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**DIAGNOSIS AND PREVENTION OF CHILDREN’S SPEECH DISORDERS SHOULD AS A NECESSARY PART OF FUTURE PHILOLOGISTS’ PROFESSIONAL TRAINING SYSTEM**

Abstract. In the article we have shown and proved that the competence in diagnosis and prevention of children’s speech disorders should be a necessary part of future philologists’ professional training system.

We have worked out the syllabus and the programme of an optional course “Diagnosis and prevention of children’s speech disorders” as a part of future philologists’ professional training. This course is being provided from December 2023 to March 2024 in Israel, in Ben Gurion University of the Negev, Beer Sheva. 25 students of the Department of Foreign Literature and Linguistics took part in this course.

The course introduces students to definition of children’s speech development norm and pathology, the types of children’s speech disorders’ kinds and types according to classification; to different tools, tests and methods of children’s speech development observing and diagnosis. The attention is also paid to prevention of children’s speech development and to aspects of speech therapist’s activity devoted to diagnosis and prevention of children’s speech disorders.
The course’s content is:

Lesson 1. Introduction. Peculiarities of children’s speech development in different age periods


Part 2. The main aspects of preventing the speech disorders’ occurrence. Lesson 8. Prevention of children’s speech disorders’ occurrence in early and preschool age. Lesson 9. Development of fine motor skills as one of the ways to prevent reading and writing disorders at school age. Lesson 10. The main activities of a speech therapist in the diagnosis, correction and prevention of speech disorders

Keywords: language mastery, speech mastery, diagnosis of children’s speech disorders, prevention of children’s speech disorders, future philologists’ professional training system, speech therapy, philology.

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Нами розроблено силабус і програму факультативного курсу «Діагностика та профілактика порушень мовлення дітей» у рамках професійної підготовки майбутніх філологів. Цей курс проводиться з грудня 2023 року по березень 2024 року в Ізраїлі, в Університеті Бен-Гуриона в Негеві, Беер-Шева. У цьому курсі взяли участь 25 студентів кафедри зарубіжної літератури та лінгвістики.

Курс знайомить студентів з визначенням норми та патології мовленнєвого розвитку дітей, видами та типами порушень мовлення дітей згідно з класифікацією; до різних засобів, тестів і методів спостереження та діагностики мовленнєвого розвитку дітей. Також приділено увагу профілактиці порушень мовленнєвого розвитку дітей та аспектам діяльності логопеда, спрямованих на діагностику та профілактику порушень мовлення дітей.

Зміст курсу:
Заняття 1. Вступ. Особливості мовленнєвого розвитку дітей у різні вікові періоди
Частина 1. Організація діагностичного обстеження оволодіння дітьми аспектами мовних умінь та мовленнєвих навичок. Заняття 2. Основні підходи до організації обстеження мовленнєвого розвитку дитини. Заняття 3. Перевірка звуковимови. Заняття 4. Обстеження словникового запасу дитини. Урок 5. Обстеження граматичної будови мовлення. Заняття 6. Діагностика рівня розвитку усного мовлення. Урок 7. Діагностика рівня володіння письменим мовленням.
Частина 2. Основні аспекти профілактики виникнення мовленнєвих розладів. Заняття 8. Профілактика виникнення порушень мовлення дітей раннього та дошкільного віку. Заняття 9. Розвиток дрібної моторики як один із шляхів профілактики порушень читання та письма у шкільному віці. Заняття 10. Основні напрямки діяльності логопеда з діагностики, корекції та профілактики порушень мовлення

Ключові слова: володіння мовою, володіння мовленням, діагностика мовленнєвих порушень у дітей, профілактика порушень мовлення у дітей, система професійної підготовки майбутніх філологів, логопедія, філологія

Statement of the problem. The new millennium was a kind of turning point for humanity, many spiritual moral values, which over last years have shaped the harmonization of life and work of people, the whole system of human relationships with the world, were lost. In this connection, one of the major problems of modern pedagogy is identification of humanistic potential and development of conceptual foundations of spiritual-and-moral education.

Humanization of education suggests creating a system which could provide the unity of a person’s continuous general cultural, social-and-moral and professional development.

Despite of the education reform which takes place in the whole world and in our country, analysis of changes shows that modern institute of education is not fully...
consistent with the principle of humanization of social life, and symbiosis of getting high professional training and spiritual development of a person in higher school is a major, but still elusive purpose.

To make education really become truly humanistic and contribute to the formation of future philologists as professionals of new time who possess not only high professional competence, but also formed system of value orientations and wide moral worldview, there is a grounded necessity to change the strategy of higher education. First of all, emphasis must be placed on future philologists’ professional training. The main focus is also on the formation and development of future philologists’ value orientations [3, p. 136].

It is known that philology deals with language and speech. There are a lot of people who have different language and speech problems and it influences on their communication and life in human society. That’s why the competence in diagnosis and prevention of children’s speech disorders should be a necessary part of future philologists’ professional training system.

Analysis of the latest research and publications shows that different aspects of future philologists’ professional training system and also in different countries were presented in the works of such scientists as O. Artemenko [1], L. Baranovska, I. Simkova [2], S. Danylyuk [3; 4], M. Emine [5], V. Kuzebna, V. Chernysh [6], A. Latynina, I. Zvarych, N. Latygina [7], S. Tanana [8; 9] and others.

Unfortunately, no one of the author shows the necessity of teaching diagnosis and prevention of children’s speech disorders to future philologists in their professional training system.

The purpose of the article is to show and to prove that the competence in diagnosis and prevention of children’s speech disorders should be a necessary part of future philologists’ professional training system.

Presentation of the main research material. We have worked out the syllabus and the programme of an optional course “Diagnosis and prevention of children’s speech disorders” (2 credits) as a part of future philologists’ professional training. This course is being provided from December 2023 to March 2024 in Israel, in Ben Gurion University of the Negev, Beer Sheva. 25 students of the Department of Foreign Literature and Linguistics took part in this course.

“Diagnosis and prevention of children’s speech disorders” course introduces students to definition of children’s speech development norm and pathology, the types of children’s speech disorders’ kinds and types according to classification; to different tools, tests and methods of children’s speech development observing and diagnosis. The attention will be also paid to prevention of children’s speech development and to aspects of speech therapist’s activity devoted to diagnosis and prevention of children’s speech disorders.

Here we present the course’s content. It consists of 1) introductive part, 2) part 1. Organization of a diagnostic examination of children's mastery of aspects of language and speech skills and 3) part 2. The main aspects of preventing the speech disorders’ occurrence.
Lesson 1. Introduction. Peculiarities of children’s speech development in different age periods

Language Skills in Children: Development, Definition & Types. The difference between speech and language development.
Etiology of speech and language disorders in children.
Facts about language impairment in children.

Part 1. Organization of a diagnostic examination of children’s mastery of aspects of language and speech skills

Lesson 2. The main approaches to the organization of the child’s speech development examination


Lesson 3. Examination of sound pronunciation

Examples of pronunciation diagnostic testing.
Types of Pronunciation Tests:
Testing pronunciation skill competence of both normal and retarded readers. Tongue Strength in Children with and Without Speech Sound Disorders. Tests for checking articulation, listening and pronunciation of children who have speech disorders.
Lesson 4. Examination of the child’s vocabulary


Vocabulary testing techniques. Multiple choice. Cloze test. Word formation. Matching

Tests for checking vocabulary of children who have speech disorders.

Lesson 5. Examination of the grammatical structure of speech

General grammar testing problems. The most common test formats for testing grammar. Examples of Purpura’s grammar constructs for assessment purposes. The importance and means of testing both implicit and explicit grammatical knowledge / ability. Correction for guessing.

Some types of objective items used to test awareness of the grammatical features of the language: multiple-choice, error recognition, rearrangement, completion, transformation, word changing, broken sentence, pairing and matching, combination, and addition items.


Tests for checking grammar skills of children who have speech disorders.

Lesson 6. Diagnostics of the level of oral speech development

Process and Outcome in Oral Assessment.


Tests for checking oral speech skills of children who have speech disorders.

A review of standardized tests of nonverbal oral and speech motor performance in children.

Methods for the Identification of Communication Disorders.

Lesson 7. Diagnostics of the level of written speech mastery

Student writing can be evaluated on five product factors: fluency, content, conventions, syntax, and vocabulary. Characteristics of writing tests.
Adapting Power and Wilgus's analysis of patterns suggests a simple schema for evaluating the syntactic maturity of a student's writing:

Level 1. Repetitious use of a single pattern (simple sentences)
Level 2. Use of a variety of simple sentence patterns.
Level 3. First expansions: (a) addition of an adverbial or gerund phrase, or (b) the making of a compound sentence by combining two simple sentences with the word and.
Level 4. Complex sentences (transformations in which one sentence is embedded within another as a subordinate clause)

Assessment of writing skills should take into account a variety of purposes and text structures. Purposes and genres to consider include: personal narrative, story narrative, descriptive, explanation of a process, factual report, letter, compare-contrast, and persuasive.

Simple ways to assess the writing skills of students with learning disabilities. Part 2. The main aspects of preventing the speech disorders’ occurrence
Lesson 8. Prevention of children’s speech disorders’ occurrence in early and preschool age
Preventive Measures against Speech Disorders in Early Childhood.
Speech sound disorder prevention tips.
Stuttering prevention tips.
Voice disorders prevention tips.
Language disorder prevention tips.
The concept and contents of the program “I Learn How to Speak Correctly”. The program aims at creating pedagogic measures to provide preventive service to young children. The program consists of the following sections:
Section 1. Learn to develop your hands.
Section 2. Learn to think.
Section 3. Learn to understand words.
Section 4. Learn to speak.
Section 5. We teach the whole family.
Lesson 9. Development of fine motor skills as one of the ways to prevent reading and writing disorders at school age
Top five tips for supporting child’s advanced fine motor skills:
1) Handwriting practice – start with your child’s level of development;
2) Foster advanced fine motor skills through a range of activities;
3) Cursive writing;
4) Tracing lines and letters;
5) Drawing a person
Fine motor skills contribute to early reading development.
Handwriting Skills: Knowing letters of the alphabet. Visual perceptual skills. Visual motor skills. Following a sequence. Controlling the paper to stay within the lines. Letter formation.

Understanding left to right progression. Understanding top to bottom progression. Tracking the movement of the hand, pencil and paper. Crossing midline skills. Bilateral coordination skills. Fine motor skills including in-hand manipulation.

Importance of Fine Motor Skills & Handwriting.

**Lesson 10. The main activities of a speech therapist in the diagnosis, correction and prevention of speech disorders**

Speech-language pathologists (SLPs) work to prevent, assess, diagnose, and treat speech, language, social communication, cognitive-communication, and swallowing disorders in children and adults.


Skills required to be a successful speech therapist: compassion and empathy, being patient, active listening, good communication, teamwork, good organization, flexibility.

There was also homework offered to the students:

Choose any of these options and prepare your homework

Make up a task / an activity for speech or language aspects observation (diagnosing)

Prepare diagnostic material (pictures, test tasks, activities etc.), make the instruction and explain how to get the results of diagnostics

1. Pronouncing the sound []
2. Checking the vocabulary on the topic “…”
3. Checking the skills of making up sentences or a short story
4. Checking knowledge of grammar aspects: making singular-plural forms of a noun, using verb’s tense forms, adjectives, pronouns, adverbs etc.
5. Checking the skills of understanding and retelling the text
6. Checking oral speech skills (monologue)
7. Checking skills of making a dialogue and taking part in the dialogue
8. Checking reading skills
9. Checking writing skills (correct writing, types of mistakes)
10. Knowledge of idioms, phraseological units

The activity must include:
1) diagnostic material (pictures, charts, test); instruction for a child; activities, tasks; 2) description (for who is this or that test and activity); the aim and tasks for diagnostics the process; 3) how to analyze the results description of levels (high, average, low)

Here we present a quiz which students are going to complete in Moodle system:

*Quiz “Diagnosis and prevention of children’s speech disorders”*

Choose the correct variant of answer:

1. Which of these statements about students with communication and interaction difficulties is incorrect?
   A. They may find it difficult to follow instructions.
   B. They have problems expressing their ideas clearly.
   C. They often have a limited vocabulary.
   D. Working with a more able student can help them to participate more in lessons.
   E. They usually have excellent listening skills.

2. Children should not have a speech and language assessment before 18 months of age, because they can’t be assessed until they have a lot of words.
   A. True
   B. False

3. If a 3-year-old child is experiencing difficulties with speech and language, the best course of action is:
   A. wait to see if they outgrow it
   B. wait until they get to school where they can get help
   C. refer to tykeTALK for assessment and possible therapy
   D. helping the child at home will be sufficient for them to improve

4. At 24 months, children should: use 150-300 words, use two-word combinations (‘more cookie’), follow directions to put objects “on”, “in”, speak clearly enough to be understood about 2/3 of the time.
   A. True
   B. False

5. The most common sounds that will be difficult for children are: s, r, l, k, th.
   A. True
   B. False

6. Stuttering in very young children will always be outgrown by 4 years of age and should not be addressed with therapy. Therapy will draw attention to the problem and make it worse.
   A. True
   B. False

7. Which of the following terms means difficulty swallowing?
   A. Dysphagia
   B. Aphasia
C. Dysarthria
D. Apraxia
8. Teachers and parents are limited in what they can do to help because they are not trained in Speech / Language Pathologist.
   A. Unfortunately without the certification not much can be done
   B. Teachers and parents are crucial components in a child's development with a speech / language disorder
   C. Although they cannot be as helpful as a Speech / Language Pathologist they can do a lot to help
   D. None of the above
9. About what percent of children with disabilities have a speech or language disorder?
   A. 10%
   B. 20%
   C. 88%
10. Speech-Language Pathologists who work with young children provide help for a variety of problems, including:
    A. articulation
    B. language
    C. stuttering
    D. vocabulary development
    E. all of the above
Key: 1 – e, 2 – b, 3 – c, 4 – a, 5 – a, 6 – b, 7 – a, 8 – c, 9 – c, 10 – e
At the end of the course the students will be given a final paper. Here is a text of it:

**Final paper**
1. **Definitions (20 points, 20%)**
1.1. Put one of the words on its proper place

| tells us how well a test identifies those WITH language disorders or speech disorders. |

| tells us how well a test identifies those WITHOUT language disorders or speech disorders. |

Words: Sensitivity; Specificity

1.2. **What are the diagnostic criteria for speech delay?**
1.3. **What is the available test to diagnose speech disorder? Match**
1.4. What are at least 3 symptoms of dysarthria?

2. Assessment tests (40 points, 40%)
2.1. There are descriptions of activities. Write what language aspect (phonics, grammar, vocabulary) we can assess using them.
   • Create a list of words. Use a graded list, take words from a basal series, or pull words from content areas. __________________________________________
   • Composition tasks (requiring to write sentences or paragraphs correctly)
   • Letter-sound assessments, which assess a student’s ability to recognize the sounds of individual letters, and word family assessments, which evaluate a student's ability to identify patterns in words __________________________________________
   • Ask the student to read each word, use it in a sentence, explain the meaning, or provide a synonym or antonym __________________________________________
   • asking questions like “How many sounds do you hear in the word “bake”?"

2.2. Kids with Social Communication Disorder may exhibit a myriad of signs. What are they?

3. Speech therapy (40 points, 40%)
3.1. Stuttering is the most common type of disfluency. Write some symptoms of this disfluency.
3.2. Write an example of speech therapy activities which can help children who have stuttering

Conclusions. In the article we have shown and proved that the competence in diagnosis and prevention of children’s speech disorders should be a necessary part of future philologists’ professional training system.

We have worked out the syllabus and the programme of an optional course “Diagnosis and prevention of children’s speech disorders” as a part of future philologists’ professional training. This course is being provided from December 2023 to March 2024 in Israel, in Ben Gurion University of the Negev, Beer Sheva. 25 students of the Department of Foreign Literature and Linguistics took part in this course.

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The course’s content is:

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Part 2. The main aspects of preventing the speech disorders’ occurrence. Lesson 8. Prevention of children’s speech disorders’ occurrence in early and preschool age. Lesson 9. Development of fine motor skills as one of the ways to prevent reading and writing disorders at school age. Lesson 10. The main activities of a speech therapist in the diagnosis, correction and prevention of speech disorders

References:
Література: