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<sup>1</sup>Шайжанова Қ.У., <sup>2</sup>Шайхыслам Н.Е.,

<sup>1</sup>ғылыми жетекшісі, п.с.ғ.к., доцент, [Karlahanym.70@gmail.com](mailto:Karlahanym.70@gmail.com)

<sup>2</sup>7М01902 –Арнайы педагогика: Логопедия мамандығының 1-курс магистранты, [shaikhnuray@gmail.com](mailto:shaikhnuray@gmail.com)

Абай атындағы ҚазҰПУ, Алматы қ., Қазақстан

## **СӨЙЛЕУ ТІЛІ ЖАЛПЫ ДАМЫМАҒАН (ІІІ ДЕНҒЕЙ) МЕКТЕПКЕ ДЕЙІНГІ ЖАСТАҒЫ БАЛАЛАРДЫҢ СӨЗДІК ҚОРЫНЫҢ ТЕОРИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ**

### *Аңдатпа*

Бұл мақалада сөйлеу тілі жалпы дамымаған (ІІІ деңгей) мектеп жасына дейінгі балалардың сөздік қорының ерекшеліктерін теориялық тұрғыдан арнайы әдебиеттерге шолу жасалып, талдау жүргізілген. Сөйлеу тілі жалпы дамымаған (ІІІ деңгей) мектеп жасына дейінгі балалардың сөздік қоры тұрмыстық дейгейде, әлі де лексикалық мағыналарды дұрыс қолданбау, активті және пассивті сөздік қорының айтарлықтай айырмашылықтарының болуы және тағы басқа ерекшеліктерімен сипатталатыны көрсетілген. Ал сөздік қоры жеткіліксіз болған жағдайда, балалардың қоршаған ортамен қарым-қатынас орнату, өз ойын жеткізу, және ақпаратты қабылдау қабілеттері тежеледі.

Осылайша, мақала сөйлеу тілі жалпы дамымаған (ІІІ деңгей) мектепке дейінгі жастағы балалардың сөздік қорының ерекшеліктерін тереңірек түсінуге көмектесіп, алдағы уақытта осы мәселе бойынша түзете-дамыту жұмыстарын әртүрлі әдістер, соның ішінде мнемотехника арқылы жүргізу тиімділігін айқындайды.

**Кілттік сөздер:** сөйлеу тілінің жалпы дамымауы (ІІІ) деңгей, сөздік қор, мнемотехника, мектеп жасына дейінгі балалар.

<sup>1</sup>Шайжанова Қ.У., <sup>2</sup>Шайхыслам Н.Е.,

<sup>1</sup>научный руководитель, к.пс.н., доцент, [Karlahanym.70@gmail.com](mailto:Karlahanym.70@gmail.com)

<sup>2</sup>магистрант 1 курса по специальности 7М01902 – Специальная педагогика: Логопедия, [shaikhnuray@gmail.com](mailto:shaikhnuray@gmail.com)

КазНПУ имени Абая ҚазҰПУ, г. Алматы, Казахстан

## **ТЕОРЕТИЧЕСКИЕ ОСОБЕННОСТИ СЛОВАРНОГО ЗАПАСА ДОШКОЛЬНИКОВ С ОБЩИМ НЕДОРАЗВИТИЕМ РЕЧИ (ІІІ УРОВЕНЬ)**

### *Аннотация*

В данной статье теоретически анализируются особенности словарного запаса дошкольников с общим недоразвитием речи (ІІІ уровень) на основе обзора специализированной литературы.

Показано, что словарный запас дошкольников с общим недоразвитием речи (III уровень) остается на бытовом уровне, характеризуется неправильным использованием лексических значений, значительными различиями между активным и пассивным словарем и другими особенностями. Недостаточный словарный запас тормозит способность детей устанавливать контакты с окружающей средой, выражать свои мысли и воспринимать информацию.

Таким образом, статья способствует более глубокому пониманию особенностей словарного запаса дошкольников с общим недоразвитием речи (III уровень) и подчеркивает эффективность коррекционно-развивающей работы с использованием различных методов, в особенности мнемотехнику.

**Ключевые слова:** общее недоразвитие речи (III уровень), словарный запас, мнемотехника, дошкольники.

<sup>1</sup>Shaizhanova K.U., <sup>2</sup>Shaikhyslam N.Y.

<sup>1</sup>scientific supervisor, Candidate of Psychological Sciences, Associate Professor,  
[Karlahanym.70@gmail.com](mailto:Karlahanym.70@gmail.com)

<sup>2</sup>1st year master's student in the specialty 7M01902 – Special Pedagogy: Speech Therapy,  
[shaikhnuray@gmail.com](mailto:shaikhnuray@gmail.com)

KazNPU named after Abai, Almaty, Kazakhstan

## THEORETICAL FEATURES OF THE VOCABULARY OF PRESCHOOL CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT (LEVEL III)

### Abstract

This article presents a theoretical analysis of the vocabulary development of preschool children with general speech underdevelopment (Level III) based on a review of specialised literature. It is shown that the vocabulary of preschool children with general speech underdevelopment (Level III) remains at a basic everyday level, characterised by incorrect use of lexical meanings, significant differences between active and passive vocabulary, and other distinctive features. Limited vocabulary development affects children's ability to communicate effectively, express their thoughts, and comprehend information. Thus, this article contributes to a deeper understanding of the vocabulary development of preschool children with general speech underdevelopment (Level III) and highlights the effectiveness of correctional and developmental interventions using various methods, including mnemonic techniques.

**Keywords:** general speech underdevelopment (Level III), vocabulary development, mnemonic techniques, preschool children.

### Relevance:

Currently, one of the pressing issues in the special education system of the Republic of Kazakhstan is the significant increase in the number of children with general speech underdevelopment (GSU) in preschool institutions.

Speech development plays a crucial role in shaping a child's personality and is a key factor in their successful socialisation. Speech disorders complicate their interaction with the surrounding environment and impact their cognitive and emotional development. As noted in the works of researchers such as K.K. Omirbekova, G.S. Orazayeva, G.N. Tolebiyeva, G.B. Ibatova, R.I. Lalaeva, T.B. Filicheva, and G.V. Chirkina, one of the distinct indicators of general speech underdevelopment is the limited vocabulary.

When children's vocabulary is insufficient, their ability to establish communication with their environment, express their thoughts, and process information becomes impaired. This also complicates their readiness for school, as language development during the preschool period serves as the foundation for successful learning in school.

In Kazakhstan, the Model Preschool Educational Programs for Children with Special Educational Needs (SEN), including the program for children with general speech underdevelopment (approved by Order No. 721), explicitly emphasise tasks such as expanding and clarifying children's vocabulary, enriching their passive and active vocabularies with adjectives, verbs, and common nouns, and increasing and generalising active vocabulary based on thematic content.

Thus, the development of the vocabulary of preschool children with general speech underdevelopment at Level III remains a pressing issue.

L.S. Vygotsky, in his works, emphasised that vocabulary is not merely a collection of words but a reflection of the cognitive processes and cultural context that shape an individual's development [1].

Kazakh scholar G. Kaliev considered vocabulary the foundation of the linguistic system. He viewed its significance not only as a mere collection of words but also as the ability to understand, use, and creatively apply these words [2].

Vocabulary is divided into active and passive categories. L.V. Shcherba provided the following definitions:

Active vocabulary refers to the set of words actively used by an individual in speech.

Passive vocabulary consists of words that a person understands but does not actively use in communication.

Domestic scholars such as K.K. Omirbekova, Zh.T. Taszhurekova, A.D. Seysenova, G.B. Ibatova, and A.S. Ospanova, who have studied the development of preschool children's vocabulary during ontogenesis, note the following: by the age of three, children's vocabulary ranges from 1,000 to 1,200 words, increasing to 1,900 words by the age of four. By the age of five, the passive vocabulary tends to surpass the active vocabulary. Children's vocabulary consists of nouns, verbs, adjectives, numerals, and adverbs. In addition to the main parts of speech, children actively use adverbs and pronouns. They are capable of providing detailed descriptions of familiar objects and images, as well as composing narratives on specific topics. By the age of six, a child's vocabulary can reach up to 3,500 words [3].

According to the research of E.A. Arkina, by the age of four, a child's vocabulary expands to up to 2,000 words, and by the age of six, it reaches approximately 4,000 words. A.A. Shtern stated that a child's vocabulary increases to 1,600 words at the age of four and up to 2,200 words by the age of five. According to A.N. Gvozdev's data, the vocabulary of a four-year-old child consists of 50.2% nouns, 27.4% verbs, 11.8% adjectives, 5.8% adverbs, and 1.9% numerals. A.V. Zakharova identified the most frequently used words in children's speech, highlighting nouns, adjectives, and verbs. Within children's vocabulary, nouns that denote people are predominant. According to S.N. Tseytlin, for preschool-aged children, distinguishing objects and identifying their actions is crucial, whereas describing the properties of those objects is of lesser importance to them.

«General speech underdevelopment is a severe speech disorder caused by impairments in the development of all components of speech, despite normal intellectual and auditory abilities. » This term is officially defined as «General Underdevelopment of Speech» in Order No. 721, approved by the Ministry of Education and Science of the Republic of Kazakhstan on December 29, 2018 [4].

One of the most distinct and persistent manifestations of general underdevelopment of speech is insufficient lexical development. Many scholars, including K.K. Omirbekova, G.B. Ibatova, E.F. Arkhipova, R.I. Lalaeva, N.V. Serebryakova, T.B. Filicheva, G.V. Chirkina, and L.I. Belyakova, have studied the characteristics of vocabulary in preschool children with general speech underdevelopment (Level III).

In their works, K.K. Omirbekova, G.S. Orazayeva, G.N. Tolebiyeva, and G.B. Ibatova note that children with general speech underdevelopment at Level III have a more expanded vocabulary in comparison with Level II. However, they still do not fully understand the meanings of certain

words and sometimes use them inappropriately. Their vocabulary predominantly consists of nouns and verbs, while adjectives and adverbs are used less frequently. Among other lexical errors, researchers highlight tendencies such as naming an object by one of its parts, using general terms instead of specific names, and referring to professions by their associated actions [5][6].

According to the observations of R.I. Lalaeva and N.V. Serebryakova, preschool children with general speech underdevelopment at Level III demonstrate a significantly limited vocabulary of commonly used words in comparison with their typically developing peers. This deficiency becomes particularly evident when they attempt to describe images, as they struggle to construct descriptive sentences using multiple words. Despite this limitation, these children do possess a passive vocabulary that includes certain words such as stairs, fan, face, but they often fail to incorporate them effectively into active speech [7].

One of the key characteristics of lexical development in children with general speech underdevelopment is the substantial discrepancy between their active and passive vocabulary. While their passive vocabulary may be relatively broad, their active vocabulary remains restricted, primarily consisting of nouns and verbs. In contrast, other parts of speech, such as adjectives, pronouns, and adverbs, are significantly underrepresented. This imbalance in vocabulary composition affects their ability to form coherent and contextually appropriate sentences, further contributing to difficulties in verbal communication.

In preschool children with general speech underdevelopment at Level III, the difference between their passive and active vocabulary is significantly more pronounced in comparison with their typically developing peers. While children with typical speech development gradually balance their passive and active vocabulary, those with general speech underdevelopment at Level III struggle with this process, leading to noticeable gaps in their ability to use words in everyday communication.

One of the distinctive characteristics of these children is their inability or reluctance to use polysemantic (multiple-meaning) words in speech. Their passive vocabulary—words they understand but do not actively use in speech—is considerably larger than their active vocabulary. This discrepancy becomes particularly evident when analysing the words they fail to incorporate into their spoken language. For instance, a six-year-old preschool child with general speech underdevelopment at Level III may demonstrate an extremely limited active vocabulary, often omitting entire categories of words. These may include the names of trees, colours, berries, fish, animals, birds, various devices, tools, and even body parts [8].

Such limitations in vocabulary not only hinder the child's ability to express thoughts clearly but also impact their overall communication skills, making it difficult for them to engage in conversations, describe objects, and understand more complex linguistic concepts.

According to R.I. Lalaeva, preschool children with general speech underdevelopment at Level III do possess a certain range of verbs in their vocabulary, as verbs represent actions that the child either performs in their daily life or frequently observes in their environment. These commonly used action words include *washing, dressing, brushing (hair), walking, running, eating, and sleeping*. Since these activities are an integral part of their routine, children with general speech underdevelopment are generally able to understand and use such verbs in speech [9].

However, despite possessing a basic set of action words in their vocabulary, these children often struggle when required to differentiate between similar verbs or substitute one verb for another in context. This difficulty arises when they need to select a more precise or appropriate verb to describe a specific action. For instance, they may confuse actions with similar characteristics or fail to replace a verb with its synonym when necessary. Such challenges indicate an underdeveloped lexical system, which impairs their ability to construct more varied and contextually appropriate sentences. This limitation in verb usage further exacerbates the difficulties these children face in expressing their thoughts clearly and accurately.

According to the observations of T.B. Filicheva, children with general speech underdevelopment at Level III may exhibit relatively detailed speech, yet they experience significant difficulties in applying many lexical meanings correctly. While their vocabulary includes a variety of words, their active vocabulary is predominantly composed of nouns and verbs. Words that represent properties, characteristics, or locations of objects and actions are notably scarce in their speech [10].

Furthermore, T.B. Filicheva and G.V. Chirkina noted that the active vocabulary of children with general speech underdevelopment at Level III is significantly smaller in comparison with their typically developing peers. Although these children are able to correctly identify and describe actions in pictures, they frequently confuse or misuse these same actions when speaking independently. Analysing the children's vocabulary allows for the identification of specific patterns in their lexical errors, shedding light on the particular nature of their language difficulties.

In their vocabulary, generalising concepts are rarely used, with a focus on words related to toys, dishes, clothing, and flowers. Antonyms are seldom used, and synonyms are virtually non-existent. For example, when describing the size of an object, these children tend to rely exclusively on the words "big" and "small," often substituting them for more specific terms such as long, short, tall, low, thick, thin, wide, or narrow. This results in frequent breakdowns in lexical coherence, as the children fail to use more appropriate and varied language to convey precise meanings [11].

Such limitations in their vocabulary and understanding of nuanced meanings further hinder their ability to communicate effectively, preventing them from fully expressing themselves or engaging in more complex linguistic interactions.

According to L.I. Belyakova and other researchers, disturbances in the development of the active vocabulary of children with general speech underdevelopment at Level III manifest in the way they classify words based on their semantic features. For example, a typical six-year-old child with normal speech development can easily identify the extra word in a series such as "potato, tomato, cucumber, plate, onion." However, children with general speech underdevelopment at Level III tend to make mistakes when performing such tasks, as they do not yet understand how to use general conceptual characteristics for classification. Instead, they classify words based on the general state or functional purpose of an object or phenomenon. For instance, in a task where they are asked to identify the odd word in a set like "magpie, butterfly, swallow," a child with general speech underdevelopment at Level III may incorrectly choose "magpie" as the odd one out instead of "butterfly." Their reasoning for this choice might be, "A magpie doesn't fly; it sits by the grass." This demonstrates their tendency to rely on surface-level or incorrect criteria, such as a specific behaviour or function, rather than broader semantic features that define the category of the words. This limitation reflects their difficulties in recognising and applying more abstract concepts, which further contribute to their language development challenges [12].

According to the data provided by E.F. Arkhipova, children with general speech underdevelopment at Level III face significant difficulties in applying word formation methods. This inability to use word variants, as well as challenges in creating new words through suffixes and affixes, hinders their lexical development. These children often replace the name of an object with the name of one of its parts or use another word that conveys a similar meaning. This issue further complicates their ability to expand their vocabulary and form new words correctly, reflecting a fundamental gap in their linguistic skills [13].

Given the above information, the development of vocabulary remains a pressing issue for children with general speech underdevelopment. Research has shown that one of the most effective methods for developing vocabulary in preschool children is the use of visual-figurative materials. One such method is mnemonic techniques. Mnemonics, derived from the Greek term for "the art of memory," refers to a system of methods aimed at improving the ability to easily remember and recall information, as well as enhancing long-term memory retention. These techniques are

particularly useful for helping children better retain and retrieve vocabulary by associating words with vivid images or memorable concepts, thus facilitating the learning process.

The mnemonic technique in preschool pedagogy is known by various terms. T.A. Tkachenko referred to it as the "object-schematic model," while P.V. Glukhov called it the "block-square," V.K. Vorobyova used the term "sensory-graphic scheme," and T.V. Bolshova referred to it as "collage."

Like any other method, mnemonic techniques are structured from simple to complex. Work should begin with the simplest mnemonic squares, gradually progressing to mnemonic paths, and later to mnemonic matrices. A mnemonic square is a single image that represents a word, phrase, or simple sentence. A mnemonic path consists of 3-5 images, which can be used to create a short story containing two to four sentences, making it suitable for early and middle childhood. A mnemonic matrix is a tool that helps children identify and highlight important features from objects or their relationships, which are essential for creating a story or composition. This tool aids children in focusing on key elements when constructing narratives, ensuring that they can better understand and organise their thoughts.

The essence of the mnemonic technique lies in the creation of an image for each word or small phrase, with the text being depicted in a schematic way. By referring to these visual aids – the images – the child can more easily retain and recall information. Since children with general speech underdevelopment tend to get tired quickly and lose interest in lessons, the use of mnemonic techniques facilitates and accelerates the process of memorising and mastering the material. Furthermore, it transforms the learning process into an engaging game, which can help maintain their focus and enthusiasm.

For children with general speech underdevelopment at Level III, mnemonic techniques serve as a crucial tool for expanding their vocabulary. These children often face difficulties when it comes to mastering new words and using them correctly. They also experience disruptions in their ability to perceive and retrieve lexical units. Mnemonic methods not only improve memory retention but also enable children to link words with specific images, actions, and situations. This connection between words and concrete, visual representations aids in better mastery and understanding, allowing for more effective language acquisition.

The stages of working with mnemonic techniques are as follows:

*Stage I.* Introduction of elements and symbols for the schema. For example, these can include signs such as colours, shapes, sizes, and actions.

*Stage II.* Application of supportive schemas and symbols across all learning activities and various types of tasks. It is essential for the child to learn not to use these symbols in only one specific area, as symbols should be universal and flexible in their application.

*Stage III.* Introduction of negations. For instance, words like «not big,» «inedible,» and other forms of negation are incorporated to help the child understand opposite meanings.

*Stage IV.* Encouraging children to independently search for images and symbols that represent specific qualities. The goal of this stage is to actively engage children in finding pictures and symbols, as well as to teach them how to justify their selection.

*Stage V.* Reviewing the schema and analysing what is depicted. This stage involves critically examining the visual materials and discussing the elements shown.

*Stage VI.* Re-coding information, i.e., transforming abstract symbols into understandable images. This process involves turning graphic representations into clear and vivid images that children can easily grasp and connect with.

*Stage VII.* After re-coding, children are asked to tell a story based on the topic using the newly learned visual representations. In small groups, this is done with the assistance of adults, while in larger groups, children are encouraged to do this independently.

These stages provide a structured and progressive approach to using mnemonic techniques in early childhood education, helping children develop better memory, comprehension, and language skills.

The benefits of mnemonic techniques for children with general speech underdevelopment at Level III are as follows:

1. **Improved Memory:** Mnemonic techniques help children with general speech underdevelopment organize information in a way that makes it easier for them to remember. For instance, using association methods can make it easier to retain new words and concepts.

2. **Activation of Associative Thinking:** Children with general speech underdevelopment often struggle with understanding and using abstract concepts. Mnemonic techniques, such as using visual images or creating associations, can help them better process and understand information by connecting it to concrete images and ideas.

3. **Speech Development:** For children with speech disorders, it is important not only to improve memory but also to develop speech skills. Mnemonic techniques can be beneficial in enhancing their vocabulary, grammatical structures, and correct pronunciation.

4. **Increased Attention:** Using mnemonic methods helps children focus on the key aspects of the learning material, which is especially important for children with general speech underdevelopment who have difficulties with attention.

5. **Facilitated Information Acquisition:** Memory methods make it easier for children to process learning material, making it more accessible and understandable for those who struggle with absorbing and processing large amounts of information.

These techniques play a vital role in supporting cognitive and language development, providing children with the tools to improve memory, focus, and language skills in a more engaging and effective manner.

According to G.S. Orazayeva, mnemonic techniques are an effective method for developing a child's speech. These techniques can serve as an auxiliary tool in forming and correcting the vocabulary of preschool children with general speech underdevelopment at Level III. When using mnemonic techniques, it is important to consider the child's individual and age-specific characteristics [14].

N.A. Menchinskaya emphasizes the significance of using mnemonic techniques to develop speech in children with speech impairments. She argues that mnemonic methods can help children with general speech underdevelopment expand their vocabulary, improve pronunciation, and accelerate the process of acquiring new vocabulary [15].

These views highlight the value of mnemonic techniques in supporting language development and speech correction, especially for children with speech disorders.

**In conclusion**, as the review of scientific literature shows, the development of vocabulary in preschool children is one of the key issues in early childhood education. Difficulties in forming and using vocabulary can complicate their communication, perception of the surrounding world, and adaptation to the social space. Therefore, it is essential to develop effective methods for correcting speech disorders, specifically methods aimed at vocabulary development. This underscores the importance of targeted interventions to address speech development challenges and improve children's ability to communicate and interact with their environment.

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