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**SPEECH THERAPY SUPPORT FOR CHILDREN WITH SPEECH DISORDERS IN THE SCIENTIFIC AND PRACTICAL CENTER CONDITIONS**

The growth in the number of children with speech disorders and the limited opportunities for them to receive speech therapy assistance in preschool institutions, including in connection with military operations in Ukraine, make the problem of speech therapy support extremely relevant. In this study, we will present the work results of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko, aimed at solving the above-mentioned problem.

The research purpose is finding out the optimal conditions and forms of organizing speech therapy work with preschoolers who have speech disorders, and analyzing the effectiveness of the Scientific and Practical Center in this area.

The research is based on the scientific sources analysis, the speech therapy results diagnostics and statistical processing of the data obtained. The work substantiates the need to include elements of sensory integration in the speech therapy process. Based on the close relationship between sensory and speech development, and also taking into account the fact that sensory information processing disorders can cause speech problems, the authors suggest using the sensory integration method as one of the effective means of correcting speech disorders in preschool children.

The period of children's presence in the center was determined individually depending on the complexity of the speech disorder and was at least a year. Classes were conducted in an individual format. Of the 87 children who participated in the research, 65 successfully completed the correction program or demonstrated significant progress. 33 children were enrolled in speech therapy groups of preschool educational institutions. The remaining 32 children were discharged with a sufficient level of speech development, which gave them the opportunity to continue their education and upbringing in mass educational institutions. 22 children who participated in the research currently continue to attend the center. 17 of them have good positive development dynamics, and only 5 children have insignificant development dynamics.

The center's activities results represent the the scientific and practical center effectiveness and the relevance of creating similar institutions in Ukraine.

**Keywords:** speech therapy; children with speech disorders; scientific and practical center; preschool age; speech development, sensory integration.

## INTRODUCTION

The issue of the speech activity formation in children with speech disorders is one of the priorities in modern pedagogy. This problem has been studied in detail by domestic and foreign scientists, in particular: L. Vygotsky [1], V. Tarasun [2], M. Sheremet [3], JA. Dennis, J.J.V. Charlton, J. Law [4], K. Boyse [5], R. J. McCauley, M. E. Fey, R. B. Gillam [6] N. Pakhomova, I. Baranets, I. Okhrimenko, L. Rudenko, L. Stakhova, L. Moroz [7] and other researchers. For the successful

integration of such children into the educational process, it is necessary to provide them with individual speech therapy support both in educational institutions and outside them, including in specialized development centers.

In their research, T. Falasenidi and M. Kozak analyzed both Ukrainian and foreign experience in organizing remedial classes, taking into account the sensory system peculiarities of children with special needs. The authors also paid attention to the issues of introducing the concept of sensory integration into various areas, in particular, into psychological and pedagogical practice, and to the study of ways of using this term in various studies [8]. T. Skrypny's research is devoted to the using sensory integration possibilities improving development (in particular, speech) in children with autism [9]. N. Lytvyn, O. Boretska and O. Soyko emphasize that sensory integration in combination with other methods is an effective rehabilitation means of children with special educational needs, creating a favorable educational environment [10]. According to our research, in Sumy region about 76% of children who attend compensatory groups have problems with speech development. This figure is quite high, but probably does not reflect the real situation. Our data show that about 16% of children in mass groups also have speech disorders, but do not receive the necessary speech therapy assistance for various reasons, including the martial law introduction in Ukraine.

Parents of children with speech disorders are increasingly turning to specialized centers. The Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko is one of the leading institutions providing speech therapy assistance to children with various speech disorders. In addition to direct work with children, the center organizes consultations for parents and practicing speech therapists, prepares children for school and is a base for student scientific research.

It has been considered appropriate to highlight the experience and results of our center's work on the issue of speech therapy support for preschool children with speech disorders.

#### **The research purpose.**

**The research purpose** is analyzing the work organization and results on speech therapy support for preschoolers with speech disorders of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko.

### **RESEARCH METHODOLOGY**

Both theoretical and empirical methods were used in the research process. Theoretical analysis of scientific literature allowed us to determine

modern ideas about the structure, mechanisms and features of speech development in preschoolers with speech disorders, as well as the features of their mental development. The empirical study part included children's observations, parents' interviews and questionnaires to clarify the speech disorders causes, the conditions of raising children and parental expectations regarding correctional work. In addition, a psychological and pedagogical experiment was conducted, which allowed us to substantiate the need to create individual speech correction programs for each child. The data obtained were processed using statistical methods.

Various aspects of the problem under research are presented in the works of Ukrainian and foreign scientists. Thus, some methodological problems of modern historical and pedagogical research in the field of correctional pedagogy are highlighted in the works of M. Suprun [12]. V. Synev investigates the personality formation issue in various forms of dysontogenesis [13]. The corrective training issue in the speech development of children of younger preschool age with general speech underdevelopment (GSU) is covered in the works by Yu. Ribtsun [14].

In the context of domestic science, the concept of "speech therapy support of the family" was first introduced by researcher V. Kyslychenko, who formulated a clear definition of this concept, describing a set of measures aimed at supporting families raising children with speech disorders [15]. V. Kyslychenko defined speech therapy support as systematic work of a speech therapist with a child and his family, aimed at correcting speech disorders. Important components of such support are informing, consulting parents, and direct speech therapy assistance to the child. A. Arendaruk emphasizes the importance of developing detailed areas of speech therapy support for primary school children with severe speech disorders, especially in inclusive education. The researcher argues that such support should be long-term, systematic and involve close cooperation between the speech therapist and teachers and the child's family [16].

In this view, we conducted the research of the work effectiveness of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko regarding speech therapy support for preschool children with speech disorders and the integration of sensory classes into speech therapy work.

It should be noted that Scientific and Practical Center carries out a wide range of activities, including: providing speech therapy and psychological assistance, preparing children for school, consulting specialists, conducting scientific research, training personnel and financial support. The center has two speech therapy rooms equipped with modern equipment that meets all the requirements of the Ministry of Education of

Ukraine (Order 05/13/1993 No. 135, Appendix 5).

Speech therapy work is aimed at developing speech skills in children with special needs that will allow them to communicate and learn successfully. The methods choice and techniques of speech therapy work depends on the specific type and degree of speech impairment.

Scientific and Practical Center of Speech Therapy Department of the Sumy State Pedagogical University named after A. S. Makarenko has been operating since January 2016. In 2023-2024, 87 children aged 3 to 6 (7) years have received speech therapy assistance. The main speech therapy diagnosis of the pupils was speech impairment of varying severity:

- children who lack phrasal speech – general speech underdevelopment (level I GSU) – 16 people;
- children who have phrasal speech with significant violations of the lexical-grammatical and phonetic-phonemic aspects of speech (level II GSU) – 24 people;
- children who have developed phrasal speech with violations of the lexical-grammatical and phonetic-phonemic aspects of speech (level III GSU) – 37 people;
- children who have impaired sound pronunciation and phonemic processes – 10 people.

Currently, 28 children are being received speech therapy assistance at the center to correct the identified violations. Of these, 6 children have been attending classes recently, so their results will not be reflected in the general statistics.

After successfully completing classes at the center, children continue their education in general educational institutions on a par with their peers.

When enrolling children, a comprehensive speech development assessment was carried out. Direct speech therapy examination of the child was carried out in accordance with the stages proposed by K. Krutiy [17].

At the initial research stage, data on the child were collected using various methods: questionnaires to parents, interviews, study of medical documentation, etc. This allowed us to obtain a complete picture of the child's development.

By means of the parents' questionnaire survey, we aim to obtain comprehensive information about the child, including his/her early development, the impact of negative factors on him/her, as well as the willingness of parents to cooperate in the process of correcting speech disorders.

The interview and questionnaire provided an opportunity to form an idea of the child's personality as a whole, as well as the conditions of his/her education, upbringing and development. It was determined that the children

majority (54 people) do not attend special institutions or compensatory groups for various reasons. Thus, 8 children were not able to work with a speech therapist, because there is no such specialist at their residential place.

It should be noted that three of these eight children did not even attend a mass preschool educational institution. The parents of two children attributed this to the inability of teachers to establish contact with the child, because the latter lacked expressive speech; one child does not attend kindergarten due to forced evacuation from their residential place due to the war.

23 children attend compensatory groups for children with speech disorders, but parents consider it necessary to provide the child with the opportunity to engage in additional activities in order to improve the correctional work results.

The remaining children (46 people) attended mass groups of preschool educational institutions. Almost all of these children were offered to transfer to speech therapy groups, but parents either did not sufficiently consciously relate to the defect of their children, or were afraid of transferring due to ignorance.

Some of the children (4 people) were recommended to transfer to special educational institutions, because they had a delay in psychophysical development. However, the parents refused this opportunity for personal reasons and therefore their children remained in mass groups of preschool educational institutions.

It should also be noted that 3 children sought help quite late (after 5 years), although all of them had a severe speech disorder (general speech underdevelopment of the I level).

The differential stage purpose was to distinguish children with primary speech disorders from children with other problems, such as intellectual or hearing impairments. For this purpose, intellectual abilities examinations, hearing, and analysis of non-speech processes were conducted. Subsequently, an examination of the leading components of the speech system was carried out, the results of which substantiated the speech therapy conclusion.

A comprehensive speech therapy examination allowed us to obtain a complete picture of the child's speech development, including an analysis of speech comprehension, vocabulary, grammatical structures, coherent speech, phonemic hearing, and sound pronunciation. Speech, picture, and toy diagnostic material was selected according to the children's age.

The 3rd final, clarifying stage included dynamic observation of the child in special education and upbringing conditions.

The period of children's presence in the center depended on the severity of the defect. Each child attended classes for at least 1 year.

Classes in the center were conducted only individually. The lesson duration in accordance with the Order of the Ministry of Education and Science of Ukraine dated 04/20/2015 No. 446 “On approval of the maximum allowable educational load on a child in preschool educational institutions of various types and forms of ownership” in the younger group (4th year’s age) is no more than 15 minutes, in the middle (5th year’s age) – 20 minutes, in the older group – 25 minutes. We adhered to these requirements, however, taking into account the child individual capabilities, we could increase the lesson duration by 5-10 minutes.

Work with the child had a certain specificity, it was based on the following principles: 1) personal orientation – orientation on the child, his individual characteristics; 2) emotional support – creation of an emotionally comfortable atmosphere during the lesson; 3) interaction of the center’s specialists with parents; 4) game context of the lesson – creation of positive motivation for learning.

A variety of games create a favorable environment for natural language acquisition. In our center, we use a wide range of games aimed at the fine motor skills development, hearing, cognitive processes and other important skills.

In working with game material, we were guided by the statements about the leading activities of L. Vygotsky and the results of research by J. Beskow, S. Alexanderson, K. Stefanov and others [18]. Using games and game exercises, we took into account that the game task should be related to the educational goal, correspond to the child’s age and be understandable due to the clear rules formulation.

In corrective work to overcome speech disorders, we use the following tools: mnemonics [19]; eidetics; correction tables by N. Gavrish [20]; tables for composing stories by O. Bilan, K. Krutiy [21]; sand animation; groupotherapy; finger and puppet theater according to the methods of A. Kravchenko and K. Zelinska [22], etc.

Correctional work is aimed at the gradual formation of correct pronunciation and speech skills in a child. The speech therapist’s tasks are determined by the individual characteristics of each child’s speech development and are aimed at:

I. In case of general speech underdevelopment of the first level – laying the speech foundation (speech understanding development, statements stimulation and simple phrases formation).

II. In case of general speech underdevelopment of the second level – expanding speech capabilities (improving grammatical structures, enriching the vocabulary and clarifying sound pronunciation).

III. In case of general speech underdevelopment of the third level –

improving grammatical structures, enriching the vocabulary and clarifying sound pronunciation.

To overcome violations of sound pronunciation and phonemic processes, work is carried out on the development of phonemic hearing, correction of pronunciation, mastering the basics of literacy and improving vocabulary and grammar.

Classes using sensory integration elements offer children an exciting world of sensations and discoveries. Through a variety of sensory experiences (touching different textures, listening to sounds, observing colors and shapes), we stimulate not only the speech apparatus, but also develop cognitive processes, fine motor skills, coordination of movements and emotional intelligence. The complex effect of sensory integration contributes to the overall child's development, helping him to better adapt to the world around him and successfully overcome speech difficulties. Sensory games help create a positive emotional background, relieve stress and increase motivation for learning. Thanks to an individual approach, each child gets the opportunity to develop at his own pace and achieve success.

The sensory integration method in speech therapy is a comprehensive technique that involves the sequential stimulation of all senses to achieve harmonious interaction between them. Thanks to this, we activate cognitive processes, develop all components of speech and effectively correct speech disorders.

For example, thanks to "gastronomic" articulation gymnastics, children enrich their vocabulary, improve grammar, and develop dialogical and monologue speech skills, which helps overcome speech difficulties.

To consolidate the sounds in a child's speech, you can use sensory paths. Walking along them with various speech tasks not only automates the sounds, but also makes the lessons more interesting and effective.

To complicate the task, children are offered to stand on a balance beam and recite rhymes and poems. To complicate the task, the child can be offered to catch a ball and recite poems or rhymes while standing on a balance beam. This not only develops speech, but also improves coordination.

On the basis of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko, advisory assistance is also provided to parents regarding the correction of speech disorders and the development of cognitive, emotional-volitional mental processes, educational motivation of children at home in accordance with the specialists' recommendations. In this work, we actively use the foreign scientists' experience [23]. In order to consolidate the skills and abilities acquired in classes, work is offered using home speech therapy notebooks developed by the head of the center and a specialist of a preschool educational institution.



## RESEARCH RESULTS

Thus, the research involved 87 children with severe and moderate systemic speech underdevelopment. Of these, 65 (75%) children successfully mastered the program for correcting speech activity and psychological problems proposed by the center's specialists. The research results are presented in the form of a table (Table 1) and a diagram (Fig. 1).

33 children (38%) were enrolled in speech therapy groups of preschool educational institutions. These children had significant improvements in the speech activity development, the entire cognitive and personal sphere, but needed further correctional work. We managed to convey to the parents that the child's presence in specially created conditions and systematic correctional work will contribute to their child's harmonious development.

The remaining 32 (37%) children were discharged with a sufficient level of speech and psychosocial development, which gave them the opportunity to continue their education and upbringing in mass educational institutions.

22 (25%) children who participated in the research currently continue to attend the center. 14 (16%) of them have good positive development dynamics, and 8 (9%) children have insignificant development dynamics. This picture is due to a number of reasons: late start of correctional work; body intoxication; parents' insufficiently responsible attitude to the child's defect; parents' negligent attitude to correctional classes.

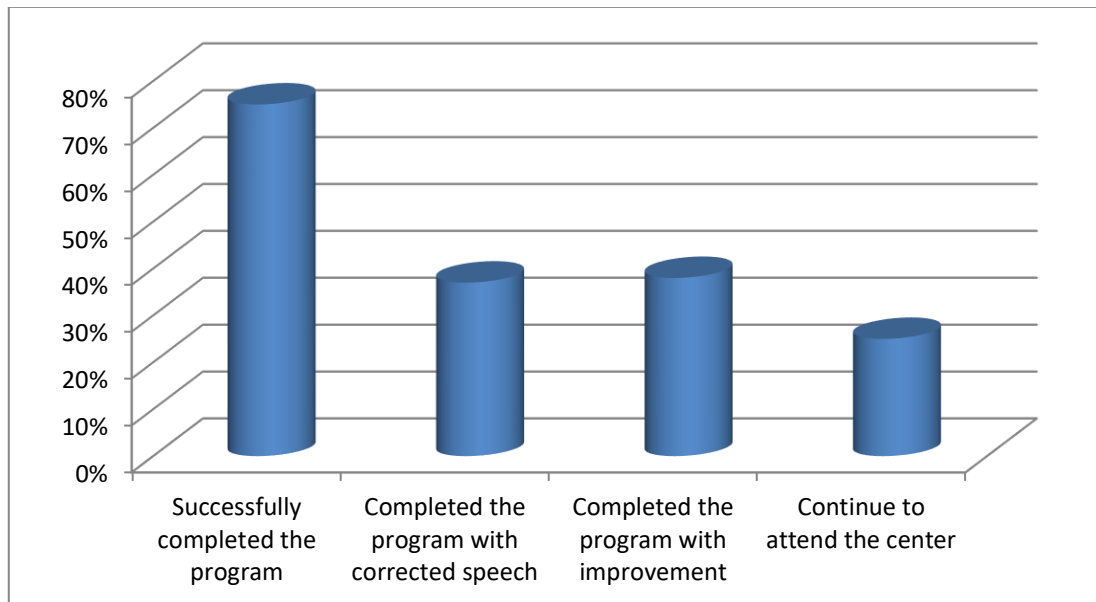
The results of the work are discussed quarterly at meetings of the Speech Therapy Department; presented at methodological meetings; academic councils of the Educational and Scientific Institute of Physical Culture (and the Academic Councils of Sumy State Pedagogical University named after A. S. Makarenko). The results were also repeatedly presented at meetings of the methodological association of speech therapist teachers of preschool education institutions of Sumy.

The experience of organizing speech therapy assistance for preschool children with speech disorders on the basis of the Scientific and Practical Center of the Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko proves that the creation of specialized extracurricular institutions for children with speech disorders is an effective way to help them develop speech, cognitive abilities and the sensorimotor sphere. The issue of children with special needs visiting development centers becomes especially relevant during the war in Ukraine, which makes a full-fledged educational process impossible.

Table 1.

**Organization of psychological and pedagogical assistance to preschool children at scientific and practical center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko (January 2023 - January 2024)**

Consultatio	Children who received psychological and pedagogical help		Results psychological and pedagogical work						
	Type of disorder	Number	Completed the program with corrected speech	Completed the programs with improvement		Continue to attend the center			
81	73		Attend general groups at the preschool education institution	Attend primary school	Attend general groups at the preschool education	Attend special compensatory groups for children with speech	Attend school		
		<b>Disorders of sound articulation and phonological processes</b>	<b>10</b>		<b>8</b>				<b>2</b>
		<b>Dyslalia</b>	8		8				
		<b>Dysarthria</b>	2						2
		<b>Alalia</b>							
		<b>Rhinolalia</b>							
		<b>General speech underdevelopment (level 1; level 2; level 3)</b>	<b>77</b> (16 24 37)	<b>20</b>	<b>4</b>	<b>5</b>	<b>28</b>		<b>20</b>
		<b>Dyslalia</b>	37	15	2	5	15		
		<b>Dysarthria</b>	14	5	2		5		2
		<b>Alalia</b>	26				8		18
		<b>Rhinolalia</b>							



***Fig. 1. Results of speech therapy assistance for preschool children at Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko (January 2023 – January 2024)***

## **CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH**

During the research of the speech therapy state support for children with speech disorders in scientific and practical centers, we analyzed scientific publications and statistical data on the number of children receiving corrective assistance. It was found out that the creating practical centers problem as an alternative form of corrective influence on the child is currently insufficiently researched and, at the same time, quite relevant.

During the research, we studied in detail the activities of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko, which was aimed at speech therapy support for preschool children with speech disorders. The center work included diagnostics, individual correction programs development and direct speech therapy assistance.

Analysis of the results of Scientific and Practical Center's activities indicates the work effectiveness carried out, as indicated by a large number of children (65 out of 87) who successfully mastered the speech development correction program proposed by the center's specialists.

Taking into account the correction work results, a large number of parents who have a child with speech disorders, after providing initial consultation, plan to receive systemic correction assistance on the basis of Scientific and Practical Center of Speech Therapy Department of Sumy State Pedagogical University named after A. S. Makarenko.

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Author's contribution

K. Zelinska-Lyubchenko – 25%, L. Stakhova – 25%, L. – 25%, V. Khodenko – 25%

## **ЛОГОПЕДИЧНИЙ СУПРОВІД ДІТЕЙ ІЗ МОВЛЕННЄВИМИ ПОРУШЕННЯМИ В УМОВАХ НАУКОВО-ПРАКТИЧНОГО ЦЕНТРУ**

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**Анотація.** Зростання кількості дітей з порушеннями мовлення та обмежені можливості отримання ними логопедичної допомоги в закладах дошкільної освіти, у тому числі й у зв'язку із воєнними діями на території України, роблять проблему логопедичного супроводу надзвичайно актуальною. У цьому дослідженні представлено результати роботи Науково-практичного центру кафедри логопедії Сумського державного педагогічного університету імені А. С. Макаренка, спрямованої на вирішення означеної проблеми.

Метою дослідження є проаналізувати організацію та результати роботи Науково-практичного центру кафедри логопедії Сумського державного педагогічного університету імені А. С. Макаренка щодо логопедичного супроводу дошкільників із порушеннями мовлення.

Дослідження ґрунтується на аналізі наукових джерел, результатах логопедичної діагностики та статистичній обробці отриманих даних. В роботі обґрунтовано необхідність включення елементів сенсорної інтеграції у логопедичний процес. Виходячи з тісного взаємозв'язку сенсорного та мовленнєвого розвитку, а також з урахуванням того, що порушення сенсорної обробки інформації можуть бути причиною мовленнєвих проблем, автори пропонують використовувати метод сенсорної інтеграції як один із ефективних засобів корекції мовленнєвих порушень у дітей дошкільного віку.

Тривалість перебування дітей у центрі визначалася індивідуально залежно від складності мовленнєвого порушення та становила щонайменше рік. Заняття проводилися в індивідуальному форматі. З 87 дітей, які брали участь у дослідженні, 65 успішно завершили корекційну програму або продемонстрували значний прогрес. 33 дитини зараховано до логопедичних груп закладів дошкільної освіти. Решту 32 дітей випущено із достатнім рівнем мовленнєвого розвитку, що дало їм можливість продовжувати навчання та виховання в типових закладах освіти. 22 дитини, що брали участь у дослідженні, наразі продовжують відвідувати центр. У 17 з них присутня гарна позитивна динаміка розвитку, і лише в 5 дітей відзначається незначна динаміка розвитку.

Результати діяльності центру репрезентують ефективність діяльності науково-практичного центру та актуальність створення подібних закладів в Україні.

**Ключові слова:** логопедичний супровід; діти із мовленнєвими порушеннями; науково-практичний центр; дошкільний вік; мовленнєвий розвиток, сенсорна інтеграція.