

**PSYCHOLOGICAL AND LINGUISTIC ASPECTS OF REASONING FORMATION IN SENIOR PRESCHOOL CHILDREN WITH GENERALISED SPEECH IMPAIRMENT: AN ANALYSIS OF MODERN RESEARCH**

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**Relevance.** The development and modernisation of society, science and education have led to new challenges in the formation of a holistic personality. Modern society requires from a person not only technical skills, but also creative, rational and deliberate abilities to prove his/her own opinion. The study of the development of children's speech has always attracted the attention of scientists in various fields. The multidimensional study of the state and identification of the peculiarities of the speech readiness of children of the senior preschool age is studied in particular in the linguistic, psychological and physiological sense. From the linguistic point of view, we analyse the acquisition of vocabulary, grammar, phonetics and intonation. In the psychological context, we study speech as a component of the psyche, as speech activity is central to the process of mental development. In psycholinguistics, speech activity is considered as a mental activity that includes the stages of perception, understanding and production of speech.

Mastering the mother tongue and the skills to use it in preschool age is an extremely important stage for a child, as mastering all the norms determines success in the comprehensive development of the individual. An insufficient level of speech competence in older preschool children can have a negative impact on further schooling. Speech activity helps a child to develop thinking, including analysis, synthesis, comparison, abstraction, generalisation and classification. The formation of the ability of senior preschool children to create reasoning stories is undoubtedly related to intellectual abilities, the development of verbal and logical thinking, operational mental memory and cognitive activity of the child. Reasoning is considered as a functional and semantic type of coherent speech in children of senior preschool age and is an important prerequisite for mastering school learning and contributes to the overall development and successful adaptation in society.

**Degree of research.** The scientific works of classical and modern researchers highlight the issues of forming the ability to logically build their own stories-reflections in children of senior preschool age in various aspects: psychological (T. Ahutina, L. Vygotsky, D. Elkonin, G. Leushyna, O. Luria, G. Lublinska, T. Pirozhenko, S. Rubinstein, I. Sokhin), linguistic (I. Zimnia, L. Kalmykova, O. Leontiev, O. Shakhnarovych) and linguodactic (A. Bogush, M. Vashulenko, N. Havrysh, T. Donchenko, L. Kalmykova, T. Ladyzhenska, K. Krutii, O. Savchyn, L. Palamar). The study of the problem of reasoning development as a speech category remains insufficiently studied, especially taking into account children with generalised underdevelopment of speech, hereinafter referred to as GSD.

**The purpose** of the study is to systematise and generalise theoretical approaches to the problem of developing reasoning skills in senior preschool children. The analysis of scientific and methodological literature shows that the issue of the formation of children with generalised speech impairment of the third level of ability to build stories-reasoning taking into account the logical and structural aspect of the statement is extremely relevant and little studied.

**Results of the study.** Childhood determines the basis for the future development of the individual, and speech development is one of the key components of this process. The acquisition of speech skills is a complex and multifaceted process that is closely related to the child's cognitive development and is critical for further learning and social adaptation.

According to scholar I. Melnyk, reasoning is, first of all, the highest form of speech that goes beyond simple phrases and is expressed in complete statements. In this process, language, thinking and speech are united. As a functional and semantic type of speech, reasoning acts as a means of communication. One of the key linguistic characteristics of reasoning is the identification of cause and effect relationships and their expression [4].

According to N. Kharchenko, considering "reasoning" from a psycholinguistic point of view, it can be noted that it is a process that takes place in separate parts of the hemispheres and generates speech statements. It begins with a motive or stimulus that activates the speech process, as well as a general idea that needs to be expressed. The next stage is internal speech, which is a process of reflection on the idea and the formation of speech constructions. After the internal processing of the idea, external speech is made, which includes the use of language units and structures to express thoughts. This statement has its own linguistic features, such as a structure with a thesis, arguments and conclusions, as well as the use of conjunctions and connecting words to express cause and effect [3].

The authors (G. Bilichenko, O. Mikheeva, V. Borovyk) state that children usually use the same syntactic structures in their reasoning stories. In addition, the process of reasoning as a linguistic phenomenon is no longer expressed in a single sentence, but in a complex syntactic structure that includes a complex semantic association between objects in action-reality and their corresponding semantic relations with other objects. Scientists also note that the effective formation of reasoning ability of senior preschool children requires a number of optimal conditions and a number of special methodological principles for the implementation of each of them [2].

The development of coherent speech is complicated when a child has speech disorders, especially systemic ones, which include generalised underdevelopment of speech. Many researchers have analysed generalised underdevelopment of speech (GUS) in terms of its causality and mechanisms. Among them are the works of T. Ahutina, N. Zhukova, R. Levina, O. Mastiukova, E. Sobotovych, V. Tyshchenko, L. Trofimenko, N. Traugott. In modern education, the issue of speech and thinking development in senior preschool children with generalised underdevelopment of the third level of speech is gaining special attention and relevance.

L. Andrusyshina believes that intellectual readiness for learning activities involves the development of various mental operations in a child, of which the operation of classification is of particular importance. The ability to group objects by categorical features indicates a restructuring of the child's entire thinking and marks the transition to a new qualitative stage of development. This process leads to the systematisation of knowledge about the properties and characteristics of objects and phenomena of the surrounding reality, the ability to manipulate concepts with a complex hierarchical structure (genus, species) and to make simple inductive and deductive inferences. Mastery of classification skills has a significant impact on the development of a child's speech, in particular on its linguistic component [1].

T. Shvaliuk, points out that one of the primary requirements for the development of reasoning skills is to create a meaningful dialogue between the teacher and the child and between children. During communication, it is necessary to create situations that require solving specific issues, as well as to encourage children to use explanatory and evidential speech [5].

**Conclusions.** Thus, reasoning is an important tool for understanding the world around us, making independent decisions, and communicating with society. It is a process that involves analysing, combining, comparing, generalising and classifying information. The formation of coherent statements such as reasoning in older preschool children allows them to draw conclusions, predict, explain and make informed decisions.

Despite the availability of scientific research in the national theoretical and methodological literature, the issue of development and interconnection of speech and thinking functions in senior preschool children with general underdevelopment of speech, which contributes to the formation of reasoning, still remains insufficiently studied. In the modern education system, this problem is relevant, which gives grounds for additional research and deeper disclosure of this issue.

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