

## FORMATION OF COMMUNICATIVE COMPETENCE AS A COMPONENT OF PREPARATION OF CHILDREN WITH SPEECH DISORDERS FOR SCHOOL EDUCATION

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The problem of the effectiveness of the correctional work of students with children who have speech impairments before school education is investigated. Theoretical analysis of the problem has shown that speech and communication are the most important factors of personality formation, because in the process of communicating with the community the child experiences the world, gains experience, and learns knowledge. The basic component of preschool education requires the child to have a certain level of verbal proficiency, i.e. competence. The objective is to teach children different types of verbal competence from an early age so that by the end of preschool age the child has acquired the appropriate knowledge, skills and abilities needed to communicate. It was found that verbal competence is a system of practical knowledge about the sound, lexical, and grammatical sides of speech, which an individual must master in order to take part in acts of verbal communication.

It was stated that the solution of the problem will be the implementation by the students of a correctional and developmental program aimed at the formation of speech and language competence as a component of readiness of children with speech impairments to school education.

The students of Dnipro National University named after Oles Gonchar under our supervision conducted the research. The study of the level of formation of communicative competence of children with language disorders before school education was implemented. The research involved 32 preschool children: 16 children in the Experimental Group (EG), 16 children in the Control Group (CG).

The results of the study allowed the students to conclude that the formation of communicative competence of children with verbal impairments to school education can be successful under the conditions of specially organized, systematized and regular lessons for the correctional and developmental program "Home to school". The results obtained show the effectiveness of the students' correctional work with children who have mental impairments before school.

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