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СӨЙЛЕУ ТІЛІ ЖАЛПЫ ДАМЫМАҒАН ІІ ДЕҢГЕЙДЕГІ МЕКТЕП ЖАСЫНА ДЕІНГІ БАЛАЛАРДЫҢ СӨЗ ТІРКЕСІН ҚҰРАСТЫРУ ЕРЕКШЕЛІКТЕРІН АНЫҚТАУ

Аңдатпа

Мақалада сөйлеу тілі жалпы дамымаған (СТЖД) ІІ деңгейдегі мектеп жасына дейінгі балалардың сөз тіркесін құрастыру ерекшеліктері анықтауға бағытталған зерттеу нәтижелері ұсынылады. Теориялық негіздеме отандық және шетелдік лингвистика, психология және логопедия ғылымдарының еңбектеріне сүйене отырып талданған (Н. С. Валгина, В. В. Виноградов, Л. С. Выготский, В. А. Ковшиков, Р. И. Лалаева, Қ. Жұбанов және т.б.). Зерттеу барысында зат есім + сын есім үлгісіндегі сөз тіркестерін құрастыру бойынша бес диагностикалық тапсырма қолданылып, 20 баланың нәтижелері сапалық және сандық тұрғыда сараланды. Нәтижелер балалардың грамматикалық байланыстарды орнатуда, сөздердің орын тәртібін сақтауда, пішін, түс, көлем, дәм және сапалық белгілерді сөзбен сәйкестендіруде айтарлықтай қиындықтарға ие екенін көрсетті. СТЖД ІІ деңгейлі балалардың көпшілігінде сөз тіркесін өздігінен құру дағдысы жеткіліксіз қалыптасқан. Зерттеу логопедиялық түзету жұмыстарының мазмұнын жетілдіру, көрнекілік, модельдеу және ойын технологияларын қолданудың маңызын айқындайды.

Кілттік сөздер: сөйлеу тілінің жалпы дамымауы; СТЖД ІІ деңгей; сөз тіркесі; грамматикалық құрылым; мектеп жасына дейінгі балалар; лексико-грамматикалық даму.

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ОПРЕДЕЛЕНИЕ ОСОБЕННОСТЕЙ СОЗДАНИЯ СЛОВСОЧЕТАНИЙ У ДОШКОЛЬНИКОВ С 3-ГО УРОВНЯ ОБЩЕГО НЕДОРАЗВИТИЯ РЕЧИ

Аннотация

В статье представлены результаты исследования особенностей формирования словосочетаний у дошкольников с общим недоразвитием речи (ОНР) ІІІ уровня. Теоретическая база исследования опирается на труды отечественных и зарубежных лингвистов и специалистов в области логопедии (Н. С. Валгина, В. В. Виноградов, Л. С. Выготский, В. А. Ковшиков, Р. И. Лалаева, К. Жубанов и др.). В ходе эксперимента использовались пять диагностических заданий, направленных на выявление умений сочетать существительные с прилагательными. В исследовании приняли участие 20 детей, результаты которых были проанализированы количественно и качественно. Установлено, что дети с ОНР ІІІ уровня испытывают значительные трудности в построении словосочетаний, нарушают порядок слов, смешивают грамматические формы и затрудняются в вербализации признаков (цвет, форма, величина, вкус, качество). Большинство детей не способны самостоятельно и корректно формировать словосочетания. Исследование подтверждает

необходимость совершенствования логопедической работы, применения наглядности, моделирования и игровых методов в развитии грамматического строя речи у детей с ОНР.

Ключевые слова: общее недоразвитие речи; ОНР III уровня; словосочетание; грамматическая структура; дошкольники; лексико-грамматическое развитие.

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DETERMINING THE FEATURES OF PHRASE FORMATION IN PRESCHOOL CHILDREN WITH LEVEL III GENERAL SPEECH UNDERDEVELOPMENT

Abstract

The article presents the results of a study aimed at identifying the specific features of phrase formation in preschool children with General Speech Underdevelopment (GSU) Level III. The theoretical framework is based on the works of leading scholars in linguistics, psychology, and speech therapy (N. S. Valgina, V. V. Vinogradov, L. S. Vygotsky, V. A. Kovshikov, R. I. Lalaeva, K. Zhubanov, et al.). Five diagnostic tasks focusing on the ability to combine nouns with adjectives were used to assess the phrase-forming skills of 20 children. Quantitative and qualitative analyses revealed significant difficulties among children with GSU Level III in establishing grammatical relations, maintaining correct word order, and verbalizing attributes such as color, shape, size, taste, and quality. Most children demonstrated insufficient independent phrase-forming abilities. The findings highlight the need for enhanced speech-therapy interventions, including the use of visual support, modeling strategies, and play-based methods to develop grammatical structures in children with speech underdevelopment.

Keywords: general speech underdevelopment; GSU Level III; phrase formation; grammatical structure; preschool children; lexico-grammatical development.

Introduction

Currently, in the field of speech therapy, special attention is given to the issue of General Speech Underdevelopment (GSU). Scientifically substantiating effective methods for correcting grammatical structure disorders in children with GSU is a relevant and significant issue both theoretically and practically. The formation of phrases in children with GSU plays an important role in developing grammatical structures, particularly in establishing the syntactic structure of sentences. However, the issue of phrase formation in children with general speech underdevelopment (GSU) has not been sufficiently studied. The theoretical basis of this study relies on the foundations of special pedagogy, special psychology, linguistics, and psycholinguistics (Omirebekova, K. K., Orazayeva, G. S., Tolebieva, G. N., Ibatova, G. B. [1]; Valgina, N. S. [2]; Vinogradov, V. V. [3]; L. S. Vygotsky; Kovshikov, V. A. [4]; Lalaeva, R. I. [5]; Levina, R. E.; Leontiev, A. A. [6]; Mastyukova, E. M. [7]; Sobotovich, E. F. [8]; Tumanova, T. V.; Filicheva, T. B. [9]; Tseitlin, S. N. [10], etc.). In our study, we adopt the perspective of Q. Zhubanov [11], who defines a phrase as a group of two or more words that are in a grammatical relationship with each other and express a unified meaning. The syntax of a phrase is characterized by the complexity of the rules for combining the words it contains and by its polysemy.

According to analyses in specialized literature on the formation of grammatical structures in children, children with speech impairments exhibit a reduced ability to perceive the physical characteristics of language elements and to distinguish the meanings embedded in the lexical-grammatical units of the language (Gribova, O. E.; Zhukova, N. S.; Kovshikov, V. A. [4]; Lalaeva,

R. I.; Serebryakova, N. V. [5]; Sobotovich, E. F. [8]; Susov, I. P. [12]; Filicheva, T. B. [9]; Tseitlin, S. N. [10]; Shakhnarovich, A. M. [13]; Laroch-Polom, et al).

Based on the analysis of specialized literature, we have reached the following conclusion: the scientific study of phrase formation characteristics in preschool children is a promising area of research. It allows for a deeper understanding of the language features in children with speech impairments and provides opportunities to improve speech therapy work aimed at developing their lexical-semantic components, morphological and syntactic structures, as well as their dialogic and monologic speech.

We aim to identify the characteristics of phrase formation skills through nouns and adjectives in preschool children (3 years old) with Level III General Speech Underdevelopment (GSU). Children of this age with Level III GSU demonstrate significant difficulties in forming phrases. They often cannot correctly use lexical and grammatical tools, frequently disrupt the proper order of words, and make mistakes in using case, tense, and agreement endings appropriately. Such children face great challenges in independently constructing correct phrases without guiding questions or visual aids.

Research Data and Methods

The aim of the diagnostic experiment was to identify the specific features of phrase formation in preschool children (3 years old) with General Speech Underdevelopment (GSU) Level III.

The objectives of the diagnostic experiment were as follows:

1) To determine the level of phrase formation in preschool children (3 years old) with General Speech Underdevelopment (GSU) Level III.

2) To assess the ability to correctly understand and combine nouns and adjectives.

In organizing the procedures for identifying the specific features of phrase-formation skills in 3-year-old preschool children with General Speech Underdevelopment (GSU) Level III, both primary and supplementary methods were used.

Primary Methods:

Study of the following documents:

1. Conclusions of the Psychological-Medical-Pedagogical Consultation (PMPC);
2. Medical records;
3. Individual child characteristics and observation logs;
4. Speech development cards.

Observation was one of the key research methods. To identify the features of phrase formation in children with GSU (Level III), observations were conducted during “Speech Development” lessons. This allowed us to assess and record the level of their connected speech.

Supplementary Methods:

Interviews with a special education teacher (defectologist), speech therapist, and educator. The purpose of the interviews was to gather information about the child’s behavior, personality traits, and psychological state. Participation in classroom sessions was also included.

The research was conducted at the Municipal State Institution “Special Nursery Kindergarten No. 66” in Almaty».

The experimental procedure consisted of several stages:

Stage 1. Grouping the children based on their medical records and personal files.

Stage 2. Conducting a diagnostic experiment aimed at assessing the phrase-formation skills of 3-year-old preschool children with GSU (Level III).

Stage 3. Summarizing and analyzing the results of the diagnostic experiment.

Stage 1: Collection of anamnesis data. At this stage, we reviewed and analyzed the children’s documents (speech development cards, PMPC referrals, etc.). Analysis of the anamnesis data indicated that all children in the experimental group had a history of delayed speech development. The speech cards revealed delays in phrase speech and qualitatively and quantitatively limited

vocabulary. All children in the experimental group had a PMPC conclusion indicating General Speech Underdevelopment (GSU) Level III.

Stage 2: Conducting the practical part of the experiment. To determine the children's ability to combine nouns and adjectives within a phrase, we developed five tasks based on J. A. Comenius's «Explanatory–Illustrative Teaching Technology». The experiment was carried out in the kindergarten, involving a total of 20 children.

I. Task: «Name the Color» (Natural Objects)

Objective: To help the child distinguish colors and use adjective + noun phrases (e.g., red apple, yellow lemon).

Instructions: Look, I will show you different objects. You should say their name and color. For example, if I show an apple, say «red apple». If I intentionally give the wrong color, you should correct me and say the right one.

Assessment Criteria:

3 points: Correctly states the color and forms a complete phrase (e.g., «red apple»).

2 points: States the color correctly, but the phrase is incomplete or has a minor mistake (e.g., «red... apple»).

1 point: Confuses the color or cannot form the phrase correctly.

II. Task: «Big or Small?» (Real Objects)

Objective To compare sizes and form phrases using the adjectives «big» and «small».

Instructions: Now we will look at objects in the room together. I will show you two objects, and you should tell me which one is big and which one is small. For example: "big door," "small chair." Then, you can find your own pair of objects and describe their size.

Assessment Criteria:

3 points: Correctly compares both objects and says two complete phrases (e.g., «big door», «small chair»).

2 points: Correctly identifies one pair; the second has a minor mistake.

1 point: Cannot correctly compare sizes or forms the phrases incorrectly.

III. Task: «Find the Shape» (Models, Toys, Pictures, Photos)

Objective: To identify shapes: circle, square, triangle, oval. To form adjective + noun phrases (e.g., «round ball», «square box»).

Instructions: I will show you toys and pictures of different shapes. You should name the shape and say which object can have this shape. For example: «round ball», «square box». If I sometimes give the wrong shape, you should correct me and say the right one.

Assessment Criteria:

3 points: Correctly names the shape and forms at least 2 complete phrases (e.g., «round ball», «square box»).

2 points: Correctly names the shape, but the phrase has a minor mistake.

1 point: Confuses shapes or cannot use the phrase correctly.

IV. Task: «Describe the Taste» (Teacher's Practical Activity)

Objective: To distinguish tastes: sweet, sour, bitter, salty. To form phrases using qualitative adjectives (e.g., «sweet candy», «sour lemon»).

Instructions: Now we will explore tastes together. I will show you or let you taste different foods, and you should tell me what taste it has. For example, lemon is sour, candy is sweet. Try to describe each item using a phrase: «sweet candy», «sour lemon».

Assessment Criteria:

3 points: Correctly identifies the taste and says at least 2–3 correct phrases (e.g., «sweet candy», «sour lemon»).

2 points: Correctly identifies the taste, but the phrase has a minor mistake.

1 point: Confuses the taste or cannot form the phrase correctly.

V. Task: «Identify the Quality» (Technological / Subject Cards)

Objective: To analyze the qualities of objects, make logical comparisons, and describe them using phrases.

Instructions: I will show you different objects. You can touch or look at them and tell me what they are like: «soft pillow», «hard stone», «heavy book», «light ball». If I say something wrong, you should correct me and give the right answer.

Assessment Criteria:

3 points: Correctly identifies the quality of the object and says at least 2 correct phrases (e.g., «soft pillow», «heavy book»).

2 points: Correctly identifies the quality, but the phrase has a minor mistake.

1 point: Confuses the quality or cannot use the phrase correctly.

Research Results and Their Analysis

According to the procedure described above, the skills of children with Level III General Speech Underdevelopment (GSU) in forming phrases were assessed. The actions of the children for each task were analyzed based on pre-established specific criteria. The main assessment criterion was the complete performance of the task, i.e., the completeness of the children’s actions. Additionally, incorrect or incomplete responses were also taken into account.

The statistical analysis of the experimental results was conducted using a traditional approach: each type of response was presented as a percentage. The children’s results were analyzed both quantitatively and qualitatively and were presented in the form of tables and charts.

Task	I			II			III			IV			V		
Level	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low	High	Medium	Low
Level of GSU	25%	50%	25%	45%	35%	20%	10%	35%	55%	30%	55%	15%	40%	30%	30%

The results of the diagnostic experiment presented in the table indicate that the skills of children with Level III General Speech Underdevelopment (GSU) in forming phrases are unevenly developed. Across all five tasks, the medium-level indicator predominated, showing that most children were only able to partially complete the tasks (for example, Task 1 – 50%, Task 3 – 35%, Task 4 – 55%). High-level performance was observed only in some tasks (Task 2 – 45%, Task 4 – 30%), and overall, its proportion remained low. At the same time, low-level results were also significant, especially in tasks aimed at identifying shapes and qualities (Task 3 – 55%, Task 5 – 30%).

These data demonstrate that children with Level III GSU consistently face difficulties such as failing to establish the connection between adjectives and nouns, incorrectly forming grammatical structures, not maintaining word order, and struggling to convey attributes through words.

Based on the presented indicators, the following diagram is proposed (Figure 1):

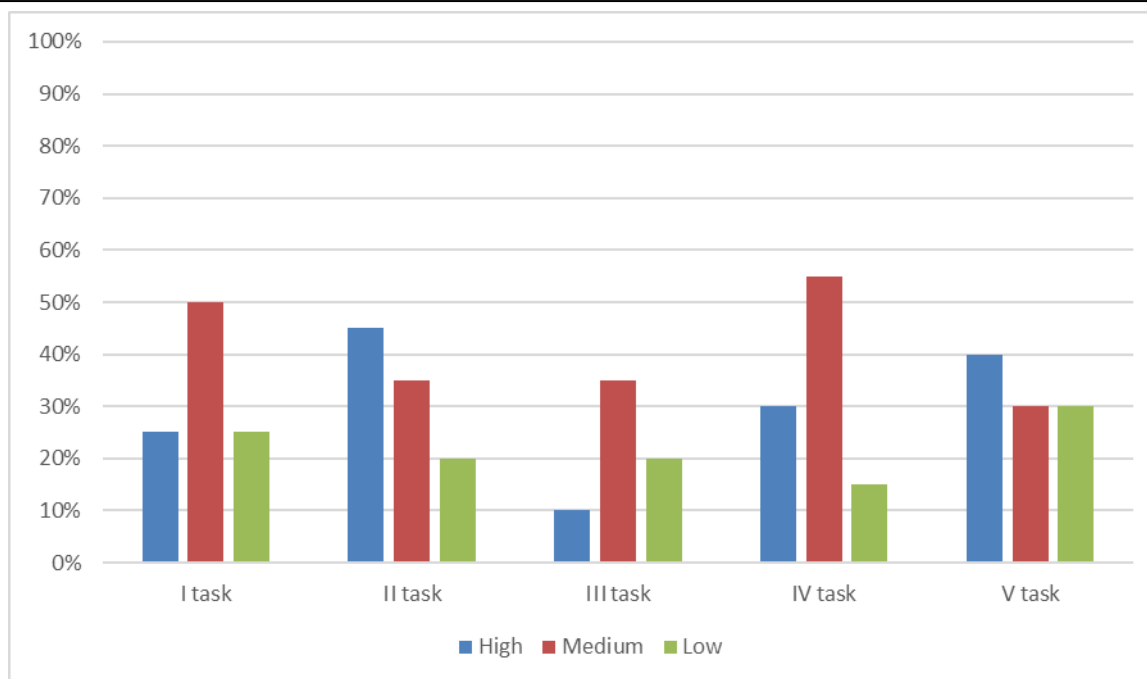


Figure 1. Final Results of the Diagnostic Experimental Work

Conclusion

The conducted study showed that the skills of preschool children with Level III General Speech Underdevelopment (GSU) in forming phrases are insufficiently developed. The results of the experimental tasks demonstrated that the children face significant difficulties in establishing the connection between adjectives and nouns, using grammatical structures correctly, and making logical comparisons. Low and medium-level performance predominated, especially in tasks involving the identification of shapes and qualities, indicating size relationships, and distinguishing tastes.

The analysis of the results showed that the children's responses frequently violated grammatical norms, with systematic errors such as incorrect word order and omission of adjectives. Many children struggled to complete the tasks independently and had to rely on the teacher's guiding questions and assistance. This indicates their limited vocabulary, weak mastery of grammatical structures, and low cognitive activity.

The results of the experiment highlighted the need for targeted corrective and developmental work to enhance the phrase formation skills of children with Level III General Speech Underdevelopment (GSU). Specifically, working with visual materials, modeling, using play-based technologies, and purposefully expanding vocabulary are recommended as effective approaches. Systematic corrective work enables children to master grammatical structures, construct phrases, develop phrasal speech, and enhance cognitive processes.

Thus, the study provided a deeper understanding of the characteristics of phrase formation in children with Level III General Speech Underdevelopment (GSU) and demonstrated the importance of targeted pedagogical support for their language acquisition. These findings serve as a basis for improving the content of speech therapy work, refining methodological approaches, and enhancing each child's language development potential.

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