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SCIENTIFIC APPROACHES TO OVERCOMING STUTTERING

(EDITED BY RUDOLPH KRAYEVSKY)

Kozynets Oleksandr

PhD (*Pedagogical Sciences*), *Associate Professor*,

Associate Professor of the Department of Speech Therapy and Speech Psychology

Mykhailo Dragomanov Ukrainian State University, Kyiv, Ukraine

Abstract

The given article analyses the views of the known Ukrainian defectologist of Soviet period Rudolf Krayevsky (1897-1980) on the theory and practice of correction of stuttering. The scientist's work was associated with researches in the field of speech disorders and Surdo-pedagogy. Today, the modern Ukrainian speech therapy theory feels the need to reconsider and structure its own historical heritage. Learning and bringing back its achievements enables us to determine the prospects for further development of the theory and practice of correction of stuttering in Ukraine. The article also reveals reasons which are often, according to R. Krayevsky, lead to stuttering, substantiated the importance of involving parents, teachers and educators in the prevention and timely correctional work in dealing with stuttering. Thanks to views of R. Krayevsky, today we are able to broaden and deepen the theoretical and practical aspects of the problem of Ukrainian speech therapy of stuttering correction in the Soviet period. His scientific provisions on stuttering and other speech disorders was based on thorough revision of researches in various fields of science, had been systematized and described in his manual "Speech disorders and their elimination".

Keywords: *Rudolf Krayevsky, stuttering, teaching methods, prevention of stuttering.*

There are different scientists who extensively studied and published works, connected with the theory and practice of the correction stuttering. In Ukraine and neighboring countries the search of this problem was made by I. Abeleva, L. Arutunyan, M. Asatiani, L. Belyakova, M. Buyanov, M. Vynohradova, L. Volkova, N. Vlasova, V. Gilyarovsky, O. Dyakova, V. Kurshev, H. Laguzen, R. Levina, S. Leonova, S. Lyapidevsky, M. Netkachev, E. Oganessian, I. Povarova, O. Rau, V. Seliverstov, N. Chevelova, O. Shevtsova, V. Shklovsky, A. Yastryebova and others. There are also Ukrainian scientists: T. Viter, L. Zhuravleva, A. Kaz'mina,

V. Kondratenko, S. Konoplyasta, Z. Leniv, V. Lomonosov, T. Morozova, M. Rozhdyestvenska, R. Yurova, A. Shcholokova and others.

At the contemporary stage of studying of the theory and practice of the correction of stuttering, scientists who investigate this disorder consider that only with complex approach effective corrective work is possible [3]. However, this idea did not always exist. This approach was preceded by the investigation of different methods and ways of overcoming this disease at different historical stages – starting with the inside stuttering therapy (5th century BC – the beginning of the 1st century AD), after that surgery treatment appeared (1st century BC – mid 19th century), then there was a complete eradication of surgical therapy and the emergence of a variety of so-called didactic methods (mid 19th – mid 20th century). The above mentioned periodization of the stages of correction stuttering was proposed by I. Sikorsky [7]. And in fact only after 1950s complex approach to this disorder was under discussion in the former-Soviet countries [3].

To find out the ways and the means of realization of the newest conceptions of studying and upbringing children with stuttering is possible through achievements of the Soviet period of Ukrainian speech therapy. It will also contribute to improving the theory and practice of the correction of this disorder, give the opportunity to analyze successful cases and failure of certain methods and techniques and determine perspectives for further development of problem of the stuttering in Ukraine, to systematize and reinterpret our own academic achievements.

One person who is a good representative of group of national scientists pathologists of the Soviet period, who was engaged in the problem of stuttering and in other speech disorders, is a candidate of pedagogical sciences, associate professor of Kyiv Pedagogical Institute named after O.M. Gorky – Rudolf Krayevsky (1897–1980). His scientific heritage is a solid collection of theoretical and practical aspects of this problem. There are different methods of correction work to overcome stuttering in his works. The studies of V. Byehyeryev, L. Vygotsky, O. Luria, I. Pavlov, I. Syechyenov, I. Sikorsky, O. Ukhtomsky and others developed the background of this scientist.

R. Krayevsky defined the stuttering as a "disorder of a fluent rhythm of speech, which is interrupted by involuntary impediment and repetitions of separate sounds and syllables due to the spasms of muscle speech" [5, P.63]. When these muscles are in process or work, which is not connected with speech, they look like normal and full value muscles without any spasms. According to this statement the scientist determined the stuttering as a functional speech disorder and tended to the scientific school which considers stuttering from the psychological and psycholinguistic point of view.

The scientist's opinions about the cause of stuttering coincided with the scientific doctor H. Lahusen's view (1838), who did not consider heredity as the cause of stuttering at all. He dispraised any surgical methods of treatment of this disorder. The defectologist did not consider any anatomical changes in the structure of the jaws, the location and shape of the teeth, the palate and other abnormalities, as a cause of the development of the stuttering. He attached an importance to the prevention of the stuttering. The author emphasized that the elimination of this speech disorder often injures human psyche and causes the fear to talk. Thus he specified that the fear to talk is not the cause of the stuttering, but its consequence. This fear is only increasing with the development of the stuttering [5].

H. Lahusen's ideas had been expanded by Sikorsky and G. Netkachev and summarized in the scientific works of medical researchers [6, 7]. But despite the publication of scholars' scientific articles and books problems connected with overcoming the stuttering have not been decided during the long period of time [5]. Not only doctors but pedagogical community also and even parents did not apprehend and responded to the main scientists' principles. The treatment of this disease has been continuing remain in the hands of the ignorant and scams mainly during some time. They used clamorous advertising, which described the miraculous healings, looking for gullible stuttering people or their parents who aimed to get rid of their speech disorders at any cost [5, 7].

Health and public education authorities has radically changed the status of speech therapy for stutterers (children and adults) with the active participation of doctors N. Tyapugin, Yu. Florenska, V. Gilyarovsky, S. Dobrogayev, D. Azbukin and speech improvement teachers F. Rau, M. Khvatsev and others after the Great October Socialist Revolution. Scientists have started consider the process of overcoming the stuttering more as a disorder of mental sphere, observing that the most effective corrective work is possible only when it is done in the preschool years, when it is possible to capture and take into account all the moments that led to the disease, – said R. Krayevsky [5].

V. Gilyarovsky [2] recommended to carry out the correction of children's and adult's stuttering in the conditions of a group which creates all possibilities for high activity of stuttering child with others and often reveals such features, which do not occur during individual training. R. Krayevsky supported absolutely this V. Gilyarovsky's idea.

In the postwar years the tendency of using different ways of "speed" removal for the stuttering still exists despite the urgent need for rational speech therapy for people who suffers from the stuttering. But these ways were not justified [4] (see I. Derazhne's method. I. Derazhne is Kiev doctor, who used successfully noise machine of his own design for many years (Derazhne's correctofon) which simulates the noise of the sea, for the treatment of the stuttering.

And K. Dubrovsky's method "instantaneous removal of the stuttering," which used an imperative suggestion in a state of cheerfulness. The essence of this method was: "removing the stuttering" was occurring during one period for one hour. The results of restoring the correct "new" speech, affirm further during 3–4 appointments with a speech therapist and physician-therapist).

Since the 1950-s – 1960-s Russian and Ukrainian scientists began to study actively the stuttering and to improve the existing methods for its removal and to develop new ones, – said R. Krayevsky. In the post-war period this problem was developed by the Sector of speech therapy in the research Institute of Pedagogical Sciences of Ukraine, the Institute of Psychiatry of the Ministry of Health of the SRSR and Defectology and speech therapy department named by Solovyov in Moscow, and in hospitals of the Ministry of Health of USSR also [5].

Describing causes of the stuttering, R. Krayevsky wrote that the stuttering often develops as a result of incorrect usage of educational methods which hurt the psyche of the child. When child imitates the speech of surrounded people with the stuttering (parents, relatives or strangers) the stuttering can also occur. And it occurs as a result of a slow speech development because of weakening of the child after diseases [4, 5]. When children have the stuttering, said scholar, in most cases speech impediment were observed (this term concluded dyslaliya, rynolaliya, dysarthria and speech disorders of children with impaired hearing). According to R. Krayevsky, this fact is important for understanding the real value of impact of violations of "pronunciation" to the occurrence of the stuttering and organization of efficient methods for deal with it, including prevention. He claimed that once children persist speech impediment – the stuttering disappears [5].

At the same time, speaking about children and adults, the author argued that the functional layers are ordinary for stuttering. The evidenced of this is its attenuation reduction (remission) or even complete temporary disappearance of the stuttering under the influence of various factors (a good mood, an internal balance, success in work, personal life, emphasized purposefulness, targeted for certain desires, doing tasks etc.). The appearance of the spasms in the speech muscles when stuttering is closely connected with a certain special and specific situations, which can be extremely varied.

Describing that time methods of eliminating of the stuttering, R. Krayevsky divided them into two major groups – didactic (teaching) and medical. Taking to account that the author preferred the first group of methods, he suggested teaching methods which have been the most common and fairly deployed reported in the literature (his book "Speech disorders and their elimination" for remedial work). For example, N. Vlasova's method for preschool children [1].

The didactic principle makes the background of this method: from a less easy, simple to more complex, difficult. To move from a one stage to another is recommended only after

mastering the previous one. The work with speech occurs in sequence with gradual increasing of the complexity of material: - the conjugate speech; - the reflected speech; - the answers to the questions with the familiar pattern; - the independent description of stuttering with the familiar patterns; - the rendering the short story; - the description of unknown patterns; - the spontaneous speech.

R. Krayevsky considered the didactic method as an interesting and important one. This method was described by A. Yevgenova and M. Smirnova [5]. It is based on the development of the stuttering person abilities and skills of expressive speech, the most prominent feature of which is a division of sentences into segments – syntagmas. R. Krayevsky thought that the essential meaning of whole phrase is depended on speech division. Because each speech segment is pronounced with one stream, similar to one word. The scientist considered such speech method especially useful, explaining his position with the fact that division of phrases into equal semantic segments provide to allocate breathing in the phrase correctly, organizes speech in a way, when words are not "runs" forward, gives the possibility to think about every word of the phrase, imagine its sounding. To author's opinion the illustrated method allows almost completely avoid the stuttering in speech in any circumstances [5]. This method can be used when working with teenagers who need its explanation with simple terms and when working with adults. The pronunciation of each speech segment with one stream reduces the amount pauses as they occur, as a rule at the beginning of words.

The scientist's position was also principal according to the fact that younger pupils and even preschool children with stuttering should be accustomed to a distinct, division pronunciation. Every teacher and educator should be always an example of such a clear pronunciation. When acute "fresh" form of the stuttering is exist, which is just become apparent, the reproofs and focus attention to the defect are not necessary, – R. Krayevsky wrote. Because it can lead to an increase in convulsive spasms and has a negative impact on child's psyche. In such cases there is an immediately need of creating a calm, favorable conditions for the extinction of the pathological speech mechanisms: together with a psychoneuropathologist (or pediatrician) to ensure to the child protection regime, avoid conversations with the child. The child, if necessary, should speak whispering language. In such cases the physiological sleep for a longer time is good (sometimes the sleeping pills prescribed by a doctor are useful). The darkened room, blue light, rhythmic stimulus (metronome skedaddle, clock etc.) are also useful. This inhibition gives a good results as a rule, – the scientist mentions [5].

The parental involvement is very important for the child's speech correction when dealing with the "old" forms of the stuttering (due to R. Krayevsky). According to the scientist's recommendation, parents should encourage the education of a slow tempo of speech of the child.

Their attitude to the child should be balanced and calm. Because the children with the stuttering mainly have the hyper excitability of the nervous system, they can be easily irritated. The only medical steps without speech therapy will not give positive results, if timely and efficiently organized educational work is not exist. In the same way and vice versa [5].

The scientist says that parents sometimes start to feel sorry for stuttering child, to detect violations of attention due to the natural feelings of love and desire to help the child with something. But it can only develop the stuttering. There are also cases when give to the child all the best, often allowing her or him something not available for other children. Such indulgence harmfully impacts the formation of person's features of character, the behavior and speech in general. Such a parents "love" only harms the child. The continuous enjoyment of various fads of stuttering child and creation of preferred conditions for his or her develops a sense of self-interest, enhances the excitability of the nervous system and thereby enhances speech disorder which is directly related to the nervous system of the child. The attitude and the requirements to a child who stutters, the scientist claims, should be always the same as to other children of the family. However, the inordinate parents' demands and a constant reminder of the defect are unacceptable for such children. The remarks in front of strangers and irritation of parents when the child cannot say something are especially insensitive. Such an attitude to the stutterer only injures the child sensitive nervous system. The scientist's thoughts, announced in 1960-s do not lose their relevance nowadays. And more recent studies of the stuttering child psychology only confirm this [3].

The equally important has the part of the teacher while eliminating stuttering in schoolchildren, said R. Krayevsky. Neither attendance the speech therapy office nor treatment measures or parental involvement do not give positive results if they are not established in a right way of the relationship between teacher and student with stuttering [2, 5]. To confirm his scientific position, the scientist quotes Professor M. Hvatcev: "In the struggle for the correct pronunciation, the teacher who is in a constant and prolonged contact with stuttering schoolchild, his or her friends and parents, can do a great deal, perhaps, even more than other specialist. As a result of proper maintenance of such common deal the stuttering is disappeared or significantly weakened, and the most important is the fact that psychic feelings disappear. This feelings, in fact, constitute the main suffering of all stutterers, as this contributes the help of the teachers" [5, P.74].

Scientist says that a teacher together with a speech therapist, a school doctor, a psychoneuropathologist and parents has use all the measures to strengthen the nervous system of stutterer, education a rhythmic speech. They should pay attention to child's speech capabilities, in every way making personal approach to the child, in their daily work with him or her [5].

Summing up, we can notice that due to the R. Krayevsky's views, today we are able to broaden and deepen the theoretical and practical aspects of the domestic speech therapy problem of the correction of stuttering of the Soviet period. Scientist's opinion to the stuttering problem and other speech disorders are based on thorough research of other authors from different fields of science, which he systematized and presented in the manual "The speech disorder and their elimination" [5]. The author shared the ideas of the didactic approach to the correction of stuttering. He also attached the importance to the prevention of this disorder. The scientist has his principal position to the usage of different approaches of "speed" removal for the stuttering, which according to the scientist, was not justified. The scientist claimed that only complex of measures can give positive results: the child should visit a speech therapy office, pay attention to the therapeutic measures and parents should participate in a process. The right relationships should be established between the teacher, child with stuttering and parents.

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