



## The Importance of Spoken Communication in English in the Future of Children With Speech Disorders

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### Abstract

One of the main objectives of preschool education is to socialize the kids. Children's interactions with peers and adults are where it all starts. Preschoolers develop their communication skills normally during interpersonal interactions, but their level of English speech communication is low due to developmental impairments. It is particularly noticeable in preschoolers with severe speech disorders when it comes to the predictive ability structure. A number of diagnostic methods are employed in the course of an empirical investigation. The statistical software SPSS was used to analyze the study's findings. Predicting future events is a skill that preschoolers with speech disorders have been found to possess, but they still struggle with predicting their emotions and utterances. Youngsters who lack adequate speech development generally aren't able to use language in a situation that makes sense. Preschoolers with severe speech disorders use speech and language to describe emotions, actions, and statements when constructing predictions. The study has uncovered the characteristics of this speech-communicative function. Preschoolers with speech difficulties exhibit peculiarities in the speech-communicative function of anticipation. Specifically, they tend to verbalize forecasts in the simplest ways possible, and their responses are typically one worded.

**Keywords:** English Language; English Speech; Communication.

### 1. Introduction

The Federal State Educational Standard for Preschool Education's core tasks demonstrate how crucial the preschool years are for a child's socialization and personality individualization. The process of socialization entails the development of values, an awareness of and adherence to social norms and rules, the formation of adaptive behavior, including the social competence and English communication skills required for daily living in society (Demina, 2021). The findings of a study conducted by a team of international scientists support the theory that there is a relationship between the degree of social maladaptation and event prediction skills. Deviant teenagers lack proper development in their ability to follow social norms, decide what to do next, say, and feel (So & Voisin, 2018). The characteristics of anticipation and communication in preschoolers with developmental disabilities will be studied in order to identify the prerequisites for socialization.

It is accepted to distinguish between speech-communicative, cognitive, and regulatory functions in the structural-functional model of prediction. Speech violations that are severe limit one's ability to communicate. We identify the speech-communicative function as the primary function when examining socialization and communication characteristics in preschoolers with severe speech impairments because it enables verbalization of actions, utterances, and feelings fixed in speech models.

Accordingly, research conducted by both domestic and international researchers indicates that the speech-communicative function of prediction and English speech communication are related and serve as a prerequisite for preschoolers' socialization. Studies conducted both domestically and internationally are increasingly analyzing English communication and predictive thinking in preschoolers with severe speech impairments; however, there is a dearth of research on the relationship between communication and the speech-communicative function of prediction.

## **2. Literature Review**

According to So & Voisin (2018), socialization is a complex process that can only happen as a result of interaction with others. However, children with special needs are frequently kept apart from peers and adults, which hinders their ability to develop communication skills and engage in interactive activities with others. According to the researcher, kids who require special education have lower emotional and social intelligence as well as poor predictive skills. Prognostication, according to a different foreign researcher, is a crucial preschool-age skill required for children to be socialized. Through a comparative analysis, Melzel and Paulus have found that while preschoolers' productivity in anticipating situations rises as they get closer to preschool age, it still stays relatively low when compared to adults (Melzel & Paulus, 2020). According to a study by So & Voisin (2018), children who generally lack speech development have trouble developing the cognitive skills necessary for social interaction. It can be challenging for kids with speech disorders to interpret socially significant information correctly, perceive it correctly, and establish accurate cause-and-effect relationships. Corrective action is required when predicting and verbalizing predictions become difficult.

Children with speech impairments have inadequately developed nonverbal means of communication, according to a study by Lekhanova. Children who struggle with coding and decoding exhibit destructive behaviors and lack motivation for speech and communication. When the requirements for probabilistic forecasting are broken, it becomes harder to comprehend and analyze different forms of communication and to interpret other people's feelings and behaviors (Lekhanova, 2016). Problems with nonverbal coding and decoding of communication have a negative impact on communication reflection, specifically its socio-perceptual component, in children with language disorders. According to Baranov (2020), children face challenges in understanding nonverbal cues, recognizing emotions, navigating communication scenarios, and overcoming barriers to social interaction.

According to Grebennikova, play activities can be used to illustrate how preschoolers with this syndrome struggle with English communication: children's games have weak plots, are primarily repetitive, require little speech interaction, and are challenging for independent play. These preschoolers engage in interactions in a passive manner. When participating in group activities, kids with learning disabilities act independently; they don't try to talk to or engage with their peers (Grebennikova, 2018). Youngsters with poor verbal-logical thinking skills have a hard time drawing broad conclusions, can't figure out the right order for the plot pictures, can't independently put together a story following a pattern, and frequently won't do the assignment. Tarasova and Tishina (2020) found a relationship in which probabilistic prediction is a fundamental requirement for a child's capacity to improvise stories in their study of the function of probabilistic prediction in developing the skill of retelling.

Preschoolers are actively developing their capacity for prediction, but one of their unique challenges is thinking ahead. Preschoolers find it challenging to use logic, consider what might happen in the future, and make decisions based on that consideration. Researchers are working to define the function of prognostication in child development. They have found that talking about the future helps children develop their prognostic ability. According to Shin et al. (2020), experts and parents of young children should help them gain social experience. According to Shin et al. (2020), academics propose collaboratively creating future descriptions and elaborating on them in detail to enhance cognitive and speech-language abilities. It was discovered in a case study headed by Ferretti et al. (2018) that older preschoolers lacked the social interaction experiences necessary to articulate potential future events. It demonstrates that kids struggle to come up with a reasoned response and to explain what they mean when they say something (Ferretti et al, 2018).

According to University of Iowa researchers, severe speech disorders impair social skills and communication, which in turn leads to deviant behavior in adolescence. International experts have investigated how children with severe speech impairments interact socially with their classmates in inclusive kindergarten settings. The results indicate that preschoolers with a severe speech impairment have a significantly lower number of social contacts and prefer to communicate with other children who share their speech status. In addition, 80% of the subjects exhibit high levels of anxiety because they struggle to communicate verbally with their normotypical peers. According to the study by Fatikhova and Saifutdiyeva (2020), adolescents' capacity to identify and steer clear of life-threatening situations is impacted by reduced cognitive function and intelligence. It is shown that there are varying degrees of development in the capacity to recognize the feelings of people who are in danger among those with intellectual disabilities. These kids frequently lack comprehension of the reasons behind the participants' actions and emotions; some adolescents require assistance in identifying them, and some of them show no ability to recognize and steer clear of incidents.

### 3. Methodology

The "Predictive Stories" method was employed to investigate the functional and structural aspects of prediction. The speech-communicative function is given special consideration. Using the "Emotional Faces" method developed by Semago & Semago (2005), we looked into how well preschoolers with particular speech impairments could identify and label different emotional states. The Expert Assessment of a Child's Communicative Behavior method developed by Veraksa (1980) was selected to assess children's communicative development and comprehension of tasks in various interaction scenarios. The purpose of the "Observation Worksheet for Manifestations of Communicative Abilities in Preschool Children" method is to assess the degree of communicative ability development in kids receiving special education services.

### 4. Results

Empirical research results were processed using IBM SPSS Statistics Subscription.

Table 1. *Communicative Abilities of Preschoolers with Speech Pathology*

Methods	Indicators of methods	Minimum min	Maximum Max	Mean Value M	Standard Deviation SD
Method of Expert Assessment of a Child's Communicative Behavior	Task comprehension in interaction situations	2	3	2,77	0,43
	Understanding of emotional states of peers	2	3	2,57	0,50
	Attitude towards an adult	1	3	2,17	0,59
	Attitude towards a peer	2	3	2,40	0,50
Observation Worksheet for Manifestations of Communicative Abilities in Preschool Children	Empathic capacity	4	11	7,30	2,02
	Goodwill	5	16	8,77	2,45
	Ingenuousness, authenticity, sincerity	4	14	7,13	2,16
	Openness in communication	2	7	4,07	0,91
	Confrontation	2	7	3,50	1,43
	Initiative	2	7	4,27	1,34
	Organizational skills	3	6	3,90	0,80
Emotional Faces	Perceptual skills	2	7	4,80	1,67
	The abilities to react quickly	5	9	6,67	1,32
	General indicators	29	84	50,40	11,54
Emotional Faces	Understanding of emotions	2	6	4,03	0,99

According to a professional evaluation of preschoolers' communicative behavior, kids with severe speech impairments typically understand adult-presented tasks ( $M=2,77$ ). Preschoolers with the first level of verbal underdevelopment typically struggle to understand simple tasks, while children with a higher level typically struggle to follow two-step instructions due to phonemic hearing disturbances associated with general speech impairment. Preschoolers with a serious speech violation do not have difficulty understanding the emotional states of their peers ( $M=2,57$ ). However, due to their underdeveloped lexico-grammatical speech, children find it difficult to name emotions.

Students with severe speech impairments seemed to have low communicative abilities ( $M=50,4$ ). It is harder for preschoolers with speech underdevelopment to interact with their peers than it is with adults. The emotional states that preschoolers with severe developmental disorders of speech most frequently recognize and name are those that we were able to identify through the study of the capacity to appropriately recognize and name emotions (see Fig. 1). It has been observed that preschoolers with speech impairments are most adept at identifying the emotion of friendliness, with adjectives like cheerful, good, smiling, and joyful being the most commonly used when describing it.

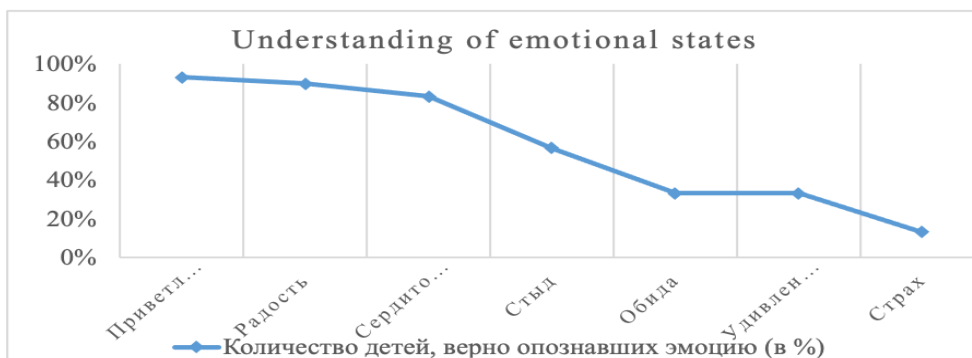


Figure 1. Quantitative Indicators of Understanding of Emotional States by Preschoolers with SSI (in %)

Preschoolers' predicative vocabulary—is happy, is cheerful, is laughing—dominates when naming explicit joy. Preschoolers describe being angry as having a bad mood, being furious, and scowling. Sad and less frequently contemplative lexical substitutions are indicative of shame or guilt. Preschoolers with SSI describe surprise as joyous emotions. Merely 13.33% of the participants were able to identify the emotion of fear using speech and language. Research conducted by scientists from other countries has also revealed that fear is frequently accompanied by surprise and vice versa, and that the two emotions can manifest in tandem. Based on the structural-functional components of prediction, the average level of development of speech-communicative ( $M=6.73$ ) and regulative ( $M=11.07$ ) functions (see Fig. 2) shows that respondents have voluntary control over their predictions, comprehend norms and values that are generally accepted, and can express their ideas through unique speech and language. This is because children are naturally good communicators. The degree of difficulty in predicting future events and utterances is a function of cognitive impairment.

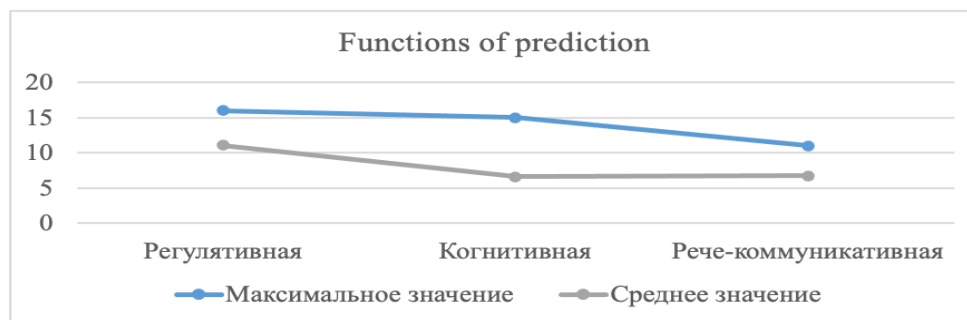


Figure 2. Mean Values Per Predictive Functions in Preschool Children with Severe Speech Impairments

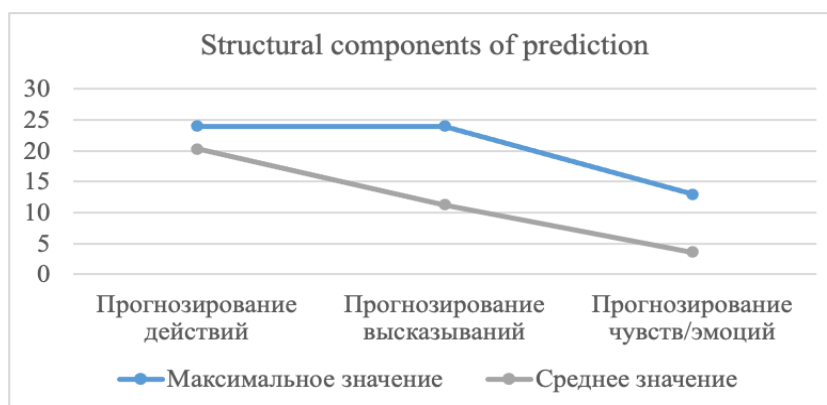


Figure 3. Structural Components of Prediction in Preschool Children with Severe Speech Impairments

Young children with speech-language pathology in preschool successfully predict future events (see Fig. 3). However, empirical data analysis reveals that these children struggle with certain structural components, such as emotion

( $M=3,60$ ) and utterance prediction ( $M=11, 30$ ). Preschoolers' predictions are focused on plausible scenarios ( $M=6$ ). Preschoolers' predictions were based on their age and stage of social development.

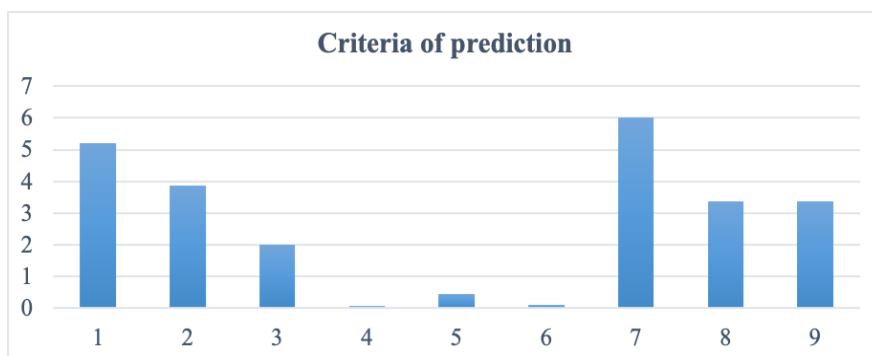


Figure 4. Mean Values of the Criteria of Prediction of Preschool Children with SSI

Young children rely on prosocial conduct ( $M=5,2$ ). The story's character would most frequently put her belongings in her locker, according to children's responses. When the character failed to do so, the teacher would typically reprimand or punish her, saying things like "She will be punished, she will be out of here" or "The teacher scolded Mishunya." Although the respondents' responses are positively anticipatory ( $M=3,87$ ), some of them have unfavorable opinions that might be connected to past experiences. Podzorova (2008) looked into the impact of children feeling bad when they failed a task or activity. As a result of their emotional anticipation, the children chose not to participate in those activities in the future, making predictions based on their prior experiences.

In preschoolers with SSI, the speech-communicative function of prediction is typified by responses that are neither sufficiently extended ( $M=3.37$ ) nor structured ( $M=3.37$ ) (see Fig. 4). Children typically respond independently with short, basic sentences. Speech disturbances limit the means of communication, which accounts for preschoolers with speech pathology's inadequate verbalization of predictions. The corrective work done by specialists with children in special educational institutions is the reason for the presence of responses that are sufficiently common and grammatically structured. Seven preschoolers have specific predictions made of them. The child predicted the character's statement and emotional state, described the character's subsequent actions, and acknowledged her lexical and grammatical errors. The results of the long-term ( $M=0,10$ ) and variable ( $M=0,07$ ) predictions only applied to two preschoolers with speech-language pathology. Two possible course of events are depicted in the child's response: purchasing a new vase, the characters' wish to glue the vase, and their fear that it might break again. The preschooler's long-term prediction is that, based on her observations, she stated that the characters were unable to purchase a vase in the evening because the stores were closed at this time. Her short-term prediction is that she believes the glued vase might break again in the future.

## 5. Discussion

Based on the empirical study, we can conclude that preschoolers with SSI make realistic predictions about events, but they lack detail and are expressed in short, simple sentences or single words. Preschoolers with severe speech impairments struggle to identify and label emotions, which makes it difficult for them to predict their own and other people's emotional states, according to diagnostics on understanding of emotional states. According to a study conducted by a group of foreign scientists, children with speech-language pathology struggle to comprehend and regulate their emotions as well as different social situations. As a result, they find it difficult to interact with their peers. This is explained by the fact that preschoolers with speech pathology frequently struggle with phonemic perception, making it difficult for them to understand their peers' intentions. As a result, some children may interact with their peers by using nonverbal cues, which normotypical children may interpret as hostile or negative. As a result, it's possible that peers will react negatively to preschoolers with speech impairment. The results of our study showed that the subjects were more accurate at predicting behaviors and feelings than words. This could be because preschoolers with general speech impairments lack the interpersonal communication experience needed to anticipate utterances because they have not developed their communicative abilities sufficiently, are rarely the first to engage in a conversation, and find it difficult to sustain it due to their limited vocabulary. Due to the structure of their speech defect, preschoolers in this nosological group do not have a sufficient level of verbal communication, which may be related to their low communication abilities. In a study headed by Kuftyak (Kuftyak & Odintsova, 2018), comparable outcomes were found.

## 6. Conclusion

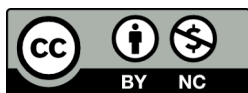
Since primary speech impairment disrupts prediction mechanisms, severe speech impairment significantly influences the likelihood of communicative difficulties in children. This nosological group of preschoolers has the most trouble predicting words, feelings, and behaviors about others and themselves. Speech-impaired preschoolers have violations in every predictive component. The speech-communicative function of prediction exhibits peculiarities due to the inadequate capacity of children with special needs to construct grammatically correct sentences, organize and expand their responses, and compose a cohesive text that conveys not only the characters' actions but also their feelings and declarations. Additionally, these children struggle to generate multiple scenarios regarding potential future events. Preschoolers with severe speech impairments make realistic predictions of events despite having trouble articulating their responses; however, these predictions are frequently vague and expressed in short, simple sentences or single words. Children follow socially acceptable behavior when making predictions, and they typically make positive predictions.

It is evident that preschoolers' experiences are reflected in the speech-communicative function of anticipation. The completeness and accuracy of children's responses indicate how frequently they encounter similar situations, which is why prediction is easier for subjects with severe speech impairments in organized activity than in free activity. Specialists developing programs for the development of prediction's speech-communicative function can benefit from this research. The study of the speech-communicative function of prediction has practical significance as it aids in a more thorough examination of the issue of speech underdevelopment as a system of disrupted functions.

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