

# Psychological- Pedagogical Components of the Children's Speech Environment With Autistic Disorders of Senior Preschool Age

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**Abstract:** Education of initiative and desire for self-realization, in our opinion, is possible only if the emergence and constant reinforcement of interest. We offer when choosing tasks and games to focus on compliance with the following requirements: interesting topics for the child; bright props; compliance with the topic being studied; focus on the child's practical experience; emotional significance. In addition, the features of the mental and behavioral sphere of children with autistic disorders must be taken into account: lack of mental activity; unevenness, the partiality of intellectual development; violation of the interaction of mental functions; lack of lively curiosity, interest in the new; difficulties of voluntary learning, purposeful solution of really arising problems; violation of purposefulness, difficulty concentrating; quick exhaustion and oversaturation with any purposeful activity; negative reaction or no reaction at all when trying to draw attention to the objects of the surrounding reality; difficulties at understanding time, duration, determining the sequence of events, causes and consequences; difficulties in symbolization, transfer of skills from one situation to another, etc. Corrective work on the development of speech activity and communicative behavior is carried out in everyday life, during live communication with the child about his domestic, playful and cognitive interests, in the process of role-playing or theatrical games (if available), in drawing, modeling classes, design, manual labor, speech development, during the formation of elementary mathematical concepts, physical and musical education, during individual correctional work, etc.

**Keywords:** *mental activity deficit, intellectual development, concentration, quick exhaustion, correction, speech activity, communicative behavior.*

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## 1. Introduction

If the child does not respond actively to the semantic reinforcement of his use of sounds - do not stop working. After all, studies of many scientists show (Arshatska, 2005; Bashina et al., 2005; ; Khvorova, 2010; Komogorova et al., 2021; Lebedynsky et al., 1990; Morozova, 2007; Melnyk et al., 2021; Melnyk et al., 2019; Onishchuk et al., 2020; Sheremet, 2019) that the lack of reaction does not mean disregarding; the child may remember and understand what they are trying to convey, but not be able to show this understanding, not know how to use the knowledge in practice. V. Tarasun (2005), and G. Khvorova (2010) show that sometimes a child with autistic disorders understands much more than he can express, researchers describe cases when children of this nosological group after some time are able to reproduce material in the assimilation of which they did not seem to concentrate and show interest. So very important work to explain its sense of what is happening around the relationship of people, causes and consequences of events and phenomena and so on . Expressive gestures, bright facial expressions, clear articulation of an adult will help in the work and facilitate the child's perception of words and their meanings.

The practice of specialists and the experience of parents confirms (Khvorova, 2010; Ostrovskaya 2012; Skrypnyk, 2008; Shulzhenko & Andreeva, 2011; Yanushko, 2004) that even with a possible sense of futility of such work, its regularity and systematic leads to really tangible results - the child often begins to "voice" meaningful situations with adults, sounds and syllables can become more complex, in some cases they gradually grow a word that is a manifestation of the desire to communicate, establish contact with surrounding people (that is speech activity is increased).

The use of echolalia and the tendency to stereotyped repetition can be actively used to increase speech activity. M. Sheremet (2005) notes that kinesthetic stimuli that occur in a child when he repeats the words to an adult, are of great importance for the formation of the ability to consciously use words in their own speech. Therefore, echolalic repetition by a child of words spoken by an adult is a common and necessary phenomenon in the second year of life of a child who is developing normally. After all, in the process of echolalic repetition of the corresponding sounds, the kinesthetic element is connected and a connection is created between the auditory, visual and speech-motor zones (Sheremet, 2008). The completely natural way to enhance speech activity, which is used in normal development in communication between mother and baby (Sheremet, 2008) is the repetition of adult sounds by the child, which provokes the child's attention to this

process, as a result of which he begins to pronounce more often. We suggest using this method as a method of increasing speech activity in children with autistic disorders. If you first accurately copy the child's sound and see that it arouses her interest or at least does not cause dissatisfaction, you can try to change the intonation, timbre of the voice. Often the child begins to look at the lips of an adult, look into his mouth, try to pronounce his sound again.

## **2. The components that make up the speech environment**

Constant conversation with the child is extremely important, even when she does not respond and does not respond to the speech of others. To develop speech activity, it is necessary to constantly talk to the child, repeatedly talking about all the usual everyday situations (dressing and undressing, washing, bathing, cooking, cleaning the table, washing dishes, feeding, walking, sweeping the floor, preparing for sleep, cleaning toys on the spot, etc.) and commenting on all actions during games and exercises with toys or objects, while reading books and watching cartoons, etc. At the same time, addressing the child, even if he does not use speech as a means of communication, it is necessary to ask her questions. After the question, you should pause, and then, if there is no answer from the child, answer yourself, without demanding an answer from the child and without arguing for his inability to verbally respond to the question.

Thus, the child constantly hears the speech of an adult and thus learns many new words and learns them. Thus, there is a development and improvement of the passive vocabulary. And as the speech accompanies significant, important and interesting situations for the child, the semantic meanings of words and their combinations are better remembered, more firmly deposited in the child's mind, forming his passive, and later - and active vocabulary.

The only requirements for speech communication with a child of all adults, who most often interact with it, are determined by the peculiarities of the mental development of children with autistic disorders, who strive for permanence, stability and sustainability. If the requirements for education and training are uniform and constant, it gives the child a sense of stability and fullness of the world around him. Excessive care and attempts to guess and satisfy the child's desires cause the child to lack the need to develop communication skills, try to express their thoughts through speech. Thus, there is an inhibition of the development of active speech, because there are no situations that would cause difficulties in communication, which, in turn,

would encourage the child to speech activity. Important is to teach parents the proper communication with their child, on the one hand to help, with the other - to create a situation in which the child will be forced to and use of speech. For communication organizations should be used every possible situation: at home, at the time of games and activities, trekking to the store or to visit others. With the development of speech activity may change the requirements according to the child's new possibilities.

Adherence to the speech requirements of the surrounding adults is crucial. As the child's speech formed in mainly by imitation, necessary, that the speech of the surrounding adults was correct, could become a standard. After all, the child "copies" not only speech and vocabulary, but also the strength of voice, tempo and rhythm of speech, intonation - in general, the manner of speaking. Since children learn speech standards spontaneously, unconsciously, there is a danger of learning the wrong version of the speech, which over time may become entrenched.

Speech requirements for adults surrounding the child include: correctness (purity, absence of speech disorders); clarity (clear pronunciation, sometimes even with exaggerated articulation of sounds and emphasis); simplicity (use of simple short phrases and sentences of 2-4 words); repetition (use of the same words, phrases and sentences several times during one lesson with consolidation in subsequent lessons); richness (use of different intonations, different volume, change of speech rate, pause).

Gradually, during the spontaneous development so as specially organized games and exercise levels of speech communication the child develops and complicated, increasing its speech activity. In the child there new language skills, expanding the range of his capabilities. To take full advantage of these new opportunities, must according to them change the level of requirements for a child's speech, remembering caution: requirements must meet the level of a child's speech, harmful both to inflate the claims, and underestimate them. Taking into account the teachings of L.Vygotsky (1999) on the zones of immediate and current development, we offer, along with a selection of more complex and interesting games for the child and will gradually complicate direct speech communication with him.

The organization of special speech games and exercises provides for the selection and adaptation of educational and correctional material that would be accessible, interesting and developmental for the child. Taking into account the age characteristics of older preschool children, namely the leading type of activity, we propose to submit all tasks in the form of a game that will meet the following requirements: adult interest in the game, active organization of interaction with the child; accompaniment of all game

actions with comments (emotionally saturated description of all stages of the game, speech clear, concise, appropriate volume); creating a comfortable, friendly atmosphere during the game; encouraging the child, supporting the child's initiative; constant monitoring of the game with the maintenance of good condition and mood of the child (if the child is tired or shows dissatisfaction - it is proposed to stop the game); individual games (one adult and one child).

Constant speech support of a child with autistic disorders is crucial, because in the absence of some children's speech activity does not allow to build classes based on speech communication. In this case, the adult is in itself an active role: leading the child by himself - explains and displays, asking questions and he answers at them, offers the child a few variants of answers to choose from. In these necessities is a multiple repetition of verbal material, to facilitate the children of his assimilation and memorization. There are also a number of requirements for an adult's speech: to speak in simple words and phrases; speech should be clean, without violations, because the adult gives only samples of correct speech (it is unacceptable to repeat the child substitute words); articulation should be clear, children should see the movements of the adult's lips.

The rules of speech support can be highlighted: clear, understandable instructions; short laconic phrases; specific, interesting, clear content of statements; correct speech as a model of repetition; calm voice comfortable for a child volume.

Learning to express thoughts in any available way will allow the child to consolidate communication skills, which will then form the basis for the formation of speech activity. To develop a direct desire to communicate and express themselves and their needs, such means of communication can be used: sounds, vocalizations, sound imitation, facial expressions, gestures, movements and actions, the use of which is especially important in the first stage of correctional work in any way, teach the child to take action and take the initiative to communicate, try to convey their booms, desires and intentions of another person. In the future, speech communication is complicated by the accumulation of passive vocabulary and enrichment of the child's active vocabulary.

If the child does not use speech for any reason, the adult, guessing his desire, can voice it, encouraging the child to respond in any way available to him, such as a gesture of consent (nod) or disagreement (head movements left and right). If the adult has not guessed, other appropriate options are offered until the child's wishes are clarified and satisfied. However, the use of this method is possible only if from a specific situation

or from previous experience of communication with the child can guess about his desire. In the case where it is not clear, what the child wants, she offered a choice of several options. Usually it happens in a familiar situation, in which the previously used was different action and their verbal support. Often, by offering to play a game or asking for a toy or object, the child either shows a characteristic movement or action, or utters a sound or an amorphous word that accompanies the game or characterizes the object or toy. In this case, you can clarify what the child means by encouraging her to respond to the correct option. You can also make extensive use of leading questions, the purpose of which is to clarify the wishes of the child. First, questions are asked that answer "yes" or "no" (in this case, the child can only nod in response). In the future, it is necessary to strive to ensure that the child is forced to answer questions in words or phrases. After each question it is necessary to make a pause during which the answer of the child is expected. Thus, with the help of leading questions it is possible to organize the child's activities: games, performance of regime moments, speech (Cooper et al., 2014).

The skills of using active speech in the process of communication, which gradually appear and accumulate in the child, should be used in all possible situations. All described types of assistance are used flexibly, changing the options and degree of assistance. First, the adult provides direct assistance - voices the child's wishes, offers a choice of possible options, then the assistance becomes indirect: the adult asks the child leading questions, encourages him to use existing means of communication: gestures, words, actions, movements ("Show!", "Say!", etc.). It is important when interacting with a child not to forget about the main goal: the dialogue between child and adult should end in a positive result.

### **3. Stimulation and encouragement to increase motivation for speech activity**

The use of incentives and incentives to increase motivation for speech activity was discussed above. When using encouragement, it is important not only to try to reduce the number of incentives, but also to try to translate external incentives into internal ones, so that the child longs for communication not because of the desire to get a piece of favorite food or permission to swing on a swing, but directly to enjoy the process itself. That is, the purpose of corrective work can determine the formation of speech activity, which arises from the inner desire to communicate with others. This is a complex and long-term process, which is complicated by the lack of

communicative function in children with autistic disorders of older preschool age (Chlebowski, 2010).

Having analyzed the special literature sources devoted to this topic, we can identify the main types of incentives: social, sensory, active. There are the following rules for applying incentives:

1. Allow the child to do what she likes after she has done what was required of her, provided that this encouragement will take a minimum amount of time: 1-5 seconds.

2. In the initial stages of learning to apply excessive positive incentives, and after mastering the task to consolidate the skill with less frequency and number of incentives, gradually moving from external to internal motivation. Otherwise, firstly, the skill will be slower to learn and use as a method of receiving encouragement, and secondly, it will be more difficult to use the incentive to develop a new skill, rather than to retain the previously acquired one.

3. If a child worries about failure, he should not be punished, because he punishes himself with his own experience. That is, the child develops motivation to avoid unpleasant experiences, which, in turn, with the help of the teacher should grow into motivation to perform a task, to develop appropriate skills.

When using incentives to work with children with autistic disorders, keep in mind that to avoid overeating, you need to use a variety of incentives, alternating them and combining them. When choosing an incentive, it is important to focus on the child: his interests, desires, preferences, tastes, habits, and mood. Before using taste incentives, be sure to consult with your child's doctors or nutritionists and consult with parents (Frith, 2007). After all, we should keep in mind the allergic reactions and intolerance of some children with autistic disorders to certain foods, take into account the recommendations of doctors (including pediatricians and gastroenterologists) and the wishes of parents.

The use of available vocalizations of the child, it seems to us, will give him the opportunity, at least sometimes to build communication on an accessible level and accessible to him "language", which can increase motivation to communicate. Realizing that an adult can understand it and is ready to go on the opposite interaction, using the forms that are available to him (inherent), the child will get rid of fear and anxiety when trying to interact.

If a child with autistic disorders of older preschool age does not use speech, it is desirable to trace which vocalizations, sound complexes and sound imitation it uses. For each child the set of such sounds is individual

and rather limited: it can be the sounds reminding babbling, or stereotypical repetition of the same sound, or more difficult intonation, similar to a bird's twitter, howling or mooing (Deno, 1970). Listening to the flow of vocalizations, it is necessary to determine when the child utters a stereotypical sound or syllable, and supplement it by offering a word that corresponds to the existing situation, introducing the sounds uttered by the child in the semantic context of what is happening at the moment. For example, if a child says the syllable " ma ", you can say "mama here", emphasizing the syllable " ma " and pointing to the mother or show the car (toy, in the picture, outside the window), calling it "car", emphasizing the syllable ma »; if the child says the syllable " bi ", you can say "run" and demonstrate the action or voice, as signaled by the car " bi - bi -i". By clearly repeating the words that the child utters in a blurred way, you should use every opportunity to correlate the spoken words with a specific subject. We offer to connect the sounds, sound complexes and sound imitations that the child uses with life and the world around us, focusing on the individual characteristics and interests of each child (Dunn, 1968). That is, if a child is interested in cars, it is better to sound the car with the sound "w-w-w", and if he likes to look at illustrations in books - it is better to show him the image of a beetle, saying that he buzzes "w-w-w".

If the child uses echolalia, words and phrases-stamps in his own speech, then, knowing what speech material in which situations the child uses, it is possible, provoking the necessary situations, to provoke the child's speech manifestations in order to use them as a foundation for further interaction. If the child is characterized by echolalia removed in time as a reaction to a certain impression (for example, the phrase "Who came to us?" When meeting a new person), then knowing what exactly the situation causes the statement, and understanding the reason for using this phrase, echolalia can be used as a form of contact. In this case, when the child meets a new person, after the phrase "Who came to us?" you can offer an immediate answer: "Dad (Grandpa, Vanya, etc.) came to us", letting the child know that her phrase can serve as a question to which she will receive an answer. For corrective purposes, you can, for example, make a mini-staging of acquaintance with animals (birds, family members, etc. - depending on the topic and purpose of the lesson), using toys, puppet theater, images or photos: "Who came to us? » - "Bear came to us," "Vovchik came to us" and the like. Gradually, it is desirable to replace permanent echolalia or stamp with synonymous, similar in meaning phrases, explaining and letting the child understand in practice that the establishment and maintenance of contact, in particular, speech, is possible in several ways



(Ganz et al., 2021). Thus, using echolalia and speech stamps for correctional purposes, we can enrich the child's vocabulary (both passive and active), expand behavioral patterns, reduce stereotypes, and increase the number of options for choosing the form of contact and interaction with others.

In addition, speech activity is easily stimulated by familiar poems and songs, favorite fairy tales. Extremely stereotypical in behavior, children love to listen to the same songs or watch movies a lot of times; all this can and should be used in the development of speech. But the child often echoally reproduces words, phrases and even significant fragments of what he has listened to, without correlating speech with the real situation. The adult must be well aware of the stock of echolalic words and phrases of the child, himself to provoke their use, but in accordance with the requirements of the real situation. Therefore, we propose to actively use games with poetic texts, i.e. games in which the text of the poem is gradually accompanied by actions appropriate to the plot. In addition to tasks related to the development and learning of the child, games with poetic texts have an emotionally positive charge, given the opportunity to move, because children pleasure and joy help to establish and consolidate contact with adults.

Stimulation of speech activity against the background of emotional uplift is based on the belief that interaction with the child against the background of increasing its tone can greatly facilitate the emergence of the desire to express their feelings through speech. "Effectively charged" words, individual exclamations, emotionally uttered by adults, are picked up faster. For example, when blowing soap bubbles - gurgling ("bul-bul-bul"), remarks ("still", "clap", "fly", "catch-catch"); when playing with water - "cap-cap", "plow"; when rocking a child on a swing - "Kach-Kach", on a horse-swing - "but", "yoke-go", "jump", the image of the click of hooves, etc. (Kanner, 1943). Reproduced by the child words or sounds must be amplified by their repetition, adding little by little new words ("cap-cap water", "but-oh, horse", "run faster", etc.). Also, in a state of the child's emotional uplift, it should be uttered instead her the remarks that are appropriate to the situation in terms of content, even if she is silent. For example, when she really wants something and it is clear why she pulls the pen in a certain direction, you need to say to her: "give me", "I want", "open", etc. Such remarks, if they are systematically repeated in similar situations may be ingrained in the child's mind and at some point may be used by him in his own speech. It is necessary to use those objects to which the child is to present a more just tied. In a conversation on topics of child themes unwittingly introduced new for her words and phrases. It is important to systematically consolidate the achieved level of contact, gradually complicate the phrase and expand the vocabulary.

In the process of general emotional activation, the adult enhances the general speech activity of the child, his readiness to respond to events with a speech. Already in the first joint emotionally toning games, children's speech manifestations were activated, sound imitations, echolalia appear. Sometimes the child repeats the heard phrase or word not immediately, but after a considerable time. By activating forms of stereotypical behavior, adequate to both gram and living conditions, the adult equips the child with various forms of speech behavior (Martynets, 2020). By introducing into the phrase an increasingly detailed reflection of what is happening around, an expanded phrase develops (for example, the phrase " Give a doll" becomes the phrase " Give a big doll faster ").

Development of speech activity through imitation, which for children with autistic disorders plays an extremely important role, because they usually have difficulty imitating, which causes complications in the formation of self-care skills, learning regime and household moments, awareness of social norms of behavior, organization of educational behavior, activities and, of course, mastering speech as means of communication.

It is known that imitation is one of the main ways of learning social experience, a child who develops normally, over time, eliminates the need for direct observation of an adult before imitation - she remembers the ways and sequence of actions, gestures and facial expressions of an adult, manner of speaking, knows, when and what movements and words will be appropriate and relevant (Scambler, 2001). With repeated repetition of movements, gestures, actions and words, they gradually become entrenched in the child's mind and become skills, becoming his own actions, movements, gestures, expressions. As you know, the mechanism of imitation can work not only at the subconscious level. Educators and psychologists quite consciously use imitation as a basis for learning. Thus, in order to consolidate a certain skill in the child, the teacher repeatedly shows the action or says a word or phrase, and the child repeats. Since a child's ability to imitate the movements and actions of an adult develops gradually, at the initial stage of speech therapy we propose the principle of imitation to be the basis of every task that will make the child's learning more accessible, especially - children with autism.

We consider speech imitation as a reproduction of the speaker's uttered sounds, words, phrases. Creating the need to imitate the speech of an adult - a difficult, important and responsible moment in the speech therapy work with speechless children. It is worth noting that the development of speech imitation is a natural period in the development of a child's speech both in the norm and in cases of speech disorders. But, as

mentioned earlier, in children with autistic disorders, this skill may not be formed or formed insufficiently.

It is important to distinguish between speech imitation and echolalia. For speech imitation to be meaningful, adult speech must be closely linked to the child's practical activities, play, and current situation. It is necessary to create such conditions of learning and upbringing in which the child would have a desire to repeatedly pronounce (repeat) the same sounds, phrases or words. This is facilitated by positive emotional contact with the child, creating a play situation, taking into account the interests and preferences of the child and appropriate stimulation and encouragement, which will provide the necessary motivation for speech activity.

It is clear that the development of speech imitation requires a certain level of development of attention (especially - auditory) and auditory perception, as well as a sufficient level of speech comprehension. You should not make too high demands on the child and his speech, because the main goal is the formation of the desire to speak, motivation to communicate, the origin and development of speech activity.

Imitation of adult speech goes through several stages: repetition of individual sounds and sound imitations; repetition of words; repetition of short phrases and sentences. Repetition of individual sounds, sound imitations, syllable words such as "bom-bom", "dodo", "ko-ko", "au-au", etc. give them the opportunity to replace any words that a child with autistic disorders cannot pronounce. Repetition of words involves the initial assimilation of simple one-two-syllable words ("mom", "dad", "give", "on", "here", etc.), which in the development of speech activity are supplemented by three-syllable words, reproduction of intonation. Rhythmic patterns of words. Repetition of short phrases involves combining several words in one sentence (at the initial stage - 2-3 words). For example: "Where's mom?", "There's a book", "Here's a spoon", etc. Gradually, the number of words in a phrase increases, which provokes the mastery of word change skills and grammatically correct combination of words in a sentence. But you cannot demand from the child immediately grammatically correct speech, accurate pronunciation, because the intensification of speech activity, the accumulation of speech experience usually leads to the involuntary elimination of these disorders. In addition, the child's attention to pronunciation deficiencies and the correction of errors can lead to a decrease in speech activity due to insecurity and anxiety. More important is the independence, spontaneity and initiative of speech. The work must be built so that it instills in the child confidence in their abilities. It is best to activate

speech during the game, which increases the mental tone, often reveals the high potential of children's intelligence.

It is possible to encourage the child to repeat words and phrases not only during specially organized games and classes, while reading poems, riddles or singing songs, but also in situations of everyday life. You need to use the objects to which the child is currently most attached. In the conversation on a topic relevant to the child, new words and phrases are involuntarily introduced, it is necessary to consolidate the achieved level of contact, complicate the phrase and expand the vocabulary.

Successful speech development helps to reduce impulsiveness, the formation of focus. If a child is deprived of the opportunity to act directly and is faced with the need to respond to events only through the speech, he usually begins to better understand the situation as a whole, its social content.

Activation of passive vocabulary and its gradual transfer to active is an important area of corrective work aimed at the formation of speech activity, enrichment of vocabulary with new vocabulary (in impressive and expressive speech).

We understand passive vocabulary as a set of words, expressions, phrases and phrases, the meaning of which the child understands, but does not use in active speech. Children learn words that denote familiar objects, actions, phenomena and states that they constantly encounter in everyday life, that they can observe, that they can manipulate, that they feel. At the initial stage of working with children who do not use speech as a means of communication, it is not recommended to overload their passive vocabulary with abstract concepts or generalizing words (Pellicano et al., 2017).

In addition to acquaintance with words and their meanings, it is necessary to carry out work on acquaintance of children with various combinations of words - phrases. Both words and phrases are first recommended to learn in the context of a specific situation: the child sees the object - the adult calls it; the child performs the action - the adult denotes it, etc. In the future, the semantic context gradually shifts from practical reality directly to speech. For example, an adult offers to find and bring a bear, although it is not in the child's field of vision, offers to jump without showing an example, and so on.

#### **4. Conclusions**

Education of initiative and desire for self-realization, in our opinion, is possible only if the emergence and constant reinforcement of interest. We offer when choosing tasks and games to focus on compliance with the following

requirements: interesting topics for the child; bright props; compliance with the topic being studied; focus on the child's practical experience; emotional significance. In addition, the features of the mental and behavioral sphere of children with autistic disorders must be taken into account: lack of mental activity; unevenness, the partiality of intellectual development; violation of the interaction of mental functions; lack of lively curiosity, interest in the new; difficulties of voluntary learning, purposeful solution of really arising problems; violation of purposefulness, difficulty concentrating; quick exhaustion and oversaturation with any purposeful activity; negative reaction or no reaction at all when trying to draw attention to the objects of the surrounding reality; difficulties at understanding time, duration, determining the sequence of events, causes and consequences; difficulties in symbolization, transfer of skills from one situation to another, etc.

It is clear that the better the child is able to communicate, the more often he shows initiative, goes from a passive position to an active one. Such situations arise as the child's abilities increase, his accumulation of speech skills, increase in active vocabulary. It is important to encourage the child to take the initiative, not to ignore the manifestations of activity, to support them in a timely manner. Helping a child to develop, move forward, acquire new skills and abilities, should not provide assistance directly, intercepting the child's initiative; it is necessary to imperceptibly, indirect actions to support and promote development of initiative of the child, especially - at formation of speech activity. After experiencing success, the child will feel more confident; will not be afraid to interact.

To develop initiative in the process of communication and the development of the possibility of speech regulation of their actions, speech planning, the child is asked to first control the actions of an adult, and then - their own. For example, after playing a game, you can ask the child to switch roles so that she tries to play the role of leader. In this case, the adult must be strongly dependent on the child, strictly obey her instructions, providing assistance only when necessary.

Corrective work on the development of speech activity and communicative behavior is carried out in everyday life, during live communication with the child about his domestic, playful and cognitive interests, in the process of role-playing or theatrical games (if available), in drawing, modeling classes, design, manual labor, speech development, during the formation of elementary mathematical concepts, physical and musical education, during individual correctional work, etc.

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