

Bartsaeva E. V.

Formation of the lexical and grammatical system of speech in preschoolers with general underdevelopment of speech

Abstract. The article presents the results of a study on the problem of the formation of the lexical and grammatical structure of speech in preschoolers aged 5-6 years with general speech underdevelopment (III level of speech development). The relevance of the study is due to the increase in the number of children with an insufficient level of vocabulary and grammatical formation of utterance, as well as the contradiction between the available methodological base and real speech practice. The aim is to develop and test the content of correctional work on the formation of the lexical and grammatical structure of speech in preschoolers with general speech underdevelopment. In the course of the ascertaining experiment, stable features were revealed: limited vocabulary, inaccuracy in the use of words, agrammatism, difficulties in understanding abstract vocabulary, the predominance of passive vocabulary over active, low speech activity. The methodological resource «Speech therapy album of entertaining games «Word Game»», which includes five thematic sections, has been developed and implemented. Correctional work was based on the use of didactic games, visual modeling and a homework system, covering the areas of vocabulary expansion, clarifying the meanings of words, developing semantic fields and working with synonyms and antonyms. The results of the control experiment showed a positive trend: the number of children with a low level decreased from 41,7 % to 25,0 %, the proportion of children with an average level was 58,3 %, and with a high level – 16,7 %. Qualitative analysis showed improved inflection and word formation skills, increased speech activity, and a more accurate understanding of the meanings of words. The importance of the results lies in proving the effectiveness of the proposed methodological system, which can be recommended for use by speech therapists in preschool educational institutions.

Key words: general speech underdevelopment, lexical and grammatical structure of speech, preschoolers, correctional work, speech therapy album, didactic games, vocabulary.

Kokhan S. T., Zhuang Wanlu

Conditions for implementing digital inclusion for persons with disabilities

Abstract. The purpose of this article is to identify the dual position of persons with special educational needs, including those with disabilities in the digital education environment and to substantiate the key role of digital inclusive leadership of teachers. To achieve this goal, the authors set the following tasks: to analyze both the advantages of digital education and the digital environment using the example of the education system in China and Russia, such as: the destruction of space-time barriers, personalized trajectories, barrier-free resources, and the structural shortcomings of the digital environment. The study examined such problem areas as: digital barriers of access in the unstable or absence of the Internet, technological obstacles, insufficient training of teachers, lack of social support, the risk of «secondary exclusion».

In the research process, drawing on existing scientific literature and statistics, as well as considering practical examples of teaching students with special educational needs using the Internet space and artificial intelligence tools, the authors systematically compare the opportunities and problems faced by students with disabilities. The findings suggest that technology alone cannot automatically deliver inclusion; the decisive variable for overcoming the digital divide is the transformation of the role of the teacher from «technology user» to «cultural creator». In the conclusion of the article, practical ways to develop digital inclusive leadership of teachers are proposed. The significance of the study lies in the creation of a theoretical basis for the high-quality development of digital education for persons with disabilities and in the formation of prerequisites for building a truly inclusive educational environment.

Key words: digital education; persons with disabilities; digital inclusion; faculty leadership; environment analysis; secondary exception; universal design; barrier-free resources; cultural creator; digital divide.

Ivanov S. A., Li Zhoi, Ruppel T. V.

Using digital technology for students with disabilities in higher art education

Abstract. The main obstacle to the participation of students with disabilities in higher art education is not rooted in individual physical barriers, but in the very paradigm of the traditional learning model, which by default proceeds from the idea of a «normative» body. This model organizes the learning process, evaluation practices and material environment around the visual channel of perception, placing vision at the head of the sensory hierarchy. As a result, a structural mismatch arises: educational methods, spatial organization of workshops, criteria for criticism and assessment of artwork form an environment in which a body other than the «norm» is not only difficult, but systemically marginalized. This mismatch is multifaceted. At the infrastructure level, this manifests itself in the inaccessibility of physical spaces, tools and materials; at the level of curricula – in the monosensory orientation of practices and tasks; at the level of pedagogy – in the lack of methods focused on various forms of sensory and motor integration; at the level of sociocultural norms – in stable ideas about what an «artist» should be and what body he should have. All these levels mutually reinforce each other, creating a stable exclusion system that is not removed by simple legal accessibility or single technological adaptation.

The availability and multisensory nature of digital technologies offer real opportunities to overcome this mismatch. Digital instruments are able to expand sensory channels of interaction with material and artistic context: tactile feedback through devices, sound semiotics and spatial sound, visual adaptation and synthesis of other modalities, multimodal interfaces using gestures, gaze or voice.

Key words: digital technologies; students with disabilities; higher art education; technological repairionism; an inclusive cultural ecosystem; multisensory; incarnation.

Eletskaya O. V., Zakharova S. A.

Features of the emotional sphere in schoolchildren with writing disorders

Abstract. This article examines the unique characteristics of the emotional sphere in schoolchildren with writing disorders. Mastering the skill of creating an independent, coherent statement is the foundation for developing written language. The success of mastering this skill depends on the maturity of many mental processes and functions, including the level of development of the emotional sphere. However, difficulties in developing the means of written communication can also lead to changes in the emotional sphere of schoolchildren. To identify the characteristics of the emotional and volitional sphere of students with writing disorders, a comparative study was conducted involving 40 schoolchildren, 20 of whom had problems with writing and 20 did not. The study examined the ability to recognize and correctly identify the emotional intonation of the voice; the level of emotional vocabulary development; aesthetic assessments of voice; and the characteristics of auditory attention. It also identified the ability to convey emotional states through voice and to understand emotions based on images. Students were also asked to write an essay in which the lexical, morphological, syntactic, and semantic features of text construction (cohesion, logicity, etc.) were analyzed. It was found that some schoolchildren with writing disorders (60 %) did not have pronounced emotional characteristics, while the other group of students with writing disorders (40 %) had serious problems in the emotional sphere as well. They could only perceive basic emotions by ear, had a very limited

range of emotional vocabulary, and experienced difficulties when using linguistic tools and constructions. It is concluded that identifying the specific features of the emotional state and the ability to produce coherent written speech will contribute to improving the system of speech therapy work aimed at overcoming writing deficits in schoolchildren.

Key words: disorders of written speech, emotional sphere, perception of emotions through voice, ability to convey emotional state through voice, perception of emotions from pictures, coherent written speech, dysgraphia, dysorthography.

Kiseleva T. G.

Pre-professional orientation of preschoolers with mental retardation through plot-role play

Abstract. The article substantiates the need to develop early pre-professional orientation in preschool children with developmental delays as a necessary condition for their future social and labour adaptation and successful integration into society. The author analyses the structural components of pre-professional orientation, such as the cognitive, evaluative and behavioural components, the formation of which is difficult for children with developmental delays due to the specific features of their cognitive, emotional-volitional and regulatory spheres. Based on a theoretical review and a diagnostic experiment (the study involved 18 older preschoolers with developmental delay and 44 typically developing peers), a significant deficit in knowledge about professions was identified, along with an inability to substantiate the social significance of work and a low level of imitation of professional actions compared to typically developing peers. Understanding these characteristics requires educators to provide specially organized play-based interaction during role-playing games to compensate for the identified deficits in preschoolers with developmental delay. The author proposes a program of correctional and developmental activities using role-playing games («Hospital», «Shop», «Builders», «Hairdresser's», etc.) aimed at the step-by-step acquisition of professional roles, attributes, and work operations in specially simulated situations. The results of the final diagnostics, carried out after the implementation of this program, recorded statistically significant positive dynamics (according to the Wilcoxon criterion, $p < 0,05$) across all three components, which were most pronounced in tasks involving classification («The Fifth One Is Extra») and recognition of professional actions. It has been proven that the systematic use of role-playing games with pedagogical support and the creation of «situations of success» can significantly increase the level of pre-professional understanding in children with delayed mental development. The data obtained during the empirical study can serve as the basis for developing methodological recommendations for career guidance work with children with disabilities.

Key words: pre-professional orientation, preschool age, developmental delay, role-playing game, professional self-determination, social adaptation, professional understanding, modeling of professional situations.

Roshchina G. O., Muravyeva V. A.

Development of young teachers' analytical competencies in competitive environment

Abstract. The article discusses the problem of the lack of skills in pedagogical analysis of the lesson among young specialists working with students with mental disabilities. This study showed that in conditions of inclusive and correctional education, a particular difficulty for young teachers (defectologists) is taking into account the sensory characteristics of children when planning, conducting and subsequent assessment of the lesson. The study shows the difference in the professional potentials of teachers with different experience to analyze lessons. The concept of «analytical competence» is considered. The empirical basis of the study was a competitive event in the format of a team game held at the site of Yaroslavl Boarding School № 6 GOBU in March-April 2026. Participants analyzed the video lesson of mathematics in the 3rd

grade (mild mental retardation, subject «Mathematics»). A three-block assessment toolkit was developed, which made it possible to record the pronounced difficulties of young teachers in selecting sensor-oriented techniques and materials. A comparative survey of teachers at the State Autonomous Educational Institution «Yaroslavl School № 45» and SEBI «Yaroslavl Boarding School № 6» confirmed the high personal importance of competitive events for professional development and burnout prevention. According to the results of the game, the participants recorded a significant increase in self-assessment of analytical skills: the integral index increased from 2.90 to 4.15 points (an increase of 43 %), while the greatest dynamics was noted in the ability to determine sensory-inadequate techniques (an increase of 67 %), which indicates the development of analytical competencies. Conclusions are formulated on the need to strengthen the practice-oriented training of students in defectological and pedagogical profiles, expand the mentoring system and introduce into the competitive tests the mandatory criterion «taking into account the sensory characteristics of the target group of students».

Key words: sensory integration, mental disorders, lesson analysis, young specialists, competitive environment, professional competencies, mathematical ideas, social and household habilitation.

Mazurova N. V., Zabiroy S. A.

Medical and psychological support of families raising children with chronic hereditary diseases

Abstract. The article presents a clinical and psychological analysis of the family as a psychosocial system in chronic hereditary disease of a child using the example of phenylketonuria (PKU) – an orphan metabolic disorder that requires a lifelong diet and monitoring. The article discusses the features of family adaptation to diagnosis, models of interaction between parents and specialists of a defectological profile, with medical personnel. The range from partnership to conflict is considered, and key psychological factors that determine compliance with training and treatment are also investigated: emotional reactions, trust, awareness and personal resources. Particular attention is paid to the phenomenon of the clinical and psychological alliance «family – doctor – defectologist», which ensures the effectiveness of therapy and habilitation under strict prescriptions and, as a result, successful socialization and training.

Based on the analysis of the literature (Andreeva, 2005; Rolland, 1994; Mazurova, 2021–2022), approaches to describing these interactions have been systematized, conditions for sustainable cooperation have been identified, and parameters for effective communication have been identified. The theoretical significance of the study lies in the integration of psychological models of family functioning in orphan diseases in treatment and development settings; practical relevance in recommendations for parenting support programs, increasing adherence, and optimizing the treatment and habilitation process. The materials and results of the study are applicable in the psychological and pedagogical support of families of children with PKU.

Key words: phenylketonuria, family psychosocial system, family-doctor interaction, compliance with treatment, chronic hereditary diseases, clinical and psychological alliance, adaptation of parents.