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**Людмила Прокоф'єва**  
(Ізмаїл, Україна)

### **THE COMPARATIVE ANALYSIS OF THE MODERN METHODS OF DEFINING THE INTELLECTUAL DEVELOPMENT LEVEL OF CHILDREN**

Our survey is aimed at studying pre-school-and elementary school age children with a lesser degree of mental deficiency – imbecility. The reason for our survey is that approximately 17% of those among the mentally retarded children are the ones with a lesser degree of mental deficiency [1; 4; 5]. While studying this very category of children, we aim at tracing the peculiarity of relations between the intellect and affect, their interconnection and interdependency. We think that this will help while developing a complex correctional program for the children with a lesser degree of mental deficiency.

The problem of diagnosing the abnormalities in the mental development of children is not new, but it still has not been developed enough up to the present; everything that has been done in the framework of the special psychology in this direction does not fully meet the needs both of the science and practice. The limited nature of the diagnostic opportunities of such survey is determined by the almost complete absence of methods specially developed or adapted for discovering and differentiating the pathologies of mental development while dealing with different kinds of aperiodicities. This problem has been explored by V.I. Loubovskiy, L.V. Yassman, A.G. Obukhovskaya, O.P. Khokhlina, M.A. Kholodnaya, N.I. Chouprikova, T.V. Rozanova, A.Fourman, T.V. Egorova, L.V. Borshchevskaya, L.S. Vavina, T.D. Ilyashenko, T.V. Sak, E.F. Sobotovich, V.V. Garasoun, O.P. Rokhlina and others.

There can be different reasons for retardation or pathologies in children's mental development, but they are very much alike in what concerns their psychological and pedagogical manifestations, bearing an especially great resemblance to each other in the pre-school age of children. That considerably makes it difficult for diagnosing the various forms of psychic underdevelopment disguising the whole picture of pathologies It gets especially difficult when the differential diagnosing of psychic retardation and a lesser form of mental deficiency is being made: in both cases the reason for the pathology would be the organic insufficiency of brain, with a considerable manifestation of the defect being the retardation in the mental development. At the

same time, the clinical indices of the insufficient functioning of child's central nervous system do not have a simple connection with the state of his mental development. The general psychophysiological manifestations of children with lesser degree of pathologies (a lesser degree of imbecility or psychic development retardation) are predominantly the same as the standard would require. In the same time, the different degree of expressing the retardation and qualitative differences in the defect's structure require that the children belonging to these 2 categories be sent to special schools of different types. It is possible to be guided by the clinical symptoms when dealing with differentiating rough pathologies (imbecility, manifested deficiency) that can be accompanied by neurological-and sensory and motor disorders.

A great deal of work has been done and is still being done on improving the IQ tests that would help to differentiate the abnormalities in the mental development as precisely as possible. Some new promising psycho-diagnosing methods based on L.I. Vygotskiy's idea about the closest development zone have come into existence. A.Y. Ivanova's method [3, c. 9] has become widely known now. Its key idea is that the experimenter's intrusion into the work of the child being examined is strictly regulated. The value of this method is that it becomes possible to receive not only the quantitative results, but also the qualitative analysis data of child's cognitive activity. This principle has been also used by I.V. Egorova [4, c. 29] in developing her method of comprehensive stating and educating experiment. These two methods help evaluate the nearest potential level of child's development. However, the sphere of A.Ya. Ivanova's and I.V. Egorova's methods application is limited as they require quite a long time and precise observing the behavior technique.

N.M. Stadnenko and I.O. Korobeinikova have developed some special complexes of diagnostic methods of differentiating children with abnormalities in the mental development. I.O. Korobeinikova includes tasks aimed at examining different sides of the cognitive activity: thinking, memory, attention, spatial ideas and being instructive. While using this methods one can evaluate not only the results of completing the tasks, but also the peculiarities of child's affective-and personal sphere that are manifested in his activity. The author points out 25 indices that have been carefully quantified and formalized in figures (points). However, even this diagnosing complex does not meet all the practical requirements as examining just the peculiarities of memory, attention, and personality is not enough for differentiating the abnormalities in the child's development.

The originality of N.M. Stadnenko's diagnostic express-method would be his using simple and easy tasks that are intelligible and interesting. Being presented in the form of game, the method makes it possible to include children with various degree of pathologies manifestation. All tasks of the express-method are aimed at discovering the peculiarities of being instructive, namely generalization, flexibility, self-dependency, stability, and comprehending the thinking. The key

factor of this method would be the organizing the examining process, the basis of which being the close interaction between the adult and the child, when the latter is being supported, encouraged, with his thinking being made more active. The practical application of N.M. Stadnenko's express-method's has shown that it gives some interesting information of the peculiarities of children being examined, and also of their ability to generalize the important stuff in the material which is the leading sign in the structure of intellectual abnormalities and which determines the efficiency of being instructive, on the whole [1, c. 173].

The significance of psychological methods is especially important for the differential diagnostics of lesser imbecility and mental development retardation. In the existing practice the differentiating of children belonging to these two categories of abnormal development gets difficult, especially for the fact that almost all recommended method guides are verbal. At the same time, there are children among those with a lesser degree of imbecility who have a relatively high level of speech development, these very children being defined as psychologically retarded on the basis of the verbal methods. Therefore, the differential diagnosing of defects in the intellectual activity is a matter of the biggest difficulties, especially needing some reliable psychological diagnosing methods at the same time.

A great deal of attention is being specially paid to the methods discovering the abilities of the examined to recognize or recall some definite verbal material (words, phrases) and answer different questions.

Methods that require answers to the questions asked are extremely various, the major part of them being aimed at examining the thinking processes, implying that the examined person uses not only the speech material contained in the question while answering, but uses widely the knowledge and intellectual skills that he has.

Using the verbal methods for evaluating the IQ, V.I. Loubovskiy [3, c. 45] thinks that we always receive a mixed result, so to say: successful completion of tasks depends not only on the intellect level, but also on the speech development level. The level of speech development<sup>^</sup> at the same time, influences the results even more as no answer can be received in response to a test task without making a contact with the examined child, such contact being established on the basis of verbal communication in the predominant majority of cases.

In the predominant majority of cases the speech peculiarities are almost not considered as important or just not taken into consideration at all while evaluating the intellectual development. The extreme expression of this position is that the verbal task is viewed as a task for thinking, as a purely intellectual task.

The clinical psychology possesses huge experience material that is indicative of the fact that retardation in development reflects a pathology of mental development. This material has been

predominantly received through various experimental and psychological methods while examining the mentally deficient children and those retarded in their psychic development [1; 3; 4]. It was also discovered that different speech state indices are manifested in a non-heterogeneous way. We consider that the pathologies of speech are far from always being the leading criteria for diagnosing the mental retardation. For instance, the examined sometimes could have an externally high speech development level expressed on the background of the deep mental retardation (imbecility). The careful study of speech in the above-mentioned cases discovers its formalism, the absence of true ideas behind the words, and the difficulties in understanding many complex grammatical structures, though. There are children with a relatively high level of speech development among those with a lesser degree of imbecility, these very children being defined as the ones with psychic development deficiency.

Taking into consideration the results of the above-mentioned experiments, we think that one should use the test batteries which would include both verbal and non-verbal diagnostic methods while diagnosing the IQ level. Among the most popular tests batteries the most typical (first of all, because they are most known both in Ukraine and abroad) would be children tests of D.Wechsler (WISC). Psychologists characterize the diagnostic value of the said test battery differently.

D.Wechsler underlines that the results of completion of one subtest or another are impacted by the «non-intellectual components of the intellect». By that term the author of the Scale implies some certain characteristic features of the temperament and character of the examined: «vital energy», achievements motivation, persistence, resistance to the frustrating impact of failures, etc. [1, c. 18]. According to D. Wechsler, these «non-intellectual» character features become evident every time the person faces a difficult task he has to complete, including also an intellectual one as well. The success in completing the task would naturally depend on the level of these features development in many ways.

It is possible to be guided by the IQ data as an index of mental development only in case of the extreme lowness of its level, provided the experimenter is certain that the child was understanding what was required of him and was trying to solve the tasks (to complete the tasks) in the direction corresponding to the instruction. In case of lesser manifested abnormalities in the mental development which, in particular, are the case when the child is mentally retarded, the quantities of the summary IO are found within the limits of the norm range, being though nearer to its low limit in most cases. I. Loubovskiy points out 4 subtests that discover the biggest differences between the mentally deficient children and those psychologically retarded. According to him, these subtests comprise of some nonverbal subtests (action tests), namely the seventh subtest – revealing the missing details in the pictures of objects, the ninth subtest – making up some figures, using Koos

cubes, the tenth one – making objects, using different parts («cut pictures»), and the twelfth subtest – going through the labyrinths.

Wechsler's tests are not adapted to discovering the specificity of retardation in psychic development connected with the peculiarity of defect (i.e. they, for example, cannot discover the differences between the psychological peculiarities of the child with the retardation of psychic development with the one with a speech development pathology while the opportunities for the intellectual development are being preserved) or with the hearing pathology. This is natural as Wechsler tests are «non-directed» being just intended only to ascertain the absence or availability of the child's indices' divergence from the average statistical results of completing the test. Thus, Loubovskiyy notes that the standardized tests are the «level-like» – and purely quantitative approach to evaluating the IQ. Such approach, of course, cannot be used for the realization of the differential diagnosing as one and the same development index in the summary expression can be found in children belonging to entirely different categories.

A.G. Obukhovskaya notes that though Wechsler tests give a deep qualitative characteristics of the IQ level of the examined child, the Wechsler system itself is purely phenomenological and considers the development as simple quantitative growth.

K.M. Gourevitch considers the Wechsler Scale method as a thorough one, also agreeing with some other psychologists that Wechsler tests do not measure the intellect, they measure the sum of knowledge an individual has acquired in the concrete social-and cultural group K.M. Gourevitch points to the fact that the given method is not intended to find out why some examined children cannot cope with tasks given to them.

G.B. Shaumarov has specially tested the possibility of diagnosing the development pathologies in accordance with the summary indices of Wechsler tests. He has discovered that comparing with the data of psychological-medical-and pedagogical commission, they give a more precise result while defining the IQ level. However, on the whole, G.B. Shaumarov has come to a conclusion that Wechsler tests do not possess the differential and diagnostic value, and cannot be recommended as a method of diagnosing the retardation of psychic development and mental deficiency.

Thus, having analyzed the psycho-diagnostic methods which are used for examining the children with a lesser degree of pathologies in the mental development, it is possible to say that none of the suggested tests fully corresponds to the requirements of the differential diagnostics. Without using the methods allowing to receive the objective data about the correlation of the cognitive processes development level with the characteristics reflecting the cognitive activity regulation processes being formed, it will not be possible to make the deficiency approach to the

problem of IDR and mental deficiency, and, therefore, it will not be possible to choose the adequate correctional activities.

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**Олександр Просуков**  
(Київ, Україна)

## **КОНЦЕПТ ЯК ОДИНИЦЯ АНАЛІЗУ ХУДОЖНЬОГО ТЕКСТУ**

Методика концептуального аналізу художнього тексту розробляється в руслі нового напрямку лінгвістики, початок якого було покладено у другій половині двадцятого століття [9]. Встановлення антропоцентричної парадигми наукового знання, де «людина розглядається як центр і найвища мета світобудови, ... а дослідження мови – як продукт людської діяльності, призначеного для потреб людини посередника спілкування, засобу зберігання її досвіду, знань, культури» [8, с. 32], сприяло обґрунтуванню нового поняття для адекватного позначення змістовної сторони мовного знака, що відображає логіко-психологічні та мовознавчі категорії. Функції такого терміна пов'язані зі словом «концепт». Відомо, що концепт розуміється як те, що людина знає про світ [4], як інформація про актуальне або ймовірне положення справ у реальному світі, як один зі структурних компонентів «мови ментальних побудов», що опосередковує зв'язок мислення та природної мови [5, с. 10].

Сьогодні роботи багатьох учених підтверджують, що метод концептуального аналізу – це не якийсь відомий і загальноприйнятий метод опису концептів, а відносно молодий, проте