

УДК 376.37

ОСОБЕННОСТИ ПРОЯВЛЕНИЯ РЕГУЛЯТОРНОЙ ДИЗОРФОГРАФИИ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

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Аннотация

В данной статье раскрываются представления о дизорфографии на современном этапе развития логопедии. Выявляются особенности проявления регуляторной дизорфографии у детей младшего школьного возраста. Данное исследование позволяет определить эффективные методы помощи детям с данной проблемой, а также способствует пониманию механизмов ее возникновения. Статья может быть полезна для разработки индивидуальных программ коррекции, что повысит шансы детей на успешное преодоление трудностей в овладении письменной речью. Данная статья также может быть использована родителями школьников для ознакомления с причинами и механизмами регуляторной дизорфографии.

Ключевые слова: дизорфография, орфографический навык, регуляторные функции, учебная деятельность.

PECULIARITIES OF MANIFESTATION OF REGULATORY DYSORPHOGRAPHY IN PRIMARY SCHOOL CHILDREN

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ABSTRACT

This article reveals the ideas about dysorphography at the present stage of speech therapy development. The peculiarities of the manifestation of regulatory dysorphography in children of primary school age are revealed. This research allows to define effective methods of help to children with this problem, and also promotes understanding of mechanisms of its occurrence. The article can be useful for the development of individual correction programmes, which will increase the chances of children to successfully overcome difficulties in mastering written speech. This article can also be used by parents of school children to familiarise themselves with the causes and mechanisms of regulatory dysorphography.

Keywords: dysorthography, orthographic skill, regulatory functions, learning activity.

For the last 10 years the number of children who have difficulties in mastering the programme of primary general education in Russian language has significantly increased. According to R.I. Lalaeva, L.G. Solovieva, L.A. Paramonova, I.V. Prischepova, the prevalence of dysorthographic errors in children is about 30-90% [6, 7, 8, 9].

The causes and symptomatology of dysorthography have not received enough attention until recently, as dysorthography has been studied within the framework of dysgraphia and as a 'learning problem' [5].

However, in recent years, many scientific works have appeared in which the problem of dysorthography is presented most fully. Thus, according to O.I. Azova and I.V. Prischepova, dysorthography is characterised by 'persistent unformed assimilation of orthographic knowledge, skills and abilities'. The authors consider its main manifestations to be the incorrect spelling of vowels in the root position, unpronounced consonants, doubled consonants, paired consonants, vocabulary words, traditional combinations [1, 8].

When analysing students' written work, difficulties in mastering and applying the rules of the Russian language are noted. Pupils make the greatest number of errors when spelling the tested stressless vowels in the root, when reproducing words with unchecked spelling in the root, in cases of word transfer, as well as when writing an uppercase letter in proper names. A comprehensive speech therapy examination and analysis of errors encountered in pupils' written work allows us to determine the origin of these difficulties and errors [8].

Dysorthography is primarily associated with the violation of the morphological principle of Russian orthography, which implies the constant letter designation of morphemes (roots, suffixes, flexions, prefixes) regardless of their sound in a word. Formation of lexico-grammatical competence, word-formation analysis, and meta-linguistic skills allows pupils to successfully master the rules of the Russian language that are subordinate to the morphological principle of orthography [1, 6, 7, 8].

Such errors include:

- 1) errors of writing the tested stressless vowel in the root of a word;
- 2) errors in writing the tested paired consonants;
- 3) errors in writing the tested unpronounced consonants;
- 4) errors in writing prefixes;
- 5) errors in writing suffixes;
- 6) errors reflecting the violation of mastering the uniform writing of endings [4].

In addition, in the written works of pupils with dysorthographia there is a large number of errors on rules that obey the traditional principle of Russian orthography, which implies such a spelling of a word that has developed in the history of writing development and cannot be explained by the phonetic or morphological principle of spelling.

Such errors include:

- 1) incorrect spelling of traditional combinations;
- 2) mistakes in writing dictionary words;
- 3) spelling of doubled consonants;
- 4) incorrect spelling of prepositions;
- 5) lack of capitalisation in proper names [4].

Also the errors indicating the presence of dysorthography include:

- 1) errors caused by violation of spelling of words subordinate to the grammatical principle;

2) errors caused by the violation of mastering the rules subordinated to the syllabic-morphemic principle of writing: incorrect word transfer;

3) errors caused by the violation of mastering the rules subordinated to the lexicological principle of writing: fusion of a word with the preceding or following part of speech, fusion of two words, separate spelling of one word;

4) errors caused by violation of the spelling of words subordinated to the phonetic principle of writing: incorrect spelling of prefixes [4].

In addition to difficulties in mastering and applying spelling rules, inaccurate command of terms, numerous writing errors and difficulties in updating and generalising learned rules, students often have difficulties in organising learning activities. This manifests itself in the incorrect distribution of activities and actions in time, lack of goal setting, purposeful fulfilment of learning tasks, as well as control, evaluation and reflection of their actions. Pupils experiencing such difficulties are diagnosed with regulatory dysmorphography [3].

Students with regulatory dysmorphography often have a history of perinatal and early developmental complications, somatic disorders, primary speech disorders in preschool age and secondary speech disorders. They are characterised by immaturity, disequilibrium and pathological inertness of excitation and inhibition processes, as well as instability of activity of cortical-stem regulatory systems of the brain. This is manifested in difficulties in switching and in fluctuations in the functioning of higher mental functions, including speech [2].

Investigating the level of formation of components of learning activity in schoolchildren with regulatory dysmorphography, the authors note the heterogeneity of the group of students. Some children were characterised by difficulties in concentration and unstable motives, but they understood the instruction correctly and kept it until the end of the task. Another subgroup of learners was characterised by indifference to new material and the use of the most accessible instructions. However, all students with dysmorphography did not finish what they had started, did not ask for help from the teacher or classmates, and remained indifferent to the results of their work. Immediately after the signal to stop work, they lost interest in the tasks and did not try to correct mistakes. The above features indicate that children with regulatory dysmorphography lack the motivational component of learning activity, learning actions, as well as the operations of control and evaluation of their actions [2].

The peculiarity of learning activity in junior schoolchildren with dysmorphography requires the organisation of remedial and speech therapy training, in the process of which special attention should be paid to the formation of learning motivation, skills of goal-setting, organisation, planning, control and evaluation of their actions. The formation of these components of learning activity and their application in the process of solving spelling problems will help to overcome this disorder and, in addition, prevent the formation of children's negative attitude to learning.

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