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**INTERDISCIPLINARY SYNTHESIS OF THE THEORETICAL
STUDIES IN ENHANCEMENT OF SPEECH-LANGUAGE THERAPY
METHODOLOGY**

Humanistic paradigm in the Ukrainian speech-language therapy aims the research in the field at the detailed study of children with severe speech impediments (SSI), namely at revealing their individual aptitudes and capabilities to ensure every child's successful integration into the national and world culture. The solution of this priority task requires search for the innovative approaches to the development of correctional techniques based on the use of progressive ideas of a number of sciences the subject matter of which is the child and the problems of his/her harmonious growth. Normal speech skills are an integral part of a well-rounded personality.

Recent researches in speech-language therapy (O. Korniyev, R. Lalayeva, Ye. Sobotovych, V. Tarasun, V. Tyshchenko, H. Chyrkina, M. Sheremet, et al.) attest to the continuing attention to the advancements of psycholinguistics and cognitive linguistics, which describe the functional characteristics and the mechanism of speech perception and production, deal with the manifestations of speech behavior and underlying brain mechanisms, study language as a cognitive mechanism in the process of information codification and transformation, as well as complex relations between language and speech. These achievements have both fundamental theoretical and practical value for special education, since the topical issues in correctional teaching, as well as further speech development as the means of communication and cognition in the structure of the personality in children with SSI can be studied and resolved only in the context of an interdisciplinary paradigm.

The aim of the article is to describe a range of psycho- and cognitive linguistic theories regarding modern approaches to the study of linguistic signs functioning in the human language and speech production mechanism at the intersection of cognition and communication, the meanings of words and the units of consciousness – concepts as the elements of national linguistic culture and cultural values. Effective research and practice intended to deal with speech-language disorders such as, for instance, specification, ordering, and expanding child's vocabulary by means of special speech-language therapy methods and techniques, require understanding of the unique features of speech organization and ways of child's vocabulary development.

To reveal the regularities of how the meaning of words is acquired and, then, actively used for producing utterances in communication by children with SSI, it is important to address the problem of understanding the psychological nature of linguistic signs that we use as operational units in typical schemes of cognition and communication problem situations. Modern psycholinguistic approach is gradually departing from defining the meaning of the word in the logical and rationalistic tradition that equates the meaning to the notion along with listing necessary and sufficient features [3]. The focus of attention is being shifted to seeing meaning as acquired by an individual, which involves studying language semantics taking into consideration the development and functioning of the human language and speech production mechanism.

According to O. Zalevs'ka, the most promising approach to the analysis of the meaning of the word is the one that can explain what an individual knows if he/she believes that he/she understands the meaning. Furthermore, it explores the grounds for the perception of the word as familiar and understandable, as well as the strategies and supporting elements used to retrieve the word from the memory in the process of understanding oral and written texts [2, p. 97]. This approach is to help speech-language pathologists effectively structure educational material, the system of methods and techniques while designing correctional programs.

The process of special education modernization, which started at the end of the 20th Century, is characterized by the critical analysis of its content and programmatic and methodological support with the goal of theoretical justification on the basis of modern scientific knowledge, as well as further development and implementation of progressive ideas, on the one hand, and rejection of archaic, ineffective approaches, on the other. General speech development program for children with developmental disorders, as well as numerous works in methodology written by Ukrainian scientists (S. Konoplyasta, Ye. Sobotovych, V. Tarasun, M. Sheremet) state that the traditional system of speech development aimed at preparing children with speech development disorders for school in terms of verbal means of communication formation is usually restricted to building up their vocabulary on the grounds of traditional linguistics and didactics [6]. Using dictionary to explain the meaning of the word, even if its definition is very close to how an ordinary speaker understands it, fails to achieve the developmental aim of speech-language therapy. Modern psycholinguistic approach to the study of meaning directs research in special education towards the search for innovative correctional techniques with regard to language-speech pathology in children.

The results of psycholinguistic experiments prove that the form of knowledge representation, including everything human beings associate with the word, is not fixed or preconditioned, but depends on the situation in which the act of cognition occurs. Special place in this process belongs to the meta-cognitive activity of the child with SSI as the subject of cognition, as well as the interaction of perceptual readiness, emotional and evaluative experiences, and cognitive expectations of an individual in the process of cognition [2, p. 100]. The point is of paramount importance in semantics and has to be taken into consideration while organizing and determining the content of dictionary work in speech-language therapy.

In accordance with the situational approach in psycholinguistics, the understanding of the meaning of the word for an individual occurs through including it into a larger unit – frame, scene, script, or event. Meanings do not function independently, but in certain relations, forming bigger elements: groups, fields, and

nets [8]. The ideas of R. Solso, V. Shabes, whose works laid the basis for the approach described, are being productively used and further refined by V. Tarasun, a Ukrainian methodologist specializing in teaching children with SSI. Thus, it has been proved that the use of semantic frames, frames-scripts, frames-stories can intensify the teaching/learning of children with language-speech pathology, having a positive effect on the development of their image thinking and ability to arrange information and, as a consequence, enhance educational texts comprehension, and ensure better memorization. V. Tarasun believes that the process of frames formation organized and directed by the instructor structures emotions, motor activity, thoughts, and speech, which refines the system of the search for and retrieval of the information necessary for dealing with a specific learning situation [7, p. 308-309].

Psycholinguistic studies proved that the meaning of the word should be studied only in relation to its functioning and the lexis in general, as well as the role of the mental vocabulary in language and speech mechanism of a person and in the system of cognition as a “means to access the individual worldview, which is lived through by the individual in all its richness of implications, quality, relations and connections, emotional and evaluating nuances” [2, p. 133].

Scientific experimentation and the development of educational and methodological support for teaching children with severe speech impediments, based on the methodology of speech-language therapy, enriched with the theoretical findings from psycholinguistics, neuro-linguistics, and cognitive linguistics have proved to be effective. For instance, for the first time with regard to functional and goal factors, psycholinguistic mechanisms of operations with language units of complex structure, a comprehensive study of the mastery, identification, and use of phraseological units by elementary school children with SSI in the process of producing utterances when conversing was conducted (M. Sheremet, T. Mahukova). Elementary school students are expected to be only introduced to some phraseological units, mostly those used in everyday speech, whereas a more systemic approach to this part of the lexis, as well as mastering the notion of “phraseological unit”, are not included in the curriculum. As a result, the educational and

methodological support in this area has not received proper consideration. The established tradition to teach and introduce phraseological units into the system of lexical units while expanding and systematizing the semantic fields in the child's mind starting from the middle school is determined by a deeply-rooted belief that the adequate understanding of phraseological units and metaphors is not possible until certain age (10-11 years). For scientists correcting speech-language pathologies this means missing a sensitive period for speech-language development. Cognitive linguistics views phraseological units along with words to compose an individual's linguistic worldview, which is closely interconnected with the cognitive view of the reality of a national culture representative. Thus, if children with SSI do not master the semantics of phraseological units, the system of linguistic units, which objectify various mental concepts, will be considerably restricted, and the language personality will be deprived of the possibility to successfully represent knowledge while resolving communicative tasks. We are firmly convinced that the problem of adequate communication by means of phraseological units can be solved provided a specific methodology is developed. Among the psycho-educational conditions of the efficacy of the latter shall be the obligatory structuring of the linguistic material according to the successive operations of combining and selecting from among the paradigm of language units with regard to the model of utterance production [1, 3]. Taking into account the most frequent impediment in case of SSI, viz., the disruption of the formation of the processes belonging to the surface grammar level of the syntactic organization of the utterance, the first step during the initial stage of the afore-mentioned experimental approach was to rely on and actualize the retained by children with SSI underlying notional elements of utterance production, as well as semantics and pragmatics, which define the participant of the communicative situation and the actions he/she performs [1]. Focusing of attention on the phraseological unit at the second stage, learning its meaning and harmoniously introducing this semantically complex language sign into the paradigm of synonyms did not present any substantial difficulties for children with SSI and was clear and natural when judging the agent's actions from the position of social and ethical norms

by choosing the best fit among lexical units. In conclusion, it should be emphasized that the success of the research in question was due to the critical analysis of some outdated positions in the methodology of teaching native language to children with SSI, based exclusively on the principles of structural linguistics. Without the use of the interdisciplinary synthesis of modern theoretical approaches in speech-language therapy methodology and taking into consideration the compensatory general function mechanisms of the activity of children with SSI, as well as without specifying the organizational reserves of correctional education, even the statement of the objectives of this experiment would have been impossible [5, 9].

It is worthwhile to mention one more methodological principle in the Ukrainian speech-language therapy – the principle based on the achievements of cognitive linguistics (V. Karasyk, O. Kubyakova, Z. Popova, Yu. Styepanov, I. Sternin, et al.). Among the key notions in cognitive linguistics is that of the concept. The concept, as defined by Z. Popova and I. Sternin, is “a discrete mental formation, a basic unit of a human mental code with a relatively organized inner structure; it is the result of the cognitive activity of the individual and the society and includes complex, encyclopedic information about the object or phenomenon which is reflected, about the interpretation of this information in the common perception, as well as common attitude toward the object or phenomenon [4, p. 34]. Language is one of the means to access the mind of an individual, his/her concept sphere, the content and structure of concepts as the units of thinking. Through language, one can reveal and explicate a sufficient part of the conceptual content of the mind [4, p. 19].

The theoretical findings of cognitive linguistics lead to the new interpretation of the content and techniques of the lexical speech-language therapy with children with SSI. When selecting lexical material and the techniques of teaching language meanings, one should keep in mind the main goal – to provide a methodologically correct support of the process of child’s vocabulary expansion, to develop conscious, intended use of the system of language meanings with the goal of full and accurate expression of thoughts, communicating, processing educational information, and presenting it in compliance with the norms of the modern Ukrainian language.

In this article, we touched upon the interdisciplinary synthesis of theoretical studies as a means of Ukrainian speech-language therapy methodology improvement that deals with the development of the lexical and semantic component of the speech system of children with SSI. At the moment, the critical issues characterizing the communication of children with SSI in academic activities, which are a powerful stimulus for mastering a language, are being investigated. The content and results of this research work will be discussed in further publications.

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Шеремет М. К., Махукова Т. В. Міждисциплінарний синтез теоретичних досліджень у збагаченні методологічної бази логопедії

У статті проаналізовано низку теоретичних досліджень у галузі психолінгвістики та когнітивної лінгвістики, які визначають сучасні підходи до проблеми організації ментального лексикону в мовленнєво-мовному механізмі людини та до вивчення значення мовних знаків як елементів мовної свідомості когнітивної природи в їхньому зв'язку з національною культурою. Представлено ефективні результати науково-експериментальної діяльності з розробки навчально-методичного забезпечення навчання дітей із тяжкими порушеннями мовлення, в основу якої покладено методологічну базу вітчизняної логопедії, збагачену прогресивним теоретичним надбанням зазначених наук.

Ключові слова: методологічна база логопедії, міждисциплінарна парадигма корекційного впливу, діти із тяжкими порушеннями мовлення (ТПМ), лексичний компонент мовлення.

Шеремет М. К., Махукова Т. В. Междисциплинарный синтез теоретических исследований в обогащении методологической базы логопедии

В статье проанализирован ряд теоретических исследований в области психолингвистики и когнитивной лингвистики, которые определяют современные подходы к проблеме организации ментального лексикона в речевом механизме человека и к изучению языковых знаков как элементов языкового сознания когнитивной природы в их связях с национальной культурой. Представлены эффективные результаты научно-экспериментальной деятельности по разработке учебно-методического обеспечения обучения детей с тяжелыми нарушениями речи, в основе которых методологическая база

украинской логопедии, обогащенная прогрессивным теоретическим достижениям указанных наук.

Ключевые слова: методологическая база логопедии, междисциплинарная парадигма коррекционного воздействия, дети с тяжелыми нарушениями речи (ТНР), лексический компонент речи.

Sheremet M., Mahukova T. Interdisciplinary synthesis of the theoretical studies in enhancement of speech-language therapy methodology

The article analyzes a number of theoretical researches in the sphere of psycholinguistics and cognitive linguistics that determine modern approaches to the problem of mental lexicon organization in the human language and speech mechanism and to the study of linguistic signs as cognitive elements of language consciousness in their relation to the national culture. The best scientific and experimental practices of the development of educational and methodological support of teaching children with severe speech impediments, based on the methodology of the Ukrainian speech-language therapy and enriched by the progressive theoretical achievements of psycholinguistics and cognitive linguistics, are given.

Key words: methodological basis of speech-language therapy, interdisciplinary paradigm of special education, children with severe speech impediment (SSI), the lexical component of speech.

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