LINGUISTIC AND DIDACTIC ASPECTS OF CONNECTED SPEECH FORMATION IN JUNIOR SCHOOLCHILDREN WITH DELAYED MENTAL AND PHYSICAL DEVELOPMENT

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The article depicts the problem of forming the connected (fluent) speech in junior schoolchildren with mental and physical disorders. It includes the analysis of general and special pedagogical, psychological, methodological literature concerning the development of connected speech in junior schoolchildren. The article analyses the provision of differentiated learning for children with delayed mental development within the framework of the special State Standard. It dwells upon special methods for conducting remedial and developmental classes aimed at the enhancement of connected speech in 1-4-grade students of general secondary schools with inclusive form of education. The author investigates linguistic and didactic goals of teaching the connected speech for junior schoolchildren with delayed mental development. The article emphasizes the multi-aspect approach while examining the issues of teaching the children with special needs (problems of mental and physical development). A linguistic and didactic model is described, and methodological recommendations are given concerning the formation of connected speech in junior schoolchildren with delayed mental development. The necessity of the linguistic and rhetorical approach is substantiated on various stages of developing connected speech among junior schoolchildren. It defines the main areas of improvement of the remedial work aimed at the development of connected speech in 1-4-grade students with special needs. Besides, the article plans the main milestones for using the linguistic and rhetoric while teaching their native language to the junior schoolchildren with mental and physical disorders.

Key words: linguistic and didactic model, connected speech development, junior schoolchildren with delayed mental development, linguistic and rhetorical approach, inclusive education.