential to the theory and practice of teaching foreign languages to children with specific language impairment seems to be the fact that in foreign-language communicative competence, speech abilities do not remain unaffected, but, on the contrary, undergo considerable development. Mastering the basics of communication competence in children with specific language impairment promotes cognitive activity, memory, attention and other mental functions of students, which have a significant positive impact on students' preserved intellect and make them feel like a full-fledged person in modern society, able to use English to meet educational and other needs.

Fundamentals of foreign language communication competence as the goal of teaching English to children with severe speech impairment are qualified as the ability of children with severe speech impairment to communicate in English at a basic level with a maximum permissible number of "communicatively impaired" missteps, imperfections, and deficiencies that do not hinder the process of mutual understanding. The following components of the basics of foreign-language communication competence, which are the units of observation in the experimental part of study, have been identified:

- elementary listening comprehension skills (taking into account significant phonetic approximation);
- elementary lexical skills (on a limited dictionary thesaurus);
- elementary grammatical skills (on a limited number of grammatical phenomena);

- basics of English graphic skills;
- elementary writing and reading skills (beginning with the alphabet to reading and writing individual letters, syllables, words);
- basics of foreign language speech;
- elementary skills of speech in English of reproductive character [6, 312].

The corresponding series of exercises is aimed at teaching each of the components of the basic communication competence.

The specificity of developed method of teaching foreign language communication competence of children with specific language impairment is in the binary nature, which is aimed at simultaneously forming all the components of communication competence, developing phonemic hearing, memory, attention, thinking, perception of children with specific language impairment.

Equally important in the methodology of teaching the basics of foreign-language communication competence of children with specific language impairment is the regular use of various supports as a fact of life.

In the methodology of teaching the basics of foreign-language communication competence of children with specific language impairment is the regular use of various supports as a factor of interaction of all receptors and analyzers, the rejection of the principle of oral leadership in favor of simultaneous mastering of language material from oral training to fixing in reading and writing.

Playful techniques are effective in teaching foreign language communication competence because they relieve psychological tension. However, they should be alternated with other tasks and exercises, so that children with specific language impairment do not have a false idea that a foreign language can be mastered as if by the way, playful.

The success of developing foreign language communication competence of children with specific language impairment depends not only on the method used, but also on the age of children with speech defects. Experimental data suggests that it is most appropriate to start foreign language education for children with specific language impairment from the third grade (9-11 years).

The main purpose of learning foreign languages in such classes is developing, "not knowledge, but development". In foreign language lessons, it is necessary to develop at students:

- memory;
- speech;
- perception of the world;
- mindset;
- horizon.

Complex constructions and clichés will not be assimilated by children as they have a very low level of native language development. It is possible to do such work only for the purpose of acquaintance.

Mistakes can't be corrected. The assessment should be verbal, with a positive bias. It is necessary to maintain an attitude of reverence for a foreign language.

Priority activities in foreign language lessons.

Priority kinds of activity are:

- reading, as well as the ability to use new words;
- plays as motor activities, accompanied with language material;
- motor development through integrated lessons;
- foreign language + music in foreign language + drawing in foreign language + work.

Recommendations for conducting foreign language lessons:

- creating a favorable psychological climate (comfort) at lessons;
- prevention of fatigue (pauses, change different types of work, songs, counting);
- frequent repeatability of teaching material;
- mandatory use of visuals in class (bright, clear, different variants of the same word);
- learning through plays (mandatory at each lesson and preferably more than one);
- introduction of material in small portions in context;

- encouraging the slightest progress + verbal assessment;
- homework is better not to be checked, as it causes a negative reaction and children do it very rarely in these classes;

What a subject teacher needs to know and do to work in correction classes;

Foreign language teacher can make his own curriculum for these classes or make changes in general education curriculum. This program is approved by schools.

Teacher has the right:

- to reduce the amount of vocabulary to be studied;
- to choose grammar structures that are easy to remember;
- to choose simplified texts;
- reduce the requirements for learning foreign language.

Students should be evaluated not so much for the results achieved, but for the effort of students.

It is not necessary to be upset when children do not remember words at once, cannot correctly pronounce a sound or word, do not understand a grammatical material. In conclusion, I would like to stress once again that children with specific language impairment require special attention, understanding of their problems, the patience of the teacher and help of all those who work with them.

Students with speech disabilities are able to master basics of foreign-language communication competence while creating appropriate organizational and methodological conditions, including a 70 hour elective-propaedeutive course for at least one school year.

An effective method of forming the basics of communicative competence in children with specific language impairment is so-called duplex methods, with the help of which the English language helps to form the basics of foreign-language communicative competence and stimulates the development of phonemic hearing of students.

The method of forming the basis of communicative competence in children with specific language impairment should be based on a number of principles:

- principle of taking into account peculiarities of speech pathology;
- principle of taking into account the psychophysiological and psychological and pedagogical peculiarities of children with disabilities;
- principle of relying on the strong links in mental activity of the students with specific language impairment;
- principle of teaching silent speech samples;
- principle of taking into account the binary nature of difficulties;
- principle of significant phonetic approximation;
- principle of teaching grammatical foreign language structures through visual semantic supports;
- principle of gradual formation of mental actions.

When forming the basis of communicative competence in children with specific language impairment, the intensification of the learning process should be avoided. On the contrary, leisurely pace of learning process and rehearsal and duplex nature of the exercises ensure the greatest effectiveness.

Let us consider the method of teaching English to children with speech disorders proposed by I.V. Baryshnikova.

For successful memorization of the English alphabet, in addition to exercises offered in textbook and workbook, were used specially designed additional exercises such as: "Hide and seek", "Right letter", "Find a letter", "In the cave of the troll", "Colorful dictation", "Guess a letter", "Literate elephant". The implementation of different types of memorization not only made the process of assimilating letters (and sounds, respectively) much easier, but also increased the motivation of children, tasks were fulfilled with pleasure [58, 279].

Since children with specific language impairment sometimes do not pay attention to seemingly obvious things, their attention was drawn to the fact that English inscriptions in everyday life are everywhere. Children were happy to learn the newly learned letters on their clothes, on advertising signs on the way home, in shops, etc. Thus, the information received at lessons unwittingly "resurfaced" in their minds.

At this stage, the study of the letters of the alphabet was combined with pronunciation and sound analysis. For this purpose, we have developed special exercises aimed at forming phonemic hearing. Later on, they formed the basis of training in auditory and phonemic perception. During these exercises, children learned to focus on what they hear, to better understand the information they need to hear, and to highlight important details.

In semanticizing new vocabulary, the principle of relying on strong links of mental activity was used to make all lexical material as clear as possible. The attention of children was primarily attracted to game situations. In order to activate memorization, it was decided to develop and apply exercises aimed at active thought work with new material (exercises "What disappeared?", "What did you see?", "Remember? - Repeat").

Active use of exercises requiring considerable intellectual load made children tired, so such exercises were accompanied by game elements. This technique provided a change of activity and, thus, increased children's work capacity at lesson.

Children are much better able to remember new material when it turns out to be personally or emotionally significant, even if the word or phrase at first glance is quite complex.

In order to avoid difficulties associated with remembering the new grammatical structure, they were introduced on familiar lexical material. Later on, this structure was filled with new vocabulary.

Individual sessions are of considerable benefit in the process of teaching children with specific language impairment, since children diagnosed with sensory alalia, motor alalia and dysarthria need additional training in phonemic and sensory perception, as well as articulation [25, 47]. Students with sensory alalia are able to more easily perceive the new material in individual sessions, in a quiet, calm environment with no distractions. Pupils with motor alalia are able to "talk" when no one is rushing them. The individually taught material is anchored in group lessons.

During this stage of training, children study the topics "Let's get to know each other", "Family" and "Toys", "In my briefcase", "Food". At the same time, by the end of the school year children should fully master the English alphabet and acquire some elementary technical reading skills. Children should be able to make a story about themselves out of 7-10 sentences and answer questions on the topics they study. Children can make phonetic mistakes related to the individual features of the articulation, but these mistakes do not violate the meaning of the statement. Sometimes the child needs 2-3 repetitions before reacting to the question asked. However, this deficiency was more related to difficult perception than to possession of the material. Children's speech in a foreign language is reproductive and productive.

Training of auditory and phonemic perception mainly consisted of language receptive and reproductive exercises aimed at developing phonemic hearing and phonemic analysis, elemental reproduction, construction, transformation of words and sentences. Although these exercises are primarily intended for children with dysarthria and alalia, they are also useful for children with specific language impairment caused by other speech disorders.

The exercises, aimed at memorizing English vocabulary can be both non-verbal and conditional [15, 69]. These exercises are aimed not only at passive learning of the material, but also at active thoughtful work with it. They do not only help children with specific language impairment to learn English vocabulary, but also promote memory and attention.

Conditional speech exercises aimed at developing skills in dialogues and monological speech are stimulating and help to overcome speech negativism of children.

The English alphabet exercises are non-linguistic but take into account the nature of difficulties faced by children with specific language impairment in learning the English alphabet.

Non-linguistic exercises are particularly important when teaching children with specific language impairment. The techniques used in mass school in forming



foreign-language auditory and pronunciation skills are insufficient to form and accurately differentiate phonemic notions in children with specific language impairment. For children with normal speech development, work on foreign language pronunciation is subject to the development of speech activity and is carried out along an imitative and analytical-imitation path on word combinations and standard phrases, i.e. units larger than words. According to a principle of comprehensiveness and a principle of programming at formation of mental functions, each of operations of speech activity difficult for a child in a foreign language:

- is practiced in isolation;
- is being made automatic;
- integration of individual operations into a single programme of activities is then ensured.

The memory of children with specific language impairment is usually short-term, perception is impaired, so the exercises we propose are of a rehearsal nature. They are organized according to a certain structure that ensures the variation of the situation.

The exercises are selected and dosed according to the effectiveness, which each child with specific language impairment has quite individual.

The sequence of exercises may vary according to the objectives at each stage of the children's learning.

After the children learned to identify by hearing a certain sound or other phenomenon, lexical or grammatical, the transition to articulation exercises should be made.

In order to eliminate pronunciation difficulties, exercises should be used to stimulate involuntary mimicry. These exercises are called prearticulation exercises. They allow students to "see" a sound, understand how it "looks", learn to distinguish it from others in terms of its appearance, learn to "depict" this sound without connecting the vocal cords and only then proceed directly to the proposed

articulation exercises to train this sound. In this way, an attempt should be made to form a system of necessary "auditory and visual generalizations" in students.

In sensory alalia, which is characterized by close sounds auditory differentiation disorder, the priority is to develop the skill of auditory differentiation. Therefore, exercises based on a visual analyzer should be gradually eliminated to develop the ability to differentiate auditory speech sounds through phonemic analysis. Children with sensory alalia, which is characterized by a speech sense disorder, need graphic support. Lip reading exercises are not been effective. Therefore, for such children, emphasis should be placed on transcription analysis and word synthesis. When working with transcription, the sound content of the sign should be emphasized.

The prearticulation and articulation exercises should be mainly practiced in individual lessons. Some of them should be included in phonetic charging in group lesson. Thus, working on a particular sound, children first learn to hear the sound, then to see it, then to show it, and only then to pronounce it separately, in a syllable, in a word and in a sentence [35, 99].

A difficult situation arose when using intonation exercises. It was difficult for children to catch both the intonation drawing and the sound filling of the phrase and its meaning. Therefore, all these components were brought into the external plan. Explanation of the semantic difference that this or that intonation drawing carries was the first step for children to try to recognize by hearing different types of intonation, "singing" them. Often children are not able to immediately reproduce the rhythm and tone of a given phrase. Bouncing the rhythm along the desk does not always work. In such cases, the so-called "clapping" on the palm of the child can help, which allows children to feel the rhythm when using a kinesthetic analyzer. Then the student is asked to reproduce the intonation by clapping his or her hands. This technique greatly facilitates the children's assimilation of articulation and rhythmic pattern. Remembering a letter, phonemic analysis, and articulation exercises require considerable effort on the part of students, so it should be

conducted at the beginning of the lesson, when children's attention is not yet exhausted. This stage takes about 10-12 minutes.

### **Conclusion on Chapter III**

Following conclusion can be made on Chapter III:

1. The specifics of the organization of the process of education in the conditions of special general education school is that the two approaches should be organically combined:

- creation and deepening of the theoretical basis for the construction of the language teaching process for pupils with specific language impairment;
- development of practical bases of the methodology of teaching the language of students with specific language impairment.

Allocation of these approaches is conditional, since both of them provide correction, formation and development of children's speech, studying and improving of program material for the subject "English language".

2. It is known from psychology that in formation of all mental processes the leading role belongs to speech (first, expressive, and then - impressive), but there is also feedback: higher mental functions developing in different kinds of activities, form preconditions for speech development. Therefore, it is necessary to provide various activities for students, to involve them in various kinds of activities - subject-practical, educational, labor, game. This may find its place in special organization and methods of teaching, in the principles of language material selection, in the use of special techniques and tools in the study of the material.

3. An important factor in the development of special methods of teaching English language is the use of information from pedagogy, general and special psychology (speech psychology), linguistics.

4. Individual sessions are of considerable benefit in the process of teaching children with specific language impairment, since children diagnosed with sensory alalia, motor alalia and dysarthria need additional training in phonemic and sensory perception, as well as articulation. Students with sensory alalia are able to more

easily perceive the new material in individual sessions, in a quiet, calm environment with no distractions. Pupils with motor alalia are able to "talk" when no one is rushing them. The individually taught material is anchored in group lessons.

The exercises, aimed at memorizing English vocabulary can be both non-verbal and conditional. These exercises are aimed not only at passive learning of the material, but also at active thoughtful work with it. They do not only help children with specific language impairment to learn English vocabulary, but also promote memory and attention.

5. Conditional speech exercises aimed at developing skills in dialogues and monological speech are stimulating and help to overcome speech negativism of children. Non-linguistic exercises are particularly important when teaching children with specific language impairment. The techniques used in mass school in forming foreign-language auditory and pronunciation skills are insufficient to form and accurately differentiate phonemic notions in children with specific language impairment. For children with normal speech development, work on foreign language pronunciation is subject to the development of speech activity and is carried out along an imitative and analytical-imitation path on word combinations and standard phrases, i.e. units larger than words. According to a principle of comprehensiveness and a principle of programming at formation of mental functions, each of operations of speech activity difficult for a child in a foreign language:

- is practiced in isolation;
- is being made automatic;
- integration of individual operations into a single programme of activities is then ensured.

6. In order to eliminate pronunciation difficulties, exercises should be used to stimulate involuntary mimicry. These exercises are called prearticulation exercises. They allow students to "see" a sound, understand how it "looks", learn to distinguish it from others in terms of its appearance, learn to "depict" this sound

without connecting the vocal cords and only then proceed directly to the proposed articulation exercises to train this sound. In this way, an attempt should be made to form a system of necessary "auditory and visual generalizations" in students.

## CONCLUSION

Children with specific language impairment (SLI) have difficulties with oral language that first become apparent in the preschool years, prior to formal schooling. Although the pace of oral language development varies widely among typical youngsters, children with SLI have language difficulties that are clearly outside the typical range and that can be diagnosed by a speech-language pathologist. A variety of components of oral language may be affected by SLI, including grammatical and syntactic development (e.g., correct verb tense, word order and sentence structure), semantic development (e.g., vocabulary knowledge) and phonological development (e.g., phonological awareness, or awareness of sounds in spoken language). Children may manifest receptive difficulties, that is, problems understanding language, or expressive difficulties, involving use of language. These difficulties usually do not revolve around the motor aspects of producing or articulating words; for example, a child whose sole difficulty is stuttering does not have SLI. Specific language impairment is relatively common, affecting as many as 5-10% of preschoolers, and it appears to have a genetic base in many families.

Summing up all the results of this investigation, it should be point out once again that children with specific language impairment are not ready for all the amount and way of presenting information that awaits them at school. However, this does not mean that they are not taught at all or are only able to study in special schools. Emphasis should be placed on the fact that the methods of teaching such children should be different from those that exist for schoolchildren without specific language impairment, standard approaches and criteria of general education classes should not be applied to students with speech therapy difficulties.

The aim of this thesis was to develop theoretical and methodological approaches and scientific and practical recommendations for teaching foreign languages to children with specific language impairment. To achieve this goal, the author analyzed various works of different specialists in the field of pedagogy and speech therapy, typology of speech and written language disorders, disorders of

structural and semantic character. Analyzing psychophysiological reasons of speech disorders it is possible to tell that the reasons of development of speech disorders are pathogenic factors influencing mainly in the period of intrauterine development and delivery, and also in the first months of life after appearing of specific language impairment, they usually arise under the influence of any pathogenic factor, do not disappear and without specially organized corrective speech therapy work can negatively affect all further development of the child.

It has also been found that children with specific language impairment (including severe speech disorders) require a specialized training program to teach both their native and foreign languages. For such children plays are most often the most successful activities, and their actions are characterized by impulsivity and low productivity.

The nature of the tasks and content of work on speech formation for students with specific language impairment implies special requirements for organization of pedagogical process and planning. Among the most essential issues of the organization of work on speech formation and language learning as a subject can be attributed: the choice of forms of learning (individual, group, frontal); the ratio of frontal, group and individual work at lessons; the relationship between different types of activities of students with the development of speech activity; the optimal ratio of independent work and work under the guidance of teacher.

Special attention should be paid to practical side of the course, to phonetics, grammar and spelling.

There are specialized (corrective) schools for children with specific language impairment, providing step-by-step speech therapy correction and modification of general education program in accordance with their capabilities. These schools constantly monitor the effectiveness of academic component of education, development of students' life competence, and level and dynamics of speech processes based on the individual characteristics of primary speech disorder.

Methodological recommendations on the organization of education of children with speech disorders were developed, the main purpose of which is to

solve a complex of communicative and cognitive tasks necessary for mastering the basic program content of this educational subject. The recommendations have been developed with the understanding that, to greatest extent, verbal and communicative skills are formed at lessons of linguistic cycle, on development of speech, reading, pronunciation, English and individual speech therapy lessons. In this case there is a close connection with other subject disciplines (mathematics, natural sciences, drawing, etc.), on which the learned speech actions and tactics are fixed. The parameters for assessment of learning success should reflect the development of learning skills within the academic component compared to the level of development of communicative competence, considering the initial capacity for communication in various forms of speech impairment, which makes it possible to obtain a holistic assessment of quality of education of a child with speech impairment.



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