

FORMATION OF PRE-SCHOOLERS' COMMUNICATIVE COMPETENCE IN THE CONDITIONS OF INCLUSIVE EDUCATION

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ABSTRACT

Aim. The goal of the study is to describe the teacher's corrective work on pre-schoolers' sound pronunciation that is developed according to the children's age, physiological and mental norms, and special educational needs.

Methods. Four children with special educational needs participated in this experimental study. We used the method of monitoring children's speech during various activities: play, household activity and teaching (during speech therapy classes and various types of practical language classes).

Results and conclusion. Age-related features of pre-schoolers' speech development have been identified in the study. The reasons and indicators of pre-schoolers' speech development disorders have been described, and the ways to overcome language disorders have been found. The experimental study tested the effectiveness of articulation exercises in working with children with special educational needs in an inclusive environment, the involvement of psychologists and children's parents to overcome speech disorders of pre-schoolers and the use of folklore texts.

Originality. In the experimental study we observed that riddles, proverbs, ditties, tongue twisters, fairy tales, lullabies, nursery rhymes, counting rhymes, and sayings are an effective means of phonetics and articulation work, during both the speech development classes and other classes as well as, during walks.

Key words: communicative competence, corrective work, folklore, inclusive education, language-didactic tools, pre-schooler

INTRODUCTION

Modern educational trends in Ukraine, in particular the introduction of the New Ukrainian school concept and the academic mobility of universities, are caused by the relevance of personality orientation, competence, activity, and axiological and cultural approaches as system constituents in scientific and educational spheres of the society. At the same time, inclusive education in both nursery and secondary schools is actively expanding.

Undoubtedly, those bases of educational training that are laid down at preschool age will determine the success of the child in further education and professional realisation in adult life. The next determinant at preschool age is the mastering of speech as a communicative need for social adaptation and as a means of mastering other types of educational activities.

LITERATURE REVIEW AND THEORETICAL BACKGROUND

The richer and the more correct the child's speech, the easier it is for them to express their thoughts, the wider their opportunities in cognition of the surrounding reality, the more meaningfully and fully they treat peers and adults, and the more actively their mental development is carried out (Agranovich, 2004; Arutiunova, 1976; Bielienska, 2015; Bohush, 2004; Chafe, 1975; Kalmykova, 2003, 2008; Kashe, 1972; Leont'ev, 2008). The outlined statement is a component of communicative competence, which belongs to the key competences for life in the 21st century (Tolochko, 2018).

Mark Vatuitniev was the first to introduce the term "communicative competence" in linguodidactics. The scholar defined communicative competence as the "(...) selection and implementation of the program of speech behaviour depending on a person's ability to navigate in communicative situations and classify situations depending on topics, tasks and communicative guidelines" (Vatuitniev, 1977, p. 38).

As competence is a quality acquired owing to situations through which we live as well as a reflection of our experience, we think that communicative competence can be formed with the help of its components, such as knowledge, skills, abilities, behavioural stereotypes and efforts (Dmytrenko et al., 2018).

The first notional quality of children's communicative competence development is considered to be sound pronunciation, the formation of which is quite a complex process, as a child is learning how to use their speech organs, how to comprehend the messages addressed to them, and how to control the speech of others and their own. However, this process is delayed for many children, which causes an obstacle to social adjustment. Provided that the child's mental and physiological development is typical, these speech disorders can be corrected with the participation of a teacher or a speech therapist, as well as with self-correction. If the child has special educational needs, the path to the normalisation of their speech is different. In particular, it may be enabled by the participation of a team of experts who use special technical didactic tools. At the same time, language-didactic tools can be common (we will try to prove this in this article through experimental research), both in teaching pre-schoolers who develop within their mental and physiological norm and children with special educational needs.

It should be mentioned that some shortcomings in sound pronunciation in the words of pre-schoolers are a natural physiological pattern, but

living conditions and upbringing significantly affect the development of the sound side of speech: favourable conditions accelerate it, while unfavourable ones – delay it. Speech disabilities are considered to be pathology up to the age of 4 when the formation of phonemic perception is completed. Purposeful speech therapy attempts to eliminate this problem beginning from this age. At the same time, for children with special educational needs, other norms for the development of speech have been established, and they depend on the type of children's pathology. There are many ways of remedying speech shortcomings (games, exercises, artistic works, etc.). Folklore is one of such means because, firstly, it is easily understandable for children; secondly, it has rhythmic melodies that are well assimilated by children; thirdly, it has a didactic and educational content formed by many generations of our ancestors; fourthly, it can be easily used by both professional teachers and pre-schoolers' parents.

Pre-schoolers' communicative-speech competence is a dynamic structure, an integrated component of pre-schoolers' personal development, the formation of which is influenced by various factors: emotional-volitional, cognitive, creative properties of the child's psyche, environment, personal experience, and culture. The ontogenesis of the pre-schooler's communicative-speech development is a multilevel system of mental growth signs of a child as a subject of communication and is manifested on the behavioural (conative), cognitive-linguistic, and personal levels.

Linguodidact Alla Bohush considers the concept of pre-schoolers' communicative competence in the context of the culture of speech communication, the formation of which involves solving the following tasks: 1) development of children's communicative skills according to each age period – emotional communication with adults, communication with peers, initiative communication with an interlocutor; 2) mastering polite forms of communication, development of speech etiquette; 3) speech formation; 4) formation of communication culture (Bohush, 2004).

An indicator of communicative competence is the child's ability to build their speech communication with other people, taking into consideration canons of phonetics, grammar, semantics, ethically valuable patterns of behaviour, and in nonverbal forms – universal ways of expressive behaviour (Poltorakina, 2021). At the same time, the manifestation of communicative competence is coherent speech which is marked by compositional and grammatical completion, meaningfulness, emotionality and a set of logically connected sentences.

Certain parameters of the language grammatical structure development according to age features are basic in the process of pre-schoolers' communicative and speech competence formation (Zhebrovskiy, 2014).

I period constitutes – making sentences represented by root words (from 1 month to 1 year and 10 months). This period includes two stages: 1) a one-word sentence; 2) a sentence with several root words. At this time children show almost no speech or there are only elements of speech: imitation

of speech elements (babbling), which are often accompanied by gestures and facial expressions. Pre-schoolers also use root words, distorting their pronunciation. Children usually reproduce one-syllable words. Children do not use word combinations at this level of speech development; they use only one-word sentences to talk about any event. Passive vocabulary is quite developed, whereas active vocabulary is rather poor. Children seem to understand the speech addressed to them but they cannot answer.

II period – is the time for mastering the grammatical structure of a sentence (from 1 year and 10 months to 3 years). This period includes three stages: 1) the formation of the first words (from 1 year and 10 months to 2 years and 1 month); 2) the use of inflectional linguistic system for the expression of syntactic links between words (from 2 years and 1 month to 2 years and 6 months); 3) mastering functional words to express syntactic relationships (from 2 years and 6 months to 3 years). During this period, children's speaking skills are much higher than those at the previous level; pre-schoolers communicate through constant but grossly impaired language forms. The use of different parts of speech is noticeable in their speech.

III period – comprises the further acquisition of morphological system (from 3 to 7 years). This level of speech development is characterised by qualitative changes in children's spoken speech: there are no gross lexical, grammatical or phonetic deviations. But as previously, there are substitutions of words in speech, in particular those which are close in meaning, distortion of the sound-syllabic structure of some words, and shortcomings in the pronunciation of the sounds which are most difficult to articulate. The sound side of children's speech differs significantly from the previous levels of development: blur and diffuse pronunciation of simple sounds disappear. Pronunciation defects refer to the sounds which are difficult to articulate. The syllabic structure of a word is reproduced correctly, but there is a violation of the sound structure of complex words with the coincidence of consonants.

In addition to speech indicators, the teacher must take into account the psychological characteristics of pre-schoolers.

Senior preschool age is very important for mental development because purposeful cognitive activity occupies the first place, during which significant changes in the mental sphere take place. Gradually, the leading place in the structure of cognitive processes begins to be occupied by thinking. The main line of thinking development is the transition from visually effective to visually figurative and therefore verbal thinking, which determines the intellectual activity.

The structure of senior preschool children's intellectual activity contains the following components: 1) motivational component, which is manifested in various types of activity; 2) regulatory component, which means the ability to plan, program and control mental activity; 3) operational component, which involves the presence of formed analysis and synthesis operations.

Speech development is closely related to the development of verbal-logical operations. Senior preschool children possess a significant stock of derived words. Based on the understanding and active use of this vocabulary, the ability to generalise and classify objects denoted by nouns is formed: animals are divided into wild and domestic, birds – into wintering and migratory, etc.

Gradual child's speech enrichment results in the broadening of their life experience, the complication of this activity, and communication with adults. With lexical and grammatical speech structure advances, such intellectual operations as comparison, generalisation, and classification become possible.

The dominant feature of this period of development is the improvement of language function in the process of verbal interaction, moved away from a particular situation, which leads to the emergence of complex language forms.

Perception is a purposeful and active intellectual process of forming images of the surrounding world. According to Alexander Zaporozhets (1972), the period of preschool childhood is the most favourable period for the development of perception because, under the influence of productive creative activity, a child is able to form complicated types of perceptual and intellectual actions after the analysis of perceived objects.

Children's perception becomes meaningful and differentiated. In the process of senior pre-schoolers' perception, the role of visual comparison and the processing of verbal material increases. Adequate perception of sensory events is crucial for the development of intellection operations.

Perception becomes a meaningful, intellectual process and enables one to penetrate deeper into the surroundings and to get to know more complicated aspects of reality. The development of memory, the main variety of which at preschool age is figurative, depends, first of all, on a child's perception.

At first, memory is involuntary, because the degree of memorising depends on the established visual connections, based on the characteristics of the child's personal experience. The development of memory at preschool age is characterised by a gradual transition from involuntary to voluntary memorising, the essence of which is the formation of regulatory components of mental activity and ways of memorising verbal material in accordance with intellection operations.

The outlined psycholinguistic peculiarities of pre-schoolers correspond to the age features of the children born and developing within their psychophysiological norm. Alongside such pre-schoolers, there are children who, because of various defects, need somewhat different educational training that is inclusive education.

In the official documents of Ukraine on the integration of inclusion in the preschool educational process (Concept for the development of inclusive education (Order of the Ministry of Education and Science of Ukraine

(MES of Ukraine) from 1 October 2010 No 912; Letter of the MES of Ukraine "On the organization of inclusive groups activity in nursery schools" from 13 November 2018, etc.) the conditions of educational work with the children with special educational needs, functions of the teacher and his or her assistants are defined and the factors of this integration are described.

It is worth mentioning that there is no unified position concerning the introduction of inclusive education in the preschool process among teachers and parents of children with special needs. It is caused by such factors as insufficient psychological readiness of the children with normative development and their parents to accept adequately children with special needs; partial material preparedness of classrooms (equipment, availability of necessary didactic materials, etc.) to work with children special needs; lack of staffing the teachers by assistants with appropriate qualifications.

It should be noted that the process of integration of inclusive education is the world practice (Halinen & Järvinen, 2008; Zhu et al., 2019), but Ukraine makes only the first steps in the realisation of inclusive education which require considerable research and long-term and thorough implementation. In addition, speech disorders of the children with normative development at preschool age have the same manifestation as of the children with special needs; the difference is in the nature of the origin of such deviations. Thus, the methodical work of the educator involves an organic combination of forms of corrective influence on both children with normative development who have "temporary" speech disorders, and on children with special educational needs that are in the same learning environment with other pre-schoolers.

Defective speaking activity makes an imprint on the formation of children's sensory, intellectual, and affective-volitional spheres; there is a lack of stability of attention. With relatively developed semantic memory, children have reduced verbal memory, and memory productivity suffers: they forget complex instructions, elements and sequences of tasks (Zhukova, 2000).

With relatively preserved semantic and logical memory, the children with speech pathology have markedly reduced amount of memorising and their rate of sound pronunciation formation is slowed down. Pre-schoolers have difficulty perceiving complex instructions, when there is a change in the sequence of exercises; they often repeat the same features in the description of objects or pictures. Children's memory is characterised by long-term memorisation and rapid forgetting, that is children have difficulty in reproducing previously learned material, which is combined with the insufficient development of cognitive activity.

Naturally, at senior preschool age, children usually have formed visual-active, visual-spatial and elements of verbal and logical thinking. However, children with speech disorders are unable to think visual-spatially to master intellectual operations. Without specially organised training, it is difficult for them to master intellectual operations: analysis, synthesis and

comparison.

In addition, such children demonstrate delayed development of the motor sphere, which is manifested in the difficulties with performing movements according to verbal instructions, especially in reproducing the sequence of motor acts, chains (the order of movements may be violated, one of the components of the series may be missed, unformed skills of self-control may be manifested when performing the task). A significant number of pre-schoolers lack coordination, children appear to be motorically awkward, especially in walking, running and moving to music, and they are characterised by increased motor exhaustion, and reduced motor memory and attention.

At the same time, such children demonstrate peculiarities in the development of facial muscles. They have great difficulties in performing involuntary movements: accompanying movements are noticeable in an attempt to perform spontaneous movements (the participation of forehead, cheeks or lips muscles).

There exists an insufficient level of hands fine motor skills development, especially in the performance of fine motions (for example, when locking and unlocking zippers, buttoning up and unbuttoning, tying and untying laces etc.).

In addition, there are also clinical characteristics of children with speech disorders:

- in uncomplicated versions, clearly marked violations are imperceptible at once;
- in complicated versions, the speech defect is combined with a number of neurological and psychopathological syndromes;
- serious and steady underdevelopment is caused by organic damage to brain speech areas.

Children with normal auditory perception and preserved intelligence have a specific manifestation of speech abnormality, in which the formation of such main components of the speech system as vocabulary, grammar, and phonetics is violated or lags behind the norm. Deviations in semantic, phonemic and orthoepic speech levels are typical (Filicheva et al., 1989).

Thus, it is necessary to identify the cause of speech disorders and characterise a child's speech with the participation of a speech therapist to study the nature of speech disorders, determine their specifics, and choose the right way of corrective influence. If speech disorders are caused by insufficient parents' attention or pre-schooler's age peculiarities, they should be corrected by methods and technologies aimed at pre-schoolers' speech correction. If speech disorders are the result of physiological and mental problems in a child's development (speaking about children with special educational needs), the participation of a speech therapist, paediatrician or psychologist is essential in the corrective work.

We have chosen folklore texts as a means of correcting the speech of pre-schoolers. Since, as Bohush remarks, the works of oral folk art are "easy

to imitate, at the same time introduce the child to the world of adult life, adjoin to the original national and spiritual values, traditions, customs" (Bohush, 2004, p. 202). Since the first days of an infant's life, when a child hears the mother's voice, it is recommended to pronounce the sounds of the native language by singing lullabies and telling riddles, nursery rhymes, counting rhymes and later proverbs and sayings. Bohush suggests using a great variety of folklore texts at this age, as they have a positive psycho-emotional impact on the infant.

METHODS

Participants

Four children with special educational needs participated in this experimental study. These children studied together with normally developing children. Assisted by a psychologist, a speech therapist and another teacher-educator, we were able to approach these children individually.

Within the ascertaining experiment, the study of the oral speech of senior pre-schoolers with intellectual disabilities was conducted.

The goal of this stage of the experiment was to study the state of oral speech of senior preschool children with intellectual disabilities.

Objectives:

- to carry out the study of the oral speech of senior pre-schoolers with intellectual disabilities;
- to present a qualitative and quantitative analysis of senior pre-schoolers' stories;
- to discover and analyse the features of the speech of senior preschool children with intellectual disabilities.

Psychological and educational characteristics of the children who participated in the ascertaining stage of the experiment are presented below.

Oleksandra K. (6 years old). The girl is physically developed, but experiences difficulties in the general coordination of movements, which are characterised by insufficient arbitrariness. Fine motor skills are insufficiently developed, and difficulties in performing finger-type exercises are observed. She perceives familiar objects and learns their images. Oleksandra memorises some external features of the object, but cannot verbally convey them. She experiences difficulties while solving a problem situation that requires the establishment of causal relationships. Her active vocabulary is poor; understanding of the language addressed to her is limited by the words of the nearest surrounding. The activity pace is slow, distraction is noticeable, and the interest in the proposed tasks is unstable. The idea of the game and logical sequence in the chain of actions is missing. She actively interacts with peers and adults, responds adequately to encouragement and rejoices, but is indifferent to remarks, and is not eager to correct mistakes.

Oleksiy B. (6 years old). General motor skills and coordination of movements are not broken. Some inaccuracy is noticeable in the movements of the fingers with small objects. The child is focused and active in the first half of the lesson, and fatigue and distraction appear in the second half. Short-term memory predominates and he memorises better when based on visual material. The boy distinguishes basic colours, shapes, sizes, as well as the seasons and their sequence. He is able to correlate the months with the seasons; can determine the time of day using a visual aid; understands the content of the proposed tasks; has difficulty defining spatial concepts; possesses vocabulary within the household level; performs basic instructions, dominated by a simple common phrase; plays with peers and shows initiative in communication. There is interest in toys. He does not always understand the content of the game offered to him. He fulfils the requirements of an adult and gladly accepts help. The reaction to the praise and remarks is adequate.

Polina B. (5 years old). The child is physically developed, but some awkwardness of movements is noticeable; the movements of the fingers are insufficiently formed. There is a low level of voluntary attention. One can observe increased distraction. Visual memory is better developed than auditory. Memorisation is slow and weak. She knows several colours and can group small objects within two by colour and size. She has difficulties in recognising and naming the seasons, she is not oriented in the time of day and spatial relations. Her vocabulary is limited at the household level. She answers questions briefly and performs basic instructions. The girl uses simple phrases. Polina is friendly and makes contact easily. She plays with peers in a group and shows interest in toys, but the game does not contain a specific idea. She does not understand the rules of the game the first time. Her behaviour for praise and remarks is adequate, but she does not want to correct mistakes, and she is happy when the teacher offers her help.

Artem P. (5 years old). His physical development corresponds to his age; the pace of movements is accelerated and motorically awkward. The boy demonstrates systematic obsessive movements of the fingers, and an inaccurate switching of movements. He is inattentive and cannot concentrate for a long time. Spontaneous attention prevails. Artem memorises random features and concentrates on minor objects. He knows some colours (red, yellow, blue). The boy is able to distinguish, according to the verbal description of the teacher, a geometric figure (square, circle). His temporary ideas are not formed well enough, he cannot convey them verbally, and understands the essence of spatial relations at a low level. He does not always understand the language addressed to him, his vocabulary is limited, and the phrases are simple. The answers to the teacher's questions are also simple; his speech is characterised by the presence of language stamps. He lacks the initiative in interaction with others and negativism prevails. He hardly communicates with his peers; the child is easily upset and holds grudges. He plays alone and uses the same toys which he does not want

to share. The boy is emotionally passive and shows anxiety in regard to remarks and failures; he begins to perform finger movements, staggers the body, and may become less willing to take part in the activities or refuse to do the task. He is easily distracted by foreign objects and quickly becomes exhausted.

The ascertaining stage of the study was based on the elements of the standardised methodology "Formation of coherent speech of preschool children with intellectual disabilities". The experimental study was conducted during the 2018–2019 and 2019–2020 academic years.

Apparatus and materials

We used the method of monitoring children's speech in the process of conducting various activities: play, household activity and teaching (during speech therapy classes and various types of practical classes, i.e. educational language classes).

Procedure

The experimental study included identifying and rethinking research problems; formulation of hypotheses and proposing solutions; data collection, their organisation and evaluation; statistical calculations and formulation of conclusions; checking the conclusions to determine whether they correspond to the formulated hypotheses.

THEORETICAL STUDY RESULTS

We carried out the acquaintance with small genres of folklore in ordinary and inclusive groups in the following way:

- by means of specially organised training: during the speech development classes, classes in drawing, modelling, design, music, physical education, familiarisation with the environment and nature;
- by means of joint activities with children: observation, game, individual work.

The difference was that in the inclusive group the classroom was set up taking into account the educational needs of the pre-schoolers, we selected the support team in accordance with the legal regulations of the MES of Ukraine on inclusive education in nursery schools.

Depending on the level of the formation of sound pronunciation skills, we determined the main directions of speech therapy work during classes with ordinary and inclusive groups:

- the development of attention, memory and phonemic perception;
- preparatory articulatory exercises for the development of speech organs mobility;
- the elimination of incorrect sound pronunciation;
- coherent speech formation.

The study of children's speech was based on the following criteria: the level of lexical, grammatical, phonetic and phonological skills formation, as well as skills of comprehension and independent production of the text. These criteria allowed us to obtain a holistic picture of speech development and a detailed descriptive characteristic of separate parts of speech mechanism for children with special educational needs aged from 4 to 6.

At the same time, we tried to facilitate the development of attention, memory and phonemic perception by introducing special games and exercises, at first on the material of non-language sounds, gradually covering all the language sounds, that exist in the sound system (from the sounds already mastered by children to those which are only trained and introduced into independent speech).

We conducted articulation exercises to form clear articulation skills necessary for the correct pronunciation of sounds. As a rule, it is necessary to train the child in those movements which are violated, and those which will be used for specific sounds training (Bohdanova et al., 2003).

Corrective classes lasted from 15 to 20 minutes. Speech exercises (riddles, proverbs, ditties, tongue twisters, etc.) were used at different stages of the class in order to improve the psychological mood, introduce the subject, characteristics of sounds, and automation (differentiation) in syllables and words. Children's attention was drawn to the volume and tempo of speech, the clarity of pronunciation of words (phrases), and the correct pronunciation of sounds.

Classes were designed so that the children could practice the correct pronunciation of complicated sounds, first separately and then in coherent speech, learned to change the volume of voice and the tempo of speech at the right time and to use interrogative, narrative, motivating and exclamatory intonations. These skills are needed to build a coherent statement. During the classes, children were also asked to pronounce short rhyming texts not only clearly and distinctly but also with various degrees of volume (in a whisper, quietly, loudly) and at different tempos (slowly, moderately, and quickly).

Particular attention in the speech therapy classes was paid to the use of tongue twisters and ditties, which contribute to the formation of clear pronunciation and the ability to use intonation means of expression. The methodology of working with a tongue twister is that it is pronounced by the teacher first and the children listen attentively. Then they repeat the tongue twister very slowly, but not in syllables, gradually accelerating the tempo. We tried to choose tongue twisters and ditties for the classes so that they were as saturated with as many different sounds as possible.

Interesting opportunities are provided by working with counting rhymes, which are short rhyme verses used by children to determine the leader or the distribution of roles in the game. Competitions in the pronunciation of counting rhymes develop children's artistry, make them learn more verses and thus develop memory and a sense of rhythm.

The use of riddles during classes helps to enrich and activate the vocabulary; they may become source material for acquaintance with the surrounding world. While working with riddles, a significant amount of time is devoted to the process of guessing: children have to compare different and at the same time, similar objects in turns, single out similar features, group and, excluding wrong answers, find the answer to a riddle, reflecting it in the speech. To guess the riddle, children perform the following operations: singling out features of an unknown object mentioned in the riddle (analysis); comparison and combination of these features to identify possible links between them (synthesis); singling out connections to guess a riddle (inference).

Sometimes only one feature necessary to guess a riddle is a conjecture. But to prove the correctness of the answer to a riddle, a detailed, consistently expanded logical reasoning has to occur. In order to encourage children to do it, it is cleared up during classes what way they used guessing a riddle. To do this, pre-schoolers are offered to answer the questions: "How did you guess? Why did you decide so?" Owing to their age peculiarities, children begin to explain the answer to a riddle immediately, which was later confirmed by naming the features of the object.

In addition to conducting classes, we professionally interacted with a psychologist, music teachers, and educators who also used works of children's folklore in their work. We also worked with pre-schoolers' parents to study the individual characteristics of children, especially from the inclusive group. We recommended the parents perform articulation exercises daily to enable the development of clear articulation movements.

Table 1
Criteria and levels of preschoolers' speech development

<i>Speech evaluation criteria</i>	<i>High level (4 points)</i>	<i>Middle level (3 points)</i>	<i>Sufficient level (2 points)</i>	<i>Low level (1 point)</i>
Lexical and grammatical mistakes	The speech reflects the main features of an object,	The speech is informative, distinguished by logical completeness;	The speech is produced with the help of some leading questions, it is not informative enough,	The speech is produced with the help of repeated leading questions, indications concerning the details of the subject.
Use of adjectives	indicates its functions or purpose, follows a logical sequence in the description of the features of the object.	it reflects most of the basic properties and qualities of the object.	some essential features of the object are not reflected.	Many of its essential properties and characteristics are not reflected. It lacks any logically determined sequence of the narration.
Pauses				
Omission of words, prepositions, conjunctions				
Word order violation				
Violation of logic				

Source: own research.

As a result of the study, comparative results of the ascertaining and control stages of the study aimed at revealing the level of formation of oral descriptive speech of pre-schoolers with intellectual disabilities have been presented.

The diagram presented below shows the difference in the efficiency of performing the tasks (see Fig.1).

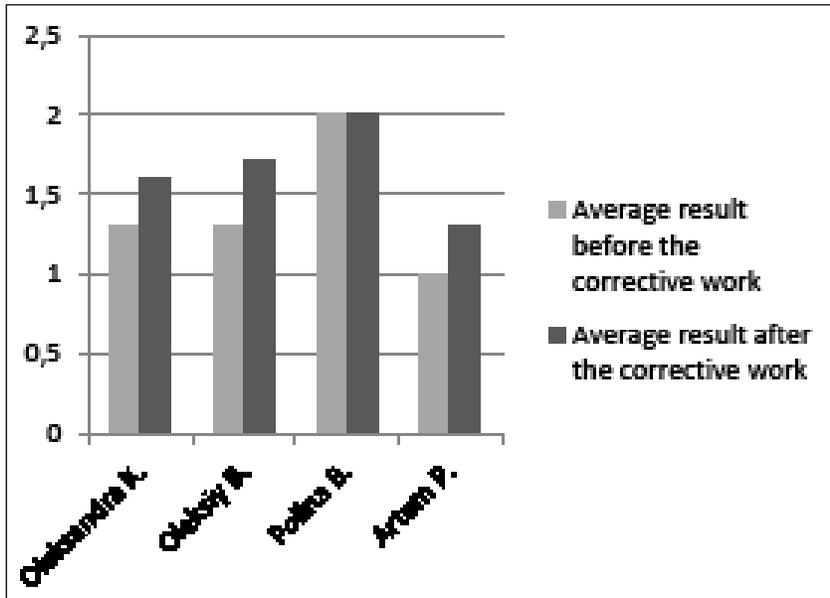


Fig.1. Speech development of pre-schoolers before and after the experiment.

Source: own research.

In general, speech therapy work in the correction of sound pronunciation disorders included the improvement of auditory attention, memory, and phonemic perception; development of mobility of articulatory apparatus organs; elimination of incorrect pronunciation. The main forms of work were games, conversations, simulation situations, walks, theatrical performances and others. We selected folklore works on the principles of accessibility for children, curiosity, didactic ability, ethnography, etc.

Altogether, the programme which we implemented led to an increase in the levels of communicative competence formation of senior pre-schoolers, and helped to increase the level of their motivation in the course of educational activities. At the same time, this programme is effective for correcting the speech of pre-schoolers, as the quality of children's speech has increased significantly.

CONCLUSION

The formation of pre-schoolers' communicative competence in the conditions of inclusive education differs by the mechanism of interaction with children, methods of work and pace of the educational process. At the same time, linguistic and didactic material (i.e. folk texts) for the formation of communicative competence during the work is the same for children with normative development and for children with special educational needs. It should be noted that the formation of communicative competence in the conditions of inclusive education has a corrective direction.

The necessary condition for successful correction is an early detection of pre-schoolers' phonetic and phonemic speech underdevelopment. In the future, it will help them prevent incompetence in writing and psychological difficulties of adaptation to the team.

To implement corrective work, we used traditional and non-traditional language-didactic technologies: speech therapy gymnastics, games, conversations, imitation situations, walks, theatrical performances, fairy tale therapy, Gianni Rodari's "fantasy binomial", art therapy, laughter therapy, mnemonics and others. We constantly worked on the hands fine motor skills development as one of the dominant ways of speech development in general at modelling classes, during walks, and games. According to the results of our experimental research, folklore works showed high language-didactic level in the corrective work of pre-schoolers' sound pronunciation.

Phonetics and articulation levels of children with normative development considerably increased after introducing the system of methods and technologies (at the diagnostic stage of the experiment only 30% of children possessed normative sound pronunciation, after experimental work 70% of children pronounced sounds correctly and stressed words). We noticed the following changes after the application of corrective methods and technologies based on the material of folklore for children from the inclusive group: a more stable emotional state, a positive attitude towards others, and an increased interest in learning. Regarding the phonetics and articulation level of their communicative competence, we found out the following indicators: before the experiment 5% of children showed normative speech for their psycho-physiological state, whereas after the experiment the speech of 25% of children corresponded to their phonetics and articulation norm.

At the same time, all the technologies were aimed at the formation of a child's sense of full value, determination, and awareness of the importance of his or her position and values.

The prospects for further study consist of identifying effective technologies for pre-schoolers' sound pronunciation correction in accordance with the of pre-schoolers' psycho-physiological underdevelopment, as well as language-didactic expediency of using other tools, including poetry.

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