

LANGUAGE, CULTURE, COMMUNICATION**PECULIARITIES OF CHILDREN'S WITH SPECIAL LIGHTING
NEEDS SPEAKING DEVELOPMENT AT WAR TIME****Liudmyla Chernichenko**

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Summary

The article is devoted to the problem of the influence of military actions in Ukraine on the speech development of preschool children. In the countries where military operations are conducted, there are a large number of children with disorders of speech development who need special conditions of education and upbringing. Today, the issue of providing special assistance to such children is very relevant.

The analysis of the practice of special education shows that insufficient attention is paid to the implementation of the use of correctional and developmental methods, therefore the need to study the theoretical and experimental features of innovative correctional and developmental methods, the psychological and pedagogical significance of the given problem determined the choice of the research topic.

The problems of identifying the potential opportunities of such children, adapting them to life acquire great social significance. The article highlights the problem that at the time of active military operations in Ukraine, practicing teachers feel a lack of potential opportunities to overcome educational losses among children. In this regard, it is necessary to develop and use innovative methods and comprehensive works covering all spheres of the child's personality. In special pedagogy, there is an active search for the safest and most optimal conditions for the organization of an educational and corrective and developmental environment for all children.

The article also highlights the priority areas of correctional work with children with speech disorders, which is a prerequisite for effective speech therapy work under martial law.

Key words: military actions, educational losses, art therapy, psychosocial recovery of personality, participants in hostilities, emotional burnout, creativity.

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1. Introduction

During the war, children suffer from the consequences of a large number of traumatic events, especially from explosions, destruction of buildings, shelling, hunger, loss of family and friends. In addition to the risk of physical injury and immediate danger to life, the child experiences multiple and chronic psychological traumas that lead to various speech disorders. Since

this category of people has limited communication capabilities, the ability to quickly react and process information from the environment, it is important to introduce supportive steps into the educational process that will help reduce the consequences of psychological trauma and enable effective corrective influence. Therefore, in real conditions, teachers face the difficult task of organizing speech therapy work, which requires the specialist to reorient the directions of his professional activity, to cooperate even more closely with related specialists, to develop innovative standards, primarily related to the implementation of a comprehensive approach to overcoming problems.

2. Analysis of recent research and publications

Analyzing the problem of overcoming speech disorders of preschool children in the conditions of martial law, it was established that scientists consider this problem mainly in two aspects: in the sense of studying the negative impact of a psychotraumatic situation and its consequences in children with speech disorders and the context of purposeful corrective influence, which includes the development of preserved and compensatory opportunities of the specified category of children, development of their personal potential.

The conceptual foundations of a complex approach to overcoming speech disorders in preschool children are covered in numerous works by scientists (A. Bogush, E. Sobotovych, V. Tarasun, V. Tyshchenko, M. Sheremet, D. Shulzhenko, etc.). A special place in complex corrective work is occupied by the early diagnosis of violations of the child's speech development, as well as the timely start of preventive and corrective and developmental measures.

In the conditions of martial law, an integrative approach in the organization of educational and developmental work with children with speech disorders is especially relevant, which significantly contributes to differential diagnosis and overcoming problems, taking into account medical and psychological and pedagogical aspects.

Therefore, the research of leading scientists in the field of speech therapy, which is constantly enriched with scientific empirical data, reveals the peculiarities of corrective and developmental work with children with speech disorders. However, modern reality requires teachers to create special psychological and pedagogical conditions that will contribute to the implementation of defined, priority areas of corrective work with children with speech disorders in military conditions.

The purpose of the article is to analyze the speech disorders of preschool children caused by military actions in the country, and to identify ways to overcome them.

3. Presenting main material

We live in a difficult wartime, when visiting schools and speech therapy centers in some regions has become difficult. Forced distance learning gains momentum during wartime. And if distance learning is familiar to most teachers, then the educational process of children with speech disorders or children with special educational needs has its own nuances, aspects and complexities, which requires a detailed analysis of this process.

Despite the fact that today the war has brought negative consequences to the educational process of children with speech disorders, special education has been enriched with new methodical and practical achievements that help the specialist continue to carry out an effective

correction process. Therefore, the Ministry of Education and Culture of Ukraine, together with specialized specialists of educational institutions, constantly develops and updates recommendations on the organization of the process of providing correctional services to children with special educational needs in wartime conditions. Educational and methodological materials are aimed at comprehensive psychological and pedagogical support of this category of children, since war is a psychologically traumatic situation (*Pakhomova; Baranets, 2022*).

Effective corrective work with children with speech disorders is possible if the etiology of a specific disorder is accurately established and its root cause is eliminated. Therefore, let's focus on the factors of the mentioned pathology, among which biological (organic) and social factors are distinguished, and the significance of the latter was established not so long ago.

External social factors that can affect the appearance of a speech disorder in a child are bilingualism, childhood psychological trauma, emotional and psychological deprivation. Considering the modern military aggression against our country, bilingualism has become an even more relevant phenomenon for Ukrainian society.

Bilingualism is the use of two languages by a person within a certain social community (*Bondar, 2003*). The phenomenon of bilingualism has always been characteristic of Ukraine, due to its border with countries whose languages are similar to the state language. Therefore, such a combination usually does not cause difficulties in the development of the child's speech. In the process of development, she easily learns two languages in parallel.

At the same time, the emergence of bilingualism can be a factor that will negatively affect the development of a child's speech, provided there is a large difference between the morphological and syntactic aspects of speech. Due to the military actions on the territory of Ukraine, a large number of families with children were forced to seek refuge far away from their country, which caused the stressful entry of children into a foreign-speaking society, whose language is significantly different from their own. Such a situation can slow down the child's speech development (but the child will quickly catch up) and be accompanied by errors in oral, and later, written speech, cause a sound-speech disorder that arises as a result of differences in the phonetic composition of the language. However, all errors will be the result not of an organic lesion, but of a distorted memory of speech units, therefore, with a quick reaction of the parents and the speech therapist, the child will not have time to automate the pathological pronunciation of the sound (*Petrenko; Chernobai, 2016*).

Taking into account the forced transfer of a foreign language into society, it should also be noted that children, who by their nature are inclined to imitate the language of others, are more susceptible to copying the language of their parents in a stressful situation, because not all of them have the opportunity to attend preschool institutions, and therefore cannot observe the correct example from the educator. Parents have a new task – to monitor their own speech more carefully, especially in order to prevent the merging of the two languages, and to independently conduct classes on the development of the child's speech.

In addition to forcibly resettled families, the problem of bilingualism also affected those who decided to abandon the Russian language and switch to Ukrainian. Their similarity causes frequent morphological and syntactic errors, due to which the same errors occur in children. Among the most common are the declension of words of one language according to the rules of another, the use of grammar and vocabulary uncharacteristic of one language. Therefore, parents' inattention and inattention to their own speech will only increase the confusion in the child's acquisition of two languages (*Bochkor; Dubrovs'ka; Zales'ka, 2014*).

Today, stress is one of the most common social factors affecting children's speech development. Long-term and extreme reactions to stressful exposures are very destructive and,

in addition to psychological trauma, portend neurological disorders that will affect all components of development, including speech.

All experienced manifestations of war (shelling, injury and death of loved ones, forced relocation, occupation, constant buzzing of sirens) are a serious reason for the development of post-traumatic syndrome – repeated, obsessive memories of a devastating traumatic event. Children who had such adverse childhood experiences are very likely to be at risk for various delays and speech disorders (*Turyńska, 2017*).

However, stress factors that negatively affect a child's speech development are not limited to military trauma. Unfortunately, the problems of dysfunctional families, the use of alcohol, drugs and mental illness of parents or family members, direct or indirect domestic violence exist and in such difficult times continue to negatively affect the development of a child. In addition to microsocial adverse experiences in childhood, macrosocial factors also play an important role, which also cause children's psychological trauma (racism, cruel treatment, living in the occupied territory, imprisonment, living in a foster family, experienced natural disasters, information attacks) (*Pakhomova, Baranets, Lukianenko, Leshchii, Kachurovska, Berezan, Olefir, 2022*).

Therefore, taking into account the above, in our opinion, the organization of speech therapy work in wartime conditions should be carried out according to the following main vectors: an interdisciplinary approach (close interaction of specialists in the field of medicine, pedagogy and psychology in overcoming the consequences of a psycho-traumatic situation, including the normalization of the child's psycho-emotional state with expressed speech disorders, which creates a stable foundation for further speech therapy work); logocorrective approach (application and effective combination of traditional and innovative methods in speech therapy work with children with speech disorders with respect for negative experiences and partial or full resolution of speech development problems) (*Shportun, Lupiak, 2021*).

Thus, a comprehensive approach to overcoming the problem of speech disorders in children allows determining the main directions of the organization of correctional work in wartime conditions:

- interdisciplinary assessment of the child's psycho-emotional state, recognition of negative effects on his speech development. An interdisciplinary approach to overcoming speech disorders in children makes it possible not only to take a comprehensive approach to solving problems, but also helps to eliminate the consequences of psychological trauma, which significantly negatively affects the child's cognitive, including speech, development;

- provision of emotional support and implementation of joint communicative activities, benevolent attitude towards the child on the part of adults and peers. To implement this line of work, it is necessary to involve the child's relatives and friends for clarification and providing methodical recommendations. At the same time, parents should be advised to avoid secrets and hints, this scares the child even more;

- creation of favorable social conditions for communication development of the child, which will contribute to the formation of the ability to interact, cooperate, understand, and self-realize in society among peers, younger and older children;

- formation and differentiation of positive communication motivation. After all, among the main shortcomings that cause difficulties in the communication of children with speech disorders is their communicative lack of motivation, which leads to a lack of communication skills, interpersonal communication skills and communicative competence in general;

- encouragement and development of coherent speech as the basis of communication. Revealing the features of this direction, it should be emphasized that one of the main tasks

of speech is the formation of coherent monologic speech, which, compared to dialogic speech, requires greater discretion, awareness, self-control and significant mental effort to construct say it;

– purposeful formation and development of the speech function and cognitive sphere in older preschool children, which not only significantly affects the process of personality formation of the preschooler, but also affects the formation of his communication skills (*Romanchuk, 2012*).

The impact of stress during the war is extremely negative, both on the general development and on its individual aspects. There is social isolation, a decrease in interest in communication; negative emotions and behavior: anger, irritability, aggression, tantrums, anxiety, excessive fear; sleep problems: difficulty falling asleep, night terrors, anxious restless sleep.

Long-term psychological trauma of a child, especially in combination with several stressful factors, can cause psychogenic speech disorders, such as neurotic stuttering and mutism.

In addition, during an emergency, parents are also prone to prolonged stress and even depression, which is likely to affect their communication with their children.

A significant role among the negative factors affecting the development of children's speech is played by the phenomenon of deprivation (*Bondar, 2003*). Moreover, each of its types, be it sensory, cognitive, psychological, emotional or social, will directly or indirectly affect the level of children's speech.

The most common deprivation during war is psychological. Lack of emotional and positive communication with parents, especially due to their unstable mental state, leads to rejection and self-neglect, inability to make friends, primitiveness of actions, low emotionality and indifference to others. The child lacks the need for communication, especially verbal communication, the insufficient level of formation of oral coherent speech, which is manifested in the inability to fully and logically and consistently formulate one's own opinion (*Bochkor, Dubrovs`ka, Zales`ka, 2014*).

Children living in deprived conditions are often diagnosed with mental retardation, which is accompanied by a secondary speech delay. Thus, children with psychological deprivation are characterized by sound and speech disorders, poor vocabulary, and difficulties in distinguishing and learning logical-grammatical constructions. A significant part of this category is characterized by a decrease in auditory and speech memory, a low level of phonetic-phonemic perception and difficulties with the logic of information presentation.

As a result of primitive activity and minimal cognitive needs, as a result of emotional and psychological deprivation, children are characterized by communication disorders and communication difficulties that are difficult to correct. The speech of this category corresponds to her emotional and psychological state – primitive, delayed, low-emotional and poorly developed – negatively affects all aspects of her future life.

A child's reaction to psychotraumatic events depends on a number of factors: age, nature, degree of seriousness and proximity to the child of traumatic events, as well as the level of support received from family members and friends. So it is very important that adults watch for the manifestation of any symptoms of depression and stress in the child, and are always there for this in a difficult time.

Scientists highlight the following rules of conduct for parents of children with speech disorders during the war:

- calm you are a calm child. Try to behave calmly at least around the child. This will help her adapt more easily to difficult life circumstances. It is also important to follow a routine that is familiar to the child;

- don't forget the hugs. Try to hug the baby as often as possible. She should feel that you are near;
- play with the child. Live contact with parents will help the child to be distracted. Do not leave her alone with gadgets;
- convey a sense of security to the child. Tell the child that you will protect him from danger in any case. Explain what exactly you are doing for her and your safety: why you are leaving the apartment and going down to the shelter. If you have to evacuate, you should explain why it is vitally necessary. It is worth explaining to the child that adults protect him by defeating the enemy. She should know that life has not changed forever. Tell her more often that the war will definitely end someday, but don't give any time limits;
- tell the child the truth. It is important to be open with children even when the worst happens. It is not necessary to resort to horror details, but she must know the truth.

4. Conclusions

Analyzing the causes of children's speech disorders in wartime conditions, we will draw the following conclusions: bilingual children, as well as monolingual children, may have speech disorders that will be caused by other social or organic factors, that is, bilingualism is not the main cause of any disorders languages; the most common speech development disorder in children who suffered psychological trauma in childhood is a delay in speech development; a child's long-term mental trauma can be the cause of serious psychogenic speech disorders, namely nimotism and neurotic stuttering; the very important role of parents in the prevention and prevention of speech disorders caused by various social factors; emotional and psychological deprivation in children is a factor that causes difficulties in their communication and communication; disorders of speech development, which arose as a result of the harmful effects of psychological and/or emotional deprivation, are difficult to correct due to the formed negative psychological characteristics of the child (distrust of others, self-contempt, extremely low self-esteem); The effectiveness of overcoming speech disorders is possible only if the child has experience of emotional communication at an early age, even if later the ability to satisfy emotional and psychological needs is reduced to a minimum.

In addition, our further research will be aimed at identifying effective technologies for overcoming speech disorders in children under martial law.

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