

## **PECULIARITIES OF THE DEVELOPMENT OF LEARNING MOTIVATION OF PRIMARY SCHOOL STUDENTS WITH SPEECH DISORDERS**

**Stakhova Olha**

Candidate of Psychological Sciences, Associate Professor of the Department of  
Psychology, Speech Therapy and Inclusive Education

**Fedorova Oksana**

Master's degree student in Higher Education,  
Faculty of Social and Psychological Sciences  
Zhytomyr Ivan Franko State University, Ukraine

In connection with the reform of the national education system, especially with the introduction of inclusive forms of learning in the educational space, one of the most important and relevant issues in modern scientific fields of special psychology and correctional pedagogy is the problem of researching motivation for learning among children with special educational needs, in particular primary school students with speech disorders.

As our analysis of scientific and applied research has shown, the motivational component of learning of younger school-aged children with speech disorders is formed according to the same laws as the motivation for learning among their peers with normative psychophysical development. However, the presence of speech disorders, shyness, limitations, difficulties in communication with peers often become primary causes for reducing the motivation of children, resulting in difficulties in mastering the educational material and abnormal emotional reactions to learning difficulties, especially in completing educational tasks.

Therefore, the motivation for learning among younger schoolchildren with speech disorders usually differs by an unsufficient level of their development, actual immaturity, as indicated by the child's internal position, reluctance to attend school, refusal to follow the teacher's instructions, instability of cognitive motivation, predominance of unsystematic motives, and inconsistency of external play-related, positional, and social incentives.

To confirm the theoretical statements outlined above and for their empirical verification, we selected a set of specific methods of scientific research, namely: observation, conversation, psychological experiment, relevant psychodiagnostic techniques (a questionnaire for assessing the level of school motivation developed by N. Luskhanova), and surveys aimed at determining the level of motivational readiness of a child for school by O. Venher, «Studying the motivation of learning among younger schoolchildren» by M. Hinzburg, «The Educational-game playground» method by O. Belova, «Masks» by O. Taran).

In the empirical study, which was conducted at lyceum №7 in Zhytomyr named after V. Brazhevskyi during February 2025, first to fourth-grade students with speech disorders participated. In this case, diagnoses such as speech development delay

(dyslalia, stuttering) were established in younger schoolchildren by specialists of the Inclusive Resource Center, which was documented in their medical records.

Our ascertaining experiment allowed us to identify that children with speech disorders predominantly have an average level of motivation for learning (56%), high – in comparison with children with normative psychophysical development – was found in a smaller group (33%), and an insignificant percentage of students (11%) had a high level of internal motives, which indicates a delay in the formation of learning motivation among younger schoolchildren with speech disorders.

At the same time, as our research showed, the level of school motivation of primary schoolchildren with speech disorders is determined by the degree of their speech disorders. Thus, children with mild speech disorders (dyslalia, speech development delay) have motives for learning formed at the same level of motivation as children with normative psychophysical development. Students with severe speech disorders (stuttering) are mostly at a low level of motivational formation.

Moreover, based on the initial data of the study, it is worth to admit that changes in the development of learning motivation of younger schoolchildren occur gradually. If first-grade students are characterized by an insufficiently developed motivation, which is mostly represented by its low level, then among fourth-grade students, under the influence of the educational process with its emphasis on forming internal incentives for acquiring knowledge, medium and high levels of motivation prevail.

Thus, summarizing the above research results on the peculiarities of the development of learning motivation in primary school children with speech disorders, it should be emphasized that their motivation is insufficiently developed. This requires searching for ways, forms, means, methods, and techniques of specially organized work aimed at improving the indicators of their motivational component. Therefore, the coverage of the content and procedural aspects of developing and implementing in practice the psychological and pedagogical correctional program from the formation of learning motivation in primary school students with speech disorders represents the perspective of our further scientific research, which will be presented in upcoming publications on this topic.