



THEORETICAL BASES OF FORMATION OF LINGUISTIC LINGERATION IN PRIMARY SCHOOL CHILDREN. A MODERN VIEW ON THE DISGRAPHY

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- *The article describes the definitions of the concepts of "written speech", "dysgraphia", "violation of written speech". The analysis of modern teaching on the formation of written speech in children of junior school age is conducted. The peculiarities of formation of the writing process in the process of school education are determined. General information on contemporary views on violations of written speech, in particular dysgraphies, their causes and manifestations. The most widespread manifestations of dysgraphies in children of primary school age, the causes of violations are determined.*



- Relevance of research topic. In recent years, the number of children in elementary school has increased significantly with different learning difficulties. The problem of writing and reading violations is one of the most pressing issues for school education, since writing and reading from the goal of the learning process transforms into a means of further learning in learning activities.
- Interest in the problems of early detection, prevention and correction of specific violations of writing (dysgraphies) in children is due to the fact that the letter as an activity type plays an important role in human life: it stimulates its mental development, provides general education, influences the formation of the individual.



- Currently, in the Ukrainian speech therapy department the problems of symptoms, mechanisms of dysgraphies, the structure of this speech impairment are elucidated, general methodological approaches are developed, as well as trends, contents and differentiated methods of correction of different kinds of dysgraphies (I.M. Efimenkova, A. M. Kornev, P. I. Lalayeva, A.O. Loginova, L. G. Paramonova, I. M. Sadovnikova, E. F. Sobotovich, O. A. Tokareva, S. B. Yakovlev, etc.). However, to date, the effectiveness of speech therapy for correction of dysography is not high enough. According to L.G. Paramonova, the number of children with dysgraphia in junior high school in some places reaches 30%. It is known that disturbances in the formation of writing impede the success of learning, the effectiveness of school adaptation, often cause secondary mental disorders, deviations in the formation of personality, and specific disorder of writing (dysgraphia) cause difficulties in mastering spelling, especially when mastering complex spelling rules.



- **The purpose of the article** - To reveal the essence of the concept of "dysgraphia" in the general aspect and to consider specifically the mechanisms of writing and the features of dysgraphia as a specific process of writing disorder.



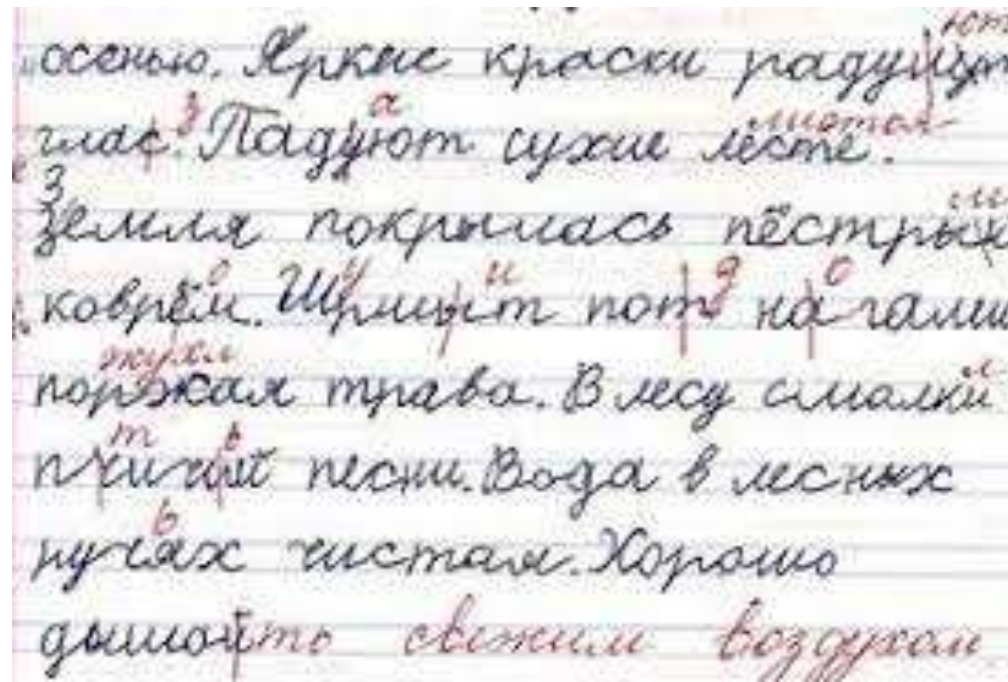
- With the notion of "writing" - experts usually associate a complex form of sign activity, which allows you to record and transfer someone's language using a system of graphic symbols. Mastering the letter takes place through the successive development of its operational composition [2, p.12].
- As a type of activity, in the sense of O.M. Leontief [4, p.16], the letter includes three main operations: the symbolic designation of the sounds of the language, that is phonemes, the simulation of the sound structure of the word using graphic symbols (L. Ye. Zhurov, D. B. Elkonin) and graph-motor operations. Each of them is an independent skill (subsystem) and has the appropriate psychological support.



- Among the psychological preconditions for the formation of the process of writing is [5, p. 266-268]:
- 1. The formation (or preservation) of oral speech, the arbitrary possession of it, the ability to analyze and synthetic speech activity.
- 2. Formation (or preservation) of different types of perception, sensations, knowledge and their interaction, as well as spatial perception and representations, namely: visual-spatial and auditory-spatial gnosis, somato-spatial sensations, knowledge and sense of the body's scheme, orientation in directions and parties.
- 3. Formation of the motor sphere - fine motility, objective actions, that is, different kinds of hands praxis, mobility, switching, stability, etc.
- 4. Formation in children of abstract ways of activity, which is possible with the gradual transfer of them from actions to specific objects to abstract actions.
- 5. The formation of general behavior - regulation, self-regulation, control of actions, intentions, motivation behavior.



- In the first case, the key process is a phonemic analysis, an acoustic-articulatory differentiation of phonemes, and the establishment of sound-letter matching in accordance with the rules of graphics. The main load thus falls on the operation of phonemic analysis and actualization of sound-letter associations [3, p. 176].
- In the second one - morphological and lexical-grammatical analysis of words and sentences becomes more important.



- At the present time speech therapy issues highlight the symptoms, mechanisms of dysgraphia, the structure of this speech disorder, developed as general methodological approaches, as well as directions, content and differentiated methods of correction of various types of dysgraphies: I. M. Efimenkova, O.M. Kornev, R.I. Lalaeva, O.O. Loginova, L.G. Paramonova, I.M. Sadovnikova, E.F. Sobotovich, O.O. Tokareva, S.B. Yakovlev, L.M. Kozyreva, E.V. Mazanova
- In children of junior school age, dysgraphia is often associated with various speech disorders: dyslalia, dysarthria, and alalia - and expresses particular difficulties in mastering the written language. In difficult cases, mastery of a diploma is slow, with great difficulty and requires long-term special assistance [4, p.187].



- Researchers in different ways characterize types of graphic errors. For example, E.F. Sobotovich distinguishes the following groups of mistakes in the dissertation:
- - distorted spelling of letters;
- - replacement of handwritten letters having graphic similarities, and also designate phonetically similar sounds;
- - Distortion of the sound-letter structure of the word (permutations, omissions, addition, perseveration of letters, syllables);
- - distortion of the structure of the sentence (separate spelling of the word, merging spelling of words, contamination of words);
- - agramasm in writing.
- Mistakes in the letter relate to this or that type of dysgraphia [5, p. 271].



- **Conclusions.** In the process of work was analyzed psychological and pedagogical, logopedic and methodological literature on this topic; The concept of dysgraphia in general is described and concrete manifestations of dysgraphies are considered.
- The fact of the relevance of this topic and the need for further development in the direction of preventive and corrective work is indisputable.
- According to the results of the work, it is possible to note that it is very important to identify in a timely manner the causes of the first difficulties of the letter arising from the child during the period of possession of a diploma, in order to be able to immediately provide him with targeted, qualified assistance. But it is much more important to identify signs of a possible difficulty in mastering the letter before the child begins to study a grammar (that is, in pre-school age) in order to have time to prevent these difficulties, as the process of correction of dysgraphies requires much more effort when it is eliminated.



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