ABOUT SOME REASONS OF DELAYED SPEECH DEVELOPMENT

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The practice of recent years shows a tendency of increasing numbers of visits to a speech therapist. Parents complain about the lack of speech of their children from 1.5 to 4 years old. Most of these children, who were examined by SLPs, have normal hearing and intelligence.

The problem of non-speaking children may have several reasons and be caused by primary pathology. So, the article describes a group of non-speaking children with normal physiological hearing and non-verbal intelligence without gross pathology of the articulatory apparatus.

The result of examination of this group of children shows that the lack of ability to establish communication using verbal means is on the first place.

So, during the initial examination of children from 1.5 to 4 years old in children policlinic (Berdyansk Territorial Medical Association) in 2018 we found out that 30% (80 people) of all (269 people) had a delayed speech. In 2019 the percentage of children, whose speech development corresponded to the age and children with speech delay changed. Thus, the number of children with speech delay has increased to 35.3% (232 people were tested).

We found out 2 etiological factors, which are the reasons for the lack of speech. Firstly, it is an absence or reduced level of speaking motivation. The second factor can limits the child’s ability to speech production and also is known as dyspraxia.

It should be mentioned, that in some cases the lack of speech can be caused by 2 factors simultaneously. A group of children has a low level of motivation to speaking with some symptoms of dyspraxia.

If a lack of speech is caused by these 2 reasons, only correctional classes with SLP and revising at home with parents will lead to success. These actions must restore balance between using verbal and non-verbal means of communication in children’s speech.

We constantly hear on TV and in society about the need to visit SLP in early childhood.

It must be emphasized, that the number of referrals from another doctors and self-appeals to SLP increases every year.

This helps to diagnose the problem as early as it could be and provide the correction of speech and associated disorders. It also gives an opportunity to use preventive measures in advance and educate parents.
However, the tendency of increasing the number of speech disorders (including all of the above) indicates an insufficient level of parents' awareness about the standards of speech development.

A guarantee of early detection of violations and, as a result, determination of the most optimal way of correction include an active participation in child's life, timely referral to a speech therapist and the implementation of all specialist's recommendations.

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E-LEARNING TECHNOLOGIES FOR LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

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During the past several decades significant changes are occurring to new scientific discoveries, globalization and informatization as well as to learning theory. There is no denying that our contemporary world is regarded as the age of cutting-edge digital technologies and innovation in teaching. Such innovations change our lifestyle, ways of communication, way of thinking and feeling. And furthermore, applying innovations to all aspects and spheres of our modern life modifies social behavior.

Nowadays, there are also sufficient flexibility in teaching. Pedagogical innovation is a unique phenomenon that carries in itself essence, methods, techniques and content of the new. Fundamental is the assumption that learning communities suggests a shift of focus from teaching to learning.

At the same time advanced technology has become both fundamental and significant part of our modern society and present-day educational space. In this response teaching by information and communication technology tools provides new opportunities for teachers. The above mentioned tools and techniques allow tutors to utilize state-of-the-art methodologies in the classroom. And the idea that «Height school management processes also benefit from opportunities provided by ICT» is not in dispute [3]. We also concur with the view that «Pedagogical innovations are focused on searching new and adequate mechanism to actualize special potential» [1]

As is known, there are lots of literature on this problem (Voronina, 2013; Betsko, 2012; Bihych; 2012; Carvalho, & Aguiar, 2014; Cebeci, 2006; Clothey, & Schmitt, 2008; Grytsyk, 2015; Danyliuk, 2014; Degtyaryova, 2019; Dragunova,