

Characteristics of Language Behavior and Speech Activity in Children with Autistic Disorders: Theoretical Aspect

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Abstract: *Speech development of a child with autism does not always take place at the appropriate age and does not always obey the laws of development of speech functions. According to the analysis of literature sources, the direct study of speech activity of children with autistic disorders requires a more detailed study. According to our predictions, a child with autistic disorders of older preschool age due to the peculiarities of communicative and behavioral spheres will show a low level of speech activity, which can be explained directly by the specificity of speech development along with limited language experience and insufficient knowledge of language and its use in communication. Language behavior consists of two complementary and interrelated processes: psychological formation (generation) of speech utterance and perception of the expanded speech of the interlocutor. The model of speech utterance generation includes five consecutive, interconnected stages (phases) identified by O.O. Leontiev (1967): the motive of utterance; the idea of expression; internal programming; lexical and grammatical development of the utterance; implementation of speech expression in external speech. Speech activity is one of the many forms of general activity, a reflection of the needs that arise in accordance with specific communication situations, a prerequisite and an important component of language behavior. The term "speech activity" is considered by us in the sense of the presence of a motive for speech utterance and direct speech utterance, which may occur as a reaction-response to the interlocutor's remark or as a desire to inform the interlocutor of their own thoughts, experiences, emotions, needs.*

Keywords: *speech development of the child; patterns of development of speech functions; senior preschool age; features of communicative and behavioral spheres; limited language experience; psychological formation of speech expression; perception of detailed speech of the interlocutor.*

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Introduction

After analyzing the scientific and methodological literature, we came to the conclusion that to assess the level of development of speech function in children with autistic disorders, it is important to know the features of speech formation in the process of normal ontogenesis. Unfortunately, the speech development of a child with autism does not always take place at the appropriate age and does not always obey the laws of development of speech functions.

The problem of speech development and the importance of communication in the development of speech were studied by B.G. Ananiev (2001), O.M. Gvozdev (1961), and others. The issue of formation of communicative function in children with autistic disorders was studied by Y.V. Bessmertna (2008), I.P. Logvinova (2011), Behas (2019), Melnyk (2019), Sheremet (2019), Onishchuk (2020), Maksymchuk (2020) and others. The results of pedagogical and psychological research and observations on the development of children with autism in general and their speech development in particular, indicate that deviations in speech development is one of the most characteristic manifestations of this syndrome. In autism, the very ability to use speech as such is impaired. The reason for deviations in the speech development of children with autism can be determined by the lack of formation of the communicative function, manifested both in the inability to fully perceive verbal information and in the inability to adequately form the speech utterance and interact with the surrounding people in accordance with the situation. Children in this category are characterized by specific difficulties in perceiving information and understanding the situation of communication, which may be the result of reduced need for communication and increased desire to avoid contact.

Analysis of the literature on the topic shows that the development of speech function is carried out by the integrative activity of the brain and is closely related to the formation of all mental processes, which means that any disturbances, delays or distortions in the development of mental processes, respectively, will cause or other speech disorders. It is clear that no complex form of mental activity is formed and realized without the direct or indirect participation of speech. Speech begins to form only when the child's brain, hearing, vision, articulatory apparatus reach a certain level of development, and this largely depends on the environment Beltyukov V.I. (1977); Pavlov I.P. (1949). For the timely formation of the ontogenesis of speech function, the normal functioning of all parts of the central nervous system, especially the cerebral cortex is important.

Speech acquisition is a complex, multifaceted mental process. Speech in a child, whose development takes place in favorable conditions, is formed gradually, along with its growth and development. If you protect the child from receiving new vivid impressions, if you do not create conditions that will promote the development of motor and speech systems, it will cause a delay in his physical and mental development.

It is known that oral speech and oral speech utterance are formed in children with normal speech development up to 2-3 years old (they are accompanied by an enhanced development of adult speech understanding). Stages of formation of speech communication of the child are accompanied by improvement of auditory perception, mastering of arbitrary auditory memory, use for the purpose of communication of intonational means of speech, and also formation of phonemic hearing, Sheremet M.K. (2008). It was at this time in children with autism that a gradual lag in the development of speech becomes more and more noticeable, because, according to the research of O.R. Baenska (2001), the formation of this syndrome is already finally completed by the age of 2.5-3, Nikolska O.S. . (2000). At the age of 5-7 years the formation of internal speech begins. The social function of speech, according to M.K. Sheremet (2008), is a means of communication, and in terms of intellectual development - a mechanism of abstraction and generalization, which forms the basis of categorical thinking. That is we can conclude that the sensitive period of speech development in children with autistic disorders occurs at the time of formation of the pervasive nature of the syndrome in motor, mental, intellectual, emotional, communicative, and, consequently, speech, complicating, inhibiting and distorting the natural process. active development of certain functions.

Speech acquisition occurs on the basis of imitation, which has both cognitive and creative character, O.V. Zaporozhets (1972); V.S. Mukhina (1975); M.K. Sheremet (2008), etc. Imitation in language behavior is a prerequisite for both the activation of children's speech and purposeful learning of language behavior, Naumenko T.I. (1991). M.K. Sheremet (2008) sees the decisive condition for the emergence of a child's speech in the presence of a need for a new, that is, speech, method of communication and in mastering the means necessary for this. But to master speech communication it is not enough to simply give the child words as role models, but it is necessary to form in him the need to use words, the need for purposeful communication, M.K. Sheremet (2008). Defining the motive of communication of the communication partner and asserting activity in the process of communication of all participants of interaction, M.I. Lisina (2009) identifies three main groups of motives that motivate a child to communicate with adults and appear in the period of communicative activity

almost simultaneously, associated with its three main needs: 1) cognitive, where the adult acts as a source of information and as an organizer of new experiences for the child (arise on the basis of the need for new experiences); 2) business, where the adult plays the role of a partner in a joint practical (subject or game) activity, assistant and a sample of correct actions (arise on the basis of the need for active activity); 3) personal, where the adult appears as a person, as a member of society, a representative of a certain group (arise on the basis of the need for recognition and support). We anticipate that these needs will not be sufficiently developed in children with autistic disorders, which may directly affect speech activity and communication in general.

M.I. Lisina (2009), noting the simultaneous appearance of groups of communication motives, also speaks about the leading motives of communication according to different age periods: in the first half of life the leading motive of communication between children and adults is personal, from the second half to 2.5 years - business, in preschool age in the formation of communication motives there are three periods: first the leading place is occupied by business motives of communication, then cognitive and, finally, personal, as in infants. It is at this time that the formation of the autistic syndrome, M. Yu. Vedenina (1998) is finally completed, that is, the formation of a business motive for communication with the predominance of joint practical subject or play activities coincides with it in time. It can be assumed that this may cause impaired speech activity in children with autistic disorders.

According to the analysis of research by O.V. Zaporozhets (1972), M.I. Lisina (2009), M.K. Sheremet (2008) and others, speech in children with normal development of preschool age is marked by rapid development with quantitative and qualitative indicators. Already between the second and third years, phrasal speech is actively formed. By the age of three, a child, whose speech develops in accordance with age norms, has formed all the main grammatical categories, an active growth of vocabulary occurs. In the fourth year of life, the child knows the names of many surrounding objects and summarizes them, uses simple and complex common sentences. In five years, the vocabulary reaches 1500-2000 words. Almost all parts of speech are used in utterances. There is an intensive development of the grammatical structure of speech, but mistakes can still be made: incorrect coordination of words, not always correct use of case endings. A child of this age begins to express his own opinion, to think about the surrounding objects and phenomena, Bogush A.M. (2003); Halperin P. Ya. (1976). By the end of the sixth year of life under conditions of normal psychophysical development, the active vocabulary of the child is 2500-3000 words. Expressions become

more complete and accurate, complex sentences appear, and synonyms and antonyms are used. Children master monologue speech at a sufficient level. Qualitative and possessive adjectives, complex prepositions appear in speech, nouns are already correctly coordinated with other parts of speech. Most children already pronounce all sounds correctly, but sometimes there may be substitutions of certain complex sounds or distortion of their correct pronunciation, Bogush A.M. (2003); Tkacheva V.V. (2005). The speech development of a senior preschooler reflects the development of his competence in social interaction. N.V. Gavrysh (2005) sees the most important task of speech development at the stage of preschool childhood in the development of coherent speech. After all, for his own personal development and successful socialization, the child must learn to communicate with others, learn to know the world through language and speech.

At the same time, in children with autistic manifestations, the formation of all forms of preverbal and verbal communication is disturbed, Nikolska O.S. (2000); Shulzhenko D.I. (2011), and the older the child, the more pronounced the difficulties in its interaction with people around and with the environment.

Variants of speech development of autistic children

O.R.Baenska (2001), O.S.Nikolska (2000) identified four variants of speech development of autistic children in accordance with the depth of autistic manifestations and the degree of curvature of mental development and providing the child with access to certain ways of interacting with the environment and people next to the quality of the forms of protective hypercompensation of autism developed by it. In children of the first group, there is an almost complete absence of expressive speech in the presence of vocalizations and rumbling, although the understanding of the speech of others may not be impaired. Individual words or short phrases that the child pronounces quite cleanly and clearly in a state of passion or in an emotionally significant situation for her, suggest that she understands speech (at least partially). Usually, spoken words and phrases are not aimed at communication, O.S. Nikolska (2000). The second group of children is characterized by severe delay in speech formation, low speech activity, lack of motivation for active speech, the presence of echolalia, a set of stereotypical short phrases (acquired in a situation of affect) or quotes from favorite books to comment on real situations, using infinitive verbs to shouting or directly pointing to the desired object. Speech, as a rule, consists

of the same type of language stamps - commands addressed to any of those present, O.S. Nikolska (2000). Children of the third group are distinguished by the presence of a significant vocabulary, the use of "adult" speech (often literary), pronunciation disorders in the form of blurred and indistinct speech, replacement of sounds and inconsistency of intonation of the content. Excessive enthusiasm for one's own stable interests, which are manifested in a stereotypical form, translates into speech into an obsessive appeal to the interlocutor in the form of an emotionally colored long monologue on one topic that interests (often worries or frightens) the child most of all, without the desire to receive an answer with little focus on communication, with possible verbal aggression. The peculiarity of these monologues is that it is important for a child to simply speak and have passive listeners, and not to share information, impressions, experiences and receive feedback from the interlocutor, O.S. Nikolska (2000). The mildest degree of autism is manifested in children of the fourth group, which may be characterized by a significant delay in speech development (sometimes - regression of speech at the age of 2-2.5 years), quiet, slurred speech with delayed echolalia, possible lack of understanding of instructions along with rapid response on a complex fairy-tale image or an emotionally attractive situation. Children in this group are able to communicate, but do not know how to choose the right forms of interaction with others, so their communication is limited to close and well-known people. Agrammatisms, inconsistency in the use of pronouns, and blurred speech are distinguished in speech. In the course of development both improvement of communication skills and regression is possible, O.S. Nikolska (2000).

Thus, according to the analysis of the scientific literature, Baenska O.R. (2001); Bashina V.M. (1993), among the most characteristic disorders of speech development in autism are: mutism; autonomy of speech ("speech for oneself", "egocentric", "autistic" speech according to L.S. Vygotsky (1999); phonographic speech (unconscious reproduction of the speech of others), which often with a good memory creates the illusion of developed speech; extensive use of neologisms (self-invented words); echolalia (repetition of heard words and phrases) are often torn off in time; words-stamps, phrases-stamps; lack of treatment; inability to engage in dialogue; insufficiency of monologue speech; late appearance in speech of personal pronouns, especially "I", and their misuse; absence of the words "yes" and "no"; violation of the semantic side of speech (metaphorical substitutions, extensions or excessive, to the literal, narrowing of the interpretation of the meaning of words); inability to form words; violation of the syntactic structure of speech; violation of the grammatical structure of speech; speech

disorders; speech melody disorder (voice too quiet or too loud); violation of prosodic components of speech (deviation of tonality, speed, rhythm, intonation emphasis). In addition, there are elements of chanting, raising the tone at the end of a phrase or word, fragmentary nature of the phrase, the tendency to recite, rhyme, sing, occasional pronunciation of words that do not matter in this situation.

Along with mutism and lack of communicative speech, some children with autistic disorders may exhibit early and rapid speech development. They listen with pleasure, read to them, memorize large passages of text; expressive speech gives the impression of childishness through the use of expressions inherent in the speech of adults. However, even such children (most of them have Asperger's syndrome) are not able to understand the indirect meaning of the statement, the subtext, the metaphor; limited ability to conduct productive dialogue. T.I. Morozova (1997) notes that in the general violation of the development of purposeful communicative speech may capture certain speech forms, constant play with sounds, syllables and words, distortion of words, but when the need for communication is used only a limited set of speech stamps. In our opinion, spontaneous statements of children with autistic disorders who do not fully use speech for communication purposes, which is sometimes perceived as inappropriate, inappropriate to the situation (words-stamps, phrase-stamps, echolalia, recitation of excerpts from poems, songs, fairy tales or advertisements), are in fact extremely important for a child with autistic disorders and have their own content, which, due to specific mental, communicative, social, emotional and volitional behavioral disorders, is not always clear to others. We believe that in this way a child with autistic disorders tries to establish communication, communicate their feelings and emotions, without having in their experience more effective and appropriate means of communication, in the only way available to them.

It is necessary to emphasize the heterogeneity of speech disorders and the variability of their manifestations depending on the depth of the lesion and the degree of distortion of the child's mental development. But, regardless of the level of speech development, autism first of all suffers from the opportunity to actively use it to communicate.

Speech activity as one of the many forms of general activity

It is known that one of the factors of any activity of a child (including speech) is his mental activity as the body's need to know the environment, social relationships and himself. The question of the essence

of activity is quite complex and multifaceted. "Activity" can be considered as a general category, and as a biological, psychological, physiological feature, etc. According to scientists B.G. Ananiev (2001), S.L. Rubinstein (2000), and others, activity reflects the objectively existing relationships of the individual, which are manifested in the process of human interaction with the social environment and are realized in its activities. V.E. Kagan (1991) notes that activity - a conscious, purposeful activity of the individual, its holistic socio-psychological quality. Activity correlates with activity, is defined through it, develops as its qualitative characteristic, V.E. Kagan (1991); S.L. Rubinstein (2000). Outside activity, activity loses its meaning. V.V. Tusheva (1997) argues that activity determines the quality of activity through the subject's attitude to the process of activity. It finds its expression in a socio-psychological state, which, in turn, takes place in a specific activity. That is, human interaction with the environment is possible precisely under the condition of its own activity.

Activity is an instinct, a desire that needs satisfaction. Therefore, we can conclude that activity is preceded by a certain motive or stimulus, that is, a necessary condition for activity is the desire, motivation, desire to do something. And since children with autistic disorders have difficulties in the formation of the motivational sphere, V.M. Bashina (1993), O.B. Bogdashina (1999), and others, it is possible to link the decrease in mental and speech activity with the absence or decrease in the level motivation for activity.

Speech activity is one of the many forms of general activity, a reflection of the needs that arise in accordance with specific communication situations. Considering speech activity as a prerequisite and an important component of speech activity, we turn to the research of scientists.

Speech as a higher mental function, which is one of the components of intellectual activity, and language as the main means of speech activity and realization of thought processes, has long been the subject of special attention of scientists, V.O. Glukhova (2005), T.I. Naumenko (1991) and others. Speech and language constitute a complex dialectical unity in human speech activity. Language becomes a means of communication, verbal communication and at the same time a means, an instrument of thinking only in the process of speech (performed speech activity). In turn, speech (as a psychophysiological process of generation and perception of speech utterances) is carried out according to the rules of language and on the basis of the use of appropriate language signs, V.O. Glukhova (2005). Speech activity is known to be motivated and purposeful.

L.S. Vygotsky (1999) argues that speech should be considered in connection with the general human activity aimed at active interaction with the environment, ie as an activity that at a certain stage of child development becomes leading and occupies a central place in the process of mental development. O.O. Leontiev (1967) considers speech activity as an independent type of human activity: active, purposeful, mediated by the language system and due to the situation of communication process of transmission or reception of messages; a kind of intellectual act that contains two interdependent processes - speaking and listening, which are carried out at any level of communication. K.D. Ushinsky (1991) emphasizes that the mental development of a child is carried out in unity with its speech development.

Communicative activity, as we know, begins with the activation of the need for communication, i.e. the specific adjustment of the individual to contact with others. According to researchers, this contact is due to the innate instinct of communication, interpersonal attraction, which underlies the communicative potential of the individual, Nemov R.S. (2003); L.E. Orban-Lembrik (2003). This concept is closely related to those communicative skills that determine the success and effectiveness of communication. Communication potential is a psychological and individual characteristics of man, expressing a desire to contact other people, manifested in the selective attitude to them and in the use of various forms and means of communication during interaction with them, i.e. communicative abilities, Nemov R.S. (2003), to which O.O. Leontiev (1967) refers personal communicative properties and technical abilities. Personal communicative properties relate primarily to the individual's ability to control their behavior in communication, understand and take into account the psychological characteristics of other participants, establish and maintain contact, regulate its depth, receive, retain and transmit initiative in communication, adequately complete communication. Technical communication skills include mastery of communication techniques, building contact, include skills such as the ability to psychologically enter into the process of interaction, maintain communication, stimulating their own activity and the activity of interlocutors, the ability to predict communication, overcome psychological barriers, optimally use verbal and nonverbal means of communication, O.O. Leontiev (1967). L.E. Orban-Lembrik (2003) also distinguishes perceptual-reflexive abilities: observation, an individual's assessment of his relations with people, subjective ideas about his own role and the role of other participants in communication. Communication abilities, general abilities, skills, the need for communication, specific communicative motives form the communicative potential of a person and constitute the communicative structure of a person, is the basis of communicative activity as such.

Focusing on the analysis and generalization of theoretical research of many scientists and their own observations of children with autistic disorders of older preschool age, we assumed that they will have some specific features of the formation and functioning of the abilities identified by scientists, in particular: establish and maintain contact with others, regulating its depth, manage their behavior in communication, understand and take into account the psychological characteristics of other participants in communication, accept, retain and transmit initiative in communication, adequately complete communication; psychologically correct to enter into the process of interaction, maintain communication, stimulating their own activity and the activity of interlocutors, predict the situation of communication, overcome psychological barriers, make optimal use of verbal and nonverbal means; show observation, evaluate their relationships with people, form subjective ideas about their own role and the role of other participants in communication.

For the first time a scientifically based theory of speech generation, which was further developed in the works of many scientists, was proposed by L.S. Vygotsky (1999), based on the concept of the unity of thought and speech. It is known that language behavior consists of two complementary and interrelated processes: the psychological formation of a speech utterance from the inception of thought through the internal scheme of utterance and internal speech to the expanded external broadcasting, which constitutes speech communication (the generation of a speech utterance) and the perception of the expanded speech of the interlocutor, and, along a series of smoothly flowing stages into each other, highlighting the essential thought, and then the whole meaning of the perceived utterance (understanding of the speech utterance) V.P. Glukhov (2005), I.O. Zimnya (2001). Based on numerous experimental data and analysis of theoretical studies of the world's leading psycholinguists, Leontiev (1967) developed a holistic concept of the structure of the act of speech activity, where the main place is occupied by the model of speech expression, which we consider as one of the manifestations of speech activity. O.O. Leontiev (1967) identified five consecutive, interconnected stages (phases) of the model: the motive of expression; the idea of the statement; internal programming; lexical and grammatical development of the utterance; implementation of speech expression in external speech. It can be assumed that children with autistic disorders at each of the stages (phases) identified by O.O. Leontiev (1967), laid down in the structure of speech activity, will have certain difficulties associated with the peculiarities of communicative and speech development.

It is well known that any activity includes a motive (motivation), which is the root cause of activity. Focusing on speech activity, we can determine that the source for any speech utterance is a motive, that is, the

need to express in a speech utterance a certain meaning. I.O. Zimnya (2001) believes that the objectified motive turns into a head, which serves as an internal motive for speaking or writing, is "the launch of the entire process of generating speech." In children with autistic disorders, as observations show, it is often the need for communication that is lacking, the motive that will force the child to express his own opinion is not formed.

The motive can be considered as the starting point of the statement. Motivation generates speech intention, i.e. the orientation of consciousness, will, feelings of the individual to a particular subject, in our case - to the subject of speech activity. B.F. Skinner (1957) identifies three main types of motives: "-mand" (demand) - a requirement to perform a certain action, "-tact" (contact) - any informational request related to contact, "-cept" (concept) - the desire to express in a detailed speech form and more clearly articulate their own opinion. The motive itself does not have a clearly defined meaning. If none of the listed motives arises, the speech message will not be carried out, Glukhov V.P. (2005). That is, even despite the ability to speak and the ability to communicate verbally, children with autistic disorders do not always need (desire) to formulate and express in a detailed speech form their opinion or do not know how to adequately express opinions.

The idea of a speech utterance, caused by a motive, generalizes the semantic scheme of utterance, O.O. Leontiev (1967). O.O. Leontiev (1967), based on the theoretical concept of O.R. Luria (1998), believes that it is at the stage of the conception of a speech utterance that the "theme" (subject, topic of the statement) and "rheme" (situation, fact, phenomena of the surrounding reality) of the future speech utterance. Children with autistic disorders, sometimes it is difficult to determine what and how to say in order to get the desired item or satisfy a need and how to arrange your message, O.B. Bogdashina (1999); K.S. Lebedinska (1990), and others. At the stage of speech utterance conception, these two main structural-semantic components of utterance (theme and rhyme) under the condition of normal speech development are realized "globally", simultaneously, integrally, inseparably and form the initial thought, ie the system of connections that potentially should to appear in future speech utterances, Glukhov V.P. (2005); Leontiev O.O. (1967). In children with autistic disorders, taking into account the peculiarities of their speech development, in our opinion, the course of the stage of speech expression will be different from how it occurs in normal development.

O.O. Leontiev (1967) considers the stage of internal programming of a speech utterance as a process of constructing a certain semantic scheme,

which is the basis of generating a speech utterance, which is realized by means of appropriate operations: selection of basic semantic elements of the subject content in the "context" of future speech utterance and determination of the sequence of reflection of semantic elements in speech utterance, Glukhov V.P. (2005); Leontiev O.O. (1967). O.O. Leontiev (1967) notes that internal programming can be developed either in external or in internal speech. We assume that the course of internal programming of speech in children with autistic disorders takes place in specific conditions. After all, the process of constructing speech will take place under the influence of autistic features and will reflect the individual characteristics of perception and processing of information caused by autistic disorders of each individual child.

The stage of lexical and grammatical development of the utterance can be correlated (according to O.O. Leontiev (1967)) with the transition from the plan of internal speech utterance to the semantic plan (proposed by L.S. Vygotsky (1999)). There are linear (creation of the appropriate grammatical structure of the sentence based on the selection of the original predicative pair - subject and predicate, i.e. subject and predicate) and nonlinear (selection of words (phrases)) stages of lexical and grammatical structuring, Glukhov V.P. (2005); Leontiev O.O. (1967). The created variant of speech utterance is correlated with its program, the general "context" of speech and the situation of speech communication. Based on the results of the analysis, the subject of language behavior decides to move to the final stage of creating a speech utterance - external implementation, which has three possible options: "sounding" speech utterance, making adjustments to the content or language design of speech utterance and cancellation of speech action. The above features of speech development, along with the selectivity of perception, in our opinion, complicate the course of this stage of speech expression in children with autistic disorders. Lack of knowledge about language and speech norms, limited vocabulary, low level of knowledge about grammatical design of speech, along with the characteristic violations of syntactic and grammatical aspects of speech become an obstacle to the normal course of this stage.

The implementation of a speech utterance in external speech, described by O.O. Leontiev (1967), is provided by the process of phonation, sound formation, reproduction of sequential sound combinations (warehouses), the operation of developing whole "semantic" sound complexes (words), the operation of providing rhythmic-melodic and melodic-intonation organization of broadcasting in accordance with the semantic program and speech norms. The above-mentioned features of the

speech development of children with autistic disorders significantly complicate the final stage of generating a speech utterance.

It is known that without communicative speech practice it is impossible to master language as a means of communication. Scientists interpret speech activity as the ability of a subject of a certain communicative act to express himself and at the same time to perceive (understand) the speech of another subject, A.M. Bogush (2003), L.S. Vygotsky (1999). And these abilities, respectively, depend on the degree of language proficiency and ways of using it. According to S.L. Rubinstein's research, understanding speech already includes its active use. Speech activity is determined by the degree of mastery of the speech act and the degree of understanding of speech, Naumenko T.I. (1991).

After analyzing the data on the study of speech activity, we took as a working version of the term "speech activity" in the sense of the presence of a motive for speech utterance and direct speech utterance that may occur as a reaction- response to the interlocutor's remark or as a desire to inform the interlocutor about their own thoughts, experiences, emotions, needs, Bogush A.M. (2003); Naumenko T.I. (1991).

The formation of speech activity is possible if the child needs emotional communication with adults, and the establishment of positive emotional contact affects the success and activity of preschoolers' mastery of speech, both active and passive. We believe that the emergence of the need for emotional communication with adults and motivation for speech communication can be a stimulus to increase speech activity in children with autistic disorders of older preschool age.

K.S. Lebedynska (1990) notes that the state of speech formation at the end of preschool age is an important indicator of further favorable development and that children who have not mastered speech before 5 years and who have shown low intellectual abilities, more difficult to adapt to social development. Understanding the importance of quality diagnosis, we note that despite the statements of K.S. Lebedynska (1990) and O.S. Nikolskaya (2005) that preschool age is a period of the most pronounced classical manifestations of childhood autism, in particular in speech development, provided timely corrective work can achieve positive changes in the development of speech and in the development of mental processes and functions, which will be the key to faster adaptation and socialization of children in this category. The appearance of active speech in a child largely depends on the timeliness of the child's transition to a new level of cooperation with adults. Therefore, there is a need to stimulate the priorities of the child, in particular with autistic disorders, in communication with

adults, in creating special conditions aimed at enhancing its speech development.

Conclusions

According to the analysis of literature sources, the direct study of speech activity of children with autistic disorders requires a more detailed study. According to our predictions, a child with autistic disorders of older preschool age, due to the peculiarities of the communicative and behavioral spheres, will demonstrate an underestimated level of speech activity, which can be directly explained by the specificity of speech development along with limited language experience and insufficient knowledge of language and its use in the communication process.

It is known that speech activity consists of two complementary and interconnected processes: the psychological formation (generation) of speech expression and the perception of the expanded speech of the interlocutor. The model of speech utterance generation includes five consecutive, interconnected stages (phases) identified by O.O. Leontiev (1967): the motive of utterance; the idea of the statement; internal programming; lexical and grammatical development of the utterance; implementation of speech expression in external speech.

Speech activity is one of the many forms of general activity, a reflection of the needs that arise in accordance with specific communication situations, a prerequisite and an important component of speech activity. The term "speech activity" is considered by us in the meaning of the presence of a motive for a speech utterance and a direct speech utterance, which may arise as a response to the interlocutor's remark or as a desire to inform the interlocutor about his own thoughts, experiences, emotions, needs.

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