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Pedagogical Assessment of the Speech Activity of Modern Schoolchildren

Abstract

Introduction. The study addresses the need to reconsider approaches to developing speech activity among primary school students in the modern socio-cultural context, particularly focusing on the growing pedagogical problem of students experiencing “having much knowledge without understanding” and “awareness without a speech-based foundation of comprehension.” The research examines the characteristics of speech activity development in “Literary Reading” lessons among students in inclusive education settings. **Methodology and Methods.** The research employs integration of theoretical-methodological and experimental-practical approaches with a focus on student personality and understanding patterns of speech development. Research methods include modified methodology by V.P. Glukhov for assessing the level of speech activity development among schoolchildren, and methodology for evaluating speech coherence by V.K. Vorobyeva and A.A. Leontiev. Pedagogical assessment involves identifying students' abilities to perform factual and semantic analysis of communicative interaction. **Results.** The study identifies specific features and patterns of speech development in primary school students, establishing indicators and criteria for pedagogical assessment of speech activity. The research reveals characteristics of the speech activity development process in inclusive educational settings, providing insights into effective approaches for modern socio-cultural contexts. **Scientific novelty.** The research contributes to rethinking the essence and content of “speech activity of modern students,” offering innovative solutions that integrate theoretical understanding with practical application in inclusive education environments, addressing contemporary challenges in speech development. **Practical significance.** The findings provide educators with evidence-based approaches for developing speech activity in “Literary Reading” lessons, offering practical assessment tools and methodological guidelines that can be effectively implemented in inclusive education settings to address the identified pedagogical challenges.

Keywords: speech activity, pedagogical assessment, student personality, literary reading, pedagogical diagnostics.

Introduction. At the current stage of scientific knowledge, within the context of inclusive education, the problem of studying the processes of speech activity development in hard of hearing primary school students has not been sufficiently explored, which, in turn, necessitates targeted, specialized scientific research. In the context of inclusive education, the need for a unified system of literary education for hard-of-hearing students from first to eleventh grade is recognized as evident. Educators have developed various literary education programs for young schoolchildren,

unified by the concept of developing speech activity during «Literary reading» lessons. (L.F. Klimanova, V.G. Goretsky, R.N. Buneev, E.V. Buneeva, M.P. Voyushina).

Synthesizing the research of T.V. Nesterovich, E.N. Marcinovskaya, E.G. Rechitskaya, and N.B. Zhiembayeva, we observe that the essence of the speech activity development process in deaf children lies in the implementation of pedagogical technologies within specially organized conditions. While acknowledging the significance of the research conducted, it should be noted that the issues related to the

development of speech activity in this category of students have not been sufficiently explored. Specifically: the features of the development and qualitative manifestation of the content components of speech activity have not been identified; the pedagogical conditions and technologies for the effective development of speech activity in grades 2–4 within the context of inclusive education have not been fully substantiated with regard to the characteristics of primary school age; and the significance of “Literary Reading” lessons has not been adequately revealed.

Furthermore, as is well known, «Literary reading» lessons continue to be regarded as preparatory for the systematic study of literature in special (remedial) educational institutions of Type II. According to N.E. Grash, E.L. Goncharova (2018) a significant improvement is required in the mechanism for assessing the quality of speech activity of hearing-impaired students. In applied research (M.I. Nikitina, N.B. Zhiembayeva, 2021), issues based on methodological approaches of activity theory based on the architecture of primary schools, where the communicative paradigm of speech activity development is a conceptual model of a «communicative subject» deployed in the speech activity dimension of the educational process, are considered.

The hard-of-hearing reader is considered as a subject who has formed a spiritual need for reading as a means of cognition of the world. (H.H. Svetlovskaya, L.E. Streltsova, N.D. Tamarchenko, 2004). Performing this task in a school for hearing-impaired children is fraught with great difficulties. This circumstance also determines the fact that a violation of the auditory analyzer leads to a complication of the ability of a hearing-impaired primary school student to learn the pronunciation that a student with normative development achieves. The specifics of speech activity development in hard-of-hearing children within the context of inclusive education, as well as the difficulties they face in comprehending what they read, are reflected in the fundamental works of A.G. Zikeev and K.V. Komarov. The ways and means of correctional work in literary reading lessons

are described in sufficient detail in the research of J.B. Nikolaev, A.F. Pongilskaya.

The transformation of reading lessons into literary reading lessons with new tasks and an updated methodology is reflected in modern research in the field of special education. (V.G. Marantsman, 2006; E.G. Matveeva, 2001; I.A. Shapoval, 2000; Krasilnikova O.A., 2005). “Speech activity of a primary school student in the context of inclusive education” is a dynamic process of purposeful interaction, mediated by language and determined by the communication situation of real-life interaction. According to foreign researchers, the effectiveness of pedagogical approaches to the development of speech activity in modern students within the context of inclusive education lies in the following:

1. Integration of pedagogical technologies (computer-assisted language learning (CALL), can provide technical support to promote speech development (Driscoll, C., Kei, J., & McPherson, B. 2023).

2. Personalized development of speech activity, including visual aids, interactive classes (Psillas G., Psifidis, A., Antoniadou-Hitoglou, M., & Kouloulas, A. (2023);

3. The content of literary reading lessons significantly enhances the learning process of children in the context of inclusive education. (Vetter et al., 2020; Simkina, M. L., & Maltsevab, I. A. (2020);

4. The inclusion of literary reading in the process of developing speech activity, studying in order to form beliefs about the usefulness of mastering speaking (Markides, 2023; Saad Gad, Ibrahim Ahmed, & Abo Bakr Abd-Ellatef, 2020);

5. Interdisciplinary approaches can effectively influence the development of students' speech activity in the context of inclusive education, improve overall understanding of spoken and written language, and support long-term retention of information. (Elliott, Hirsh, & Simmons, 2021). Moreover, we find confirmation of this from domestic researchers: interdisciplinary integration is a strategy that has proven to be effective (Chulembayeva, M. Kulesza, A. Autayeva, 2019).

The use of standard psychological and innovative computer methods to study the effectiveness of screening logical and grammatical constructions in children with phonetic and speech impairments of basic literacy (Utepbayeva, A., Tapalova, O. 2024) is also a successful indicator of the introduction of integration pedagogical technologies. The specificity of speech activity is presented as the basis for the personal development of speech activity and is characterized by distinctive aspects in the process of exchanging informative components when exposed to behavioral transformations in communication relationships (Yeleussizkyzy, M., Zhiyenbayeva N, 2023).

As L.S. Vygotsky claimed: «The whole history of a child's mental development teaches us that from the very first days his adaptation to the environment is achieved through social means through others». In speech activity, the child forms his own inner world, his «self-image», appropriates and creates cultural values, acquires a circle of significant people, while acting as an active subject of interaction.

A.A. Leontiev's activity theory is «direct interpersonal communication in the process of speech activity».

Let us summarize the key points of the discussion on the theoretical aspects concerning the origins of speech activity in primary school students within the context of inclusive education.

Based on a comparative analysis of pedagogical research, speech activity is characterized by the following indicators:

1. Structural organization (external and internal).
2. Subject matter (literary reading lessons).
3. The unity of the content and form of speech activity of children with hard of hearing.

The structural organization of speech activity in students with special needs within the context of inclusive education is defined by its three-phase nature:

1. The incentive-motivational phase as the source of the essence of speech activity and becomes a cognitive motive. The motive determines the dynamics and nature of speech activity.

2. The tentative research phase involves the organization of means, conditions, and means as a substrate for the emergence of a positive effect of speech activity.

3. The external attributes of performing the expressed ones are speaking and writing in the performing phase and listening and reading through the unexpressed ones.

The meaningful subject of speech activity lies in the fact that thought is a mirror image of objects and phenomena of reality in their relationship. In this interpretation, it is logical to consider thought as a unit of thinking of the speaker through a measure of reproduction or productivity. The subject-based productive type of speech activity is determined by the mental operations of the communicant. In order for the process of producing mental activity to occur, expressing through the perception of one's own and the perception of another thought, speech activity will be directed. The form and content are unified in the production of various types of speech activity. The content of speech and its activity is the reproduction of a mental image of a reversible utterance. The form of speech and its activity is perception, memory when creating an active, effective act of internal and external thought.

Directions of speech activity of hearing-impaired primary school students: the nature of the speech action: «Thought-Word» or «Word-Thought». Expressed types of speech activity: «Speaking-Listening», «Writing-Reading». The structure of the interdependence of the complex of forms and species diversity of speech activity is determined by:

- «Speaking - Writing» mediates and implements the expression of feelings, moods;
- «Listening - Reading» implements the expression of meaningful techniques, assessment, analysis and interaction of types of speech activity.

Table 1. *Essential characteristics of speech activity (classification by I.A. Zimnaya)*

1. Oral and written communication (types of speech activity - SA):	
«Speaking-Listening»	- mechanisms and tools of oral communication
«Reading- Writing»	- mechanisms and tools of written communication
2. Productive activity of the speech relationship:	
«Listening - Reading»	auditory and visual sensory systems are used for speech activity.
«Speaking - Writing»	speech-auditory motor and visual apparatus for speech activity and relationships.
3. Reactivity and initiative of speech interaction:	
«Speaking - Writing»	- activity of the communication act, determines listening and reading;
«Listening - Reading»	- the effectiveness and qualitative characteristics of speaking and writing
4. The specifics and nature of the relationship between speech and thinking:	
«Speaking»	an external attribute of the formation and formulation of a thought act;
«Writing»	fixation and transmission of thought formation.
5. Types of speech activity: the external essence.	
«Speaking - Writing»	external attributes and active productive diversity of the processes of mental recognition of the speech of the «Other»;
«Listening - Reading»	the procedure of external non-expressed and internal speech activity and activity conditioned by the desire to work in the cognitive and mental (verbally within oneself) spheres
6. Feedback types in the process of speech activity:	
«Speaking - Writing»	the implementation of kinesthetic biofeedback from the stimulated executive organ of the performer – the hand to the person responsible for the software of a specific part of the brain.

Summarizing the characterological aspect of speech activity, we come to the following conclusion. The speech activity of a hearing-impaired primary school student is a structural and meaningful activity that has its own focus and motivation, actively improving the process of creating, living, directing and receiving through thought expressed in words, subsequently through social means; language and method – speech, help to form in order to understand each other through speech.

Materials and Methods. The study was conducted in two institutions: MPI «Regional special complex «Kindergarten-boarding school №1 Taldykorgan» and «Special Boarding School №5» of the Department of Education of Almaty. To ensure the reliability of the study, the sample sizes were increased beyond the minimum requirements. Assuming an effect size (Cohen's d coefficient) of 0.5, a power 0.8, and an alpha level 0.05, the initial required sample

size was approximately 64 students per group, for a total of 78 participants. The participants were hearing-impaired students from grades 3 to 4. The distribution of participants by class was as follows: 41 3rd grade students (20 in the control group and 21 in the experimental group), 37 4th grade students (20 in the control group and 17 in the experimental group).

We carried out a comparative analysis of the levels of speech activity that we had previously determined, as in the ascertaining experiment (AE1). Based on the data shown in Table 2, it can be concluded that the majority of the experimental group studied had "relatively high" and "average" levels of speech communication at the time of the control experiment (CE2). While the majority of the subjects in the control group turned out to be at "low" and "medium" levels. Although initially in both groups, for the most part, they were at a "low" level.

Table 2. Levels of speech activity of hearing-impaired students (control stage), %

Group	Class	Number of people	Relatively high level		The average level		Low level	
			AE 1	CE 2	AE 1	CE 2	AE 1	CE 2
EG	3 «A»	21	—	4	3	6	7	0
	4 «A»	17	2	0	4	4	7	0
CG	3 «B»	20	3	2	10	3	2	3
	4 «B»	20	1	3	4	4	1	2

The level of speech activity of the participants in the experimental group significantly exceeds the communicative skills of the participants in the control group. The majority of EG participants (87.3%) are characterized by a relatively high level of speech communication, 28% of children in CG reached this level. There were no students in the experimental group with a low level of speech communication at the control stage of the experiment. Basically, the level of speech communication increased significantly among the participants of EG (grades 3 “A”, grades 4), whereas in CG (grades 3 “B”, grades 4). The positive changes in the formation of communication skills were insignificant. The quality of teaching was measured using an integrated assessment, which was formed by the following approaches (Table 1). A point system

in which each indicator is assigned a certain score. The integral indicator is obtained by simply summing up the scores. The assessment of the teaching quality is an average weighted average assessment based on the totality of the identified factors. This takes into account the external assessment from interested consumers - students, as well as the self-assessment of the teacher himself.

Results and Discussion. Table 3 shows the mechanisms of pedagogical assessment of the speech activity of hearing-impaired students, such an assessment is relatively new in educational practice, since the following mechanisms are considered: the conditions of the process of organizing lessons «Literary reading»; the implementation of the process of awareness; the level of development of speech activity.

Table 3. Mechanisms of pedagogical assessment of speech activity of hearing-impaired students

Baseline assessment	clarifying the content of a story through understanding the meanings of words and phrases.	explanation of words and phrases, play dramatization, children's illustration
The teacher's organization of the «Literary reading» lesson	organization of speech activity at the lesson	assessment of the preparation of the hearing-impaired for the «Literary reading» lesson
Illustrated text analysis	the effectiveness of using techniques aimed at the development of speech communication	the presence of motivation for speech activity
The level of awareness	the influence of the «Literary reading» lesson on the development of speech activity	satisfaction

The assessment objects shown in table 3 are the most important from the point of view of ensuring the quality of speech activity of hearing-impaired students. Baseline assessment: clarifying and comprehending the actual content of the work through understanding the meanings of words, phrases, individual

phrases and passages. Such techniques include explaining words and phrases, dramatizing individual episodes, working on a constructive picture, illustrating children, and having a conversation of a reproducing nature. Illustrated text analysis. The text is analyzed according to logically completed parts, which are

determined by the teacher based on the content and structure of the work. Deep text analysis is facilitated by lexical and stylistic exercises, analytical conversation, selective reading, verbal drawing, working on a plan, and various types of retelling. Constructing your own monologue utterance. Retelling is one of the main types of coherent utterance that prepares students to construct their own utterances. First, it is suggested to prepare a retelling by analogy with the sample. Creative work. Composing dialogues, conjecturing the continuation of the text, composing stories based on an imaginary situation and on a given topic, acting out scenes from works, composing riddles, jokes and counting-out rhymes. Expressing your own

impression of the work you have read. Students should be consistently prepared for it. To begin with, students repeat the rules by which the text is constructed, but they do this not in the form of reproducing formulations, but during the analysis of the sample text.

Table 4 shows the indicators for assessing the speech activity of primary school students in the lessons of «Literary reading». The content of the evaluation indicators is presented: vocabulary, the sequence of text content, the features of coherent speech in the composition of a story, independent planning of a monologue, correct reproduction of the text being read, perception of a literary character, awareness of the idea of the story.

Table 4. *Pedagogical assessment of speech activity in primary school students during “Literary Reading” lessons*

Evaluation indicators	The content of the estimated indicators
Vocabulary	inaccurate and incorrect use of words, persistent violations in the construction of different types of sentence types, the predominance of the same type of memorized patterns (questions and answers).
Reproduction of the sequence of text content	breaking the storyline, reproducing individual fragments and «getting stuck» on listing individual details
Features of coherent speech in the composition of a story	incorrect reproduction of cause-and-effect relationships, the lack of links to achieve the semantic integrity of the story.
Self-planning of a monologue	the monologue consists of simple sentences that have structural and semantic incompleteness, while retelling incomplete information, a violation of the sequence of the storyline and omission of significant parts and details.
Correct reproduction of readable text	understanding the characters of the main characters, an adequate assessment of the emotional coloring of the work.
Perception of a literary character	the behavior of the hero and the qualities of his character are subjective; the evaluation of a literary hero is influenced by an emotional attitude towards him (like or dislike); a critical attitude towards the character is introduced; when studying the character of a literary character, analysis prevails over synthesis.
Awareness of the idea of the story	comprehend the plot of the work rather than its ideological intent; they can retell the plot of the story, understanding the situation and the actions of the character.

The results of the diagnostic study carried out on the basis of the MPI «Regional special complex «Kindergarten-boarding school №1 Taldykorgan» and «Special Boarding School № 5» of the Department of Education of Almaty with the participation of students in grades 3-4 showed that the greatest difficulties are noted in vocabulary. In the process of experimental research, we recorded the substitution of non-

verbal means of communication as an act of compensation for the poverty of vocabulary. Inaccurate and incorrect use of words, persistent violations in the construction of different types of sentence types, the predominance of the same type of memorized patterns (questions and answers).

The reproduction of the sequence of text content (100%), which is manifested in the

violation of the storyline by reproducing individual fragments and «getting stuck» on the enumeration of individual details, was a great difficulty for primary school students with hard of hearing. The vocabulary of hearing-impaired primary school children was low in terms of its quantitative and qualitative values compared to the age norm, and the passive vocabulary was wider than the active one. Incorrect forms of words were noted in the formation of possessive, qualitative and relative adjectives – 84%. During the performance of this task, visual material was used to facilitate the most correct answer after self-correction.

During the diagnosis, it was revealed that 84% of children have a predominant nominative vocabulary, and attributive and predicative vocabulary is used less frequently. It should be noted that all children (100%) were characterized by the predominance of everyday vocabulary, which primary school students encounter on a daily basis. A characteristic feature was that in some cases the students used words in too broad a meaning, in others, on the contrary, they used a narrow meaning of the word in speech. Among the predominant verbal paraphasias in the nominative dictionary, we note the substitutions of words included in the same generic concept. Paraphasias among attributive vocabulary were associated with the inability of primary school students to identify and differentiate the distinctive features, qualities and characteristics of objects. Having studied the features of coherent speech in this category of children in the composition of a story, 60.2% of children had minor distortions of actions, incorrect reproduction of cause-and-effect relationships, and the lack of links to achieve the semantic integrity of the story.

During the retelling of the text, agrammatism (100%), stereotyping in the design of speech utterances (67.4%), numerous verbal repetitions (57.8%), and the inclusion of extraneous information in the retelling (37%) were noted. Children with hard of hearing experience difficulties in self-planning a monologue, the operational side suffers: the monologue consists of simple sentences that have structural and semantic incompleteness, incomplete

information is provided during the retelling, the sequence of the storyline is disrupted and significant parts and details are omitted. The predominant type of sentence among the students was a simple, non-extended sentence (100%).

Hearing-impaired primary school students understand the plot of a work better than its ideological intent. They can retell the plot of a story, revealing at the same time a complete understanding of the situation and the actions of the character, but they cannot independently draw a conclusion about what the story teaches. A literary character is perceived naively and realistically, and the analysis of the hero's behavior and the qualities of his character turns out to be very simplified and superficial. The evaluation of a literary hero is done under the influence of an emotional attitude towards him (like or dislike), but gradually, during the training, a critical attitude towards the character is introduced.

When studying the character of a literary character, analysis prevails over synthesis. The students list the hero's actions, but they find it difficult to draw a conclusion about his character. The inner world of the hero - his reflections, experiences - are interpreted worse than the external signs of behavior. Questions aimed at clarifying the mood of a literary character cause difficulties and even bewilderment among schoolchildren. The understanding of the emotional state of the characters in a literary work by hard-of-hearing primary school students largely depends on the way they are portrayed. Hearing-impaired people perceive the description of experiences conveyed using verbs quite clearly. The dynamism and clarity of the presentation, expressed by verbs, contribute to a better understanding of the episode and understanding the author's attitude towards the character. For hard-of-hearing children, it is most difficult to understand those literary characters whose experiences are conveyed in the form of a description of an inner state, for example, the heart began to pound, capture the spirit, catch breath.

Hearing-impaired primary school students find it difficult to formulate the idea of the work

they read. They are able to generalize only the specific situation presented in the text, but they cannot go beyond the context. The plots of the stories are interpreted with very different degrees of completeness, depth and consistency. Gross errors are noted in the reproduction of the order of actions of the characters and in the systematization of facts around definitions, synonyms, antonyms, specific and generic concepts, logical definition, and the use of context. These techniques for explaining unknown words are recommended for use in all lessons where vocabulary work has to be applied.

Conclusion. Based on the conducted analysis of pedagogical research on speech activity, a system of system-forming characteristics of the phenomenon under consideration was identified. Speech represents a unique life-affirming activity that serves as an activator of personality's mental development and is characterized by a multifunctional nature, including communicative, indicative, intellectual, and semantic functions. The polymorphic structure of speech activity manifests itself in the existence of external and internal forms capable of mutual transformation, while speech is characterized by a pronounced psychosemantic component, where the word serves as a subjectively correlative unit of speech communication. The process of speech development exists in a state of mutual interdependence with the development of thinking and consciousness, emphasizing the importance of the pedagogical process in the comprehensive development of speaking, listening, reading, and writing skills.

The implementation of the identified theoretical principles in practical pedagogical activities with hearing-impaired primary school students was carried out in accordance with the standard curriculum for primary education for this category of children. During experimental instruction in literary reading lessons, teachers required each student to verbally articulate all educational material, paying particular attention to the prosodic organization of speech. Hearing-impaired students purposefully developed motives for mastering oral speech, which contributed to achieving high results in the process of its perception and reproduction in active oral communication.

The results of the control stage of the experiment demonstrated the effectiveness of the proposed methodology: the overall level of speech communication increased, manifesting in students' improved understanding of the meaning of oral speech and more frequent use of words and phrases in dialogical and monological speech, while participation in text retelling acquired a more meaningful and active character. Thus, the development of speech activity in hearing-impaired primary school students through literary reading lessons represents a comprehensive process that ensures the formation of skills in perceiving artistic words, creating independent creative utterances, and developing dialogical and monological forms of speech, which confirms the practical significance of the identified theoretical principles regarding the nature of speech activity.

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