

Optimization of Mental States of 6-7 years old Children with Speech Disorders in a Cross-Cultural Space

Venera G. Zakirova^a and Svetlana V. Velieva^b

^aKazan (Volga region) Federal University, RUSSIA;

^bChuvash State Pedagogical University named after I. Ya. Yakovlev, RUSSIA.

ABSTRACT

The relevance of research: The relevance of the study due to the need to pay special attention to the active development, emotional well-being and positive mental states of each child in the educational space and insufficient knowledge of psychological mechanisms, effective scientific and methodological developments optimization of mental states in a cross-cultural educational environment preschool organization. Purpose of the study: The purpose of the article is to develop a training system to optimize the mental states in preschool children 6-7 years old with speech pathology in a cross-cultural educational environment of preschool organization and its testing. Methods research: The leading method is a pedagogical experiment, which allowed to identify the effectiveness of folk tales in the optimization of mental states in preschool children 6-7 years old with speech pathology. Results of the study: The article deals with the structure, stages, content, basic techniques of training the system to optimize the mental states in preschool children with speech pathology, built on the material folk fairy tales. The efficiency of the work, consisting of three interconnected stages: cognitive-emotional; verbal and artistic samples; stage entry into the problematic situation in the face of uncertainty, solutions «open creativity» preschoolers tasks while increasing the voice activity. Statistically significant shown that the developed training system is effective and can be used in the practice of educational organizations to work with preschool children. Practical significance: Article Submissions are of practical value for the professional work of teachers, psychologists, speech therapists, speech therapists for psychological well-being in a group of preschool organization, optimization of mental states of pre-school children 6-7 years with speech pathology.

KEYWORDS

Pre-school children, speech pathology, folk fairy tales, optimization, mental state

ARTICLE HISTORY

Received 1 December 2016
Revised 5 May 2016
Accepted 3 June 2016

Introduction

In accordance with the federal state educational standards of preschool education (2014) there is a need for active development of children, the protection and promotion of health, emotional well-being, the organization of optimal conditions for the development of the personality of each child as a subject of the formation of his relationship with oneself, others and the world.

CORRESPONDENCE Svetlana V. Velieva ✉ stlena70@mail.ru

© 2016 Zakirova and Velieva. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

An important indicator of the optimal development of the individual has a positive socialization and individualization, positive mental state of the child, including those with disabilities.

Socialization – a process of appropriation, reproduction and transformation of social experience by entering into the system of social relations and the social environment at the expense of its own vigorous activity (Andreeva, 2001).

Socialization is inextricably linked to human entry process in the culture of its people, mastery of socio-cultural competences, their native language, belonging to the national values.

In Russia, as in any multi-ethnic state, and it becomes important to master cross-cultural literacy, which is considered as a complex system formation, which includes ownership, understanding and respect for the language, psychology, customs and traditions of a particular ethnic group or nation (Roshupkin, 2002).

In the process of socialization is an adaptation to the cultural, psychological and social factors, one of which is evidence of the success of emotional well-being, the prevalence of positive mental states of equilibrium of children.

Educational priority area in this context is the communicative and social development, which is aimed at assigning norms, moral and ethical values adopted by society; development of communication skills of communication with adults and peers; formation of arbitrariness, perseverance, self-reliance and self-regulation; the formation of social and emotional intelligence, a willingness to work together with others; develop a sense of belonging to his family, a small home and fatherland, ideas about the socio-cultural values of the people, on the local traditions and festivals; the formation of the foundations of security in everyday life, society, nature (Federal state educational standards of preschool education, 2014)

To implement content federal state educational standards of preschool education to work with preschool children using a variety of means: a complementary communication of adults and children, various forms of art, literature, cultural language environment, learning the native language and the language in the classroom (Zakharova, 2007).

Timely correction of negative psychological states (Velieva, 2015) and adequate development of speech (Velmiskina, 2007) and is an indicator of the condition of formation of the child's psyche and complete the further successful development. This is especially important for preschool children with speech pathology, which due to age characteristics and speech disorders are characterized by difficulties in communication, negative mental states, the imbalance between the external influence, internal state and behaviors.

To normalize the children's mood since ancient times used folk art. Tales of being one of the oral tradition of genres, capable of providing a comprehensive and diverse effects on the psyche, including the mental state of the child. Beautiful and expressive language folk fairy tales with well-aimed epithets, meaning poetics, forms the communicative orientation of each word and utterance of the child, helps attached to the past and present folk culture, folklore. Through words, speech sounds, images, meanings transmitted unique national character, national transmitted timeless attitude.

Optimism, fun, imaginative, funny and didacticism makes folk tale is very versatile and effective teaching tool, laying the foundation for inner optimistic attitude, vector shapes and orientation of a healthy mind, which is especially important for children with disabilities (Petrova & Kuznetsova, 2014). It is known that causes underdevelopment of speech violations of social, cognitive and communicative development of children, and therefore requires special attention on the part of teachers, psychologists, speech therapists, speech therapists.

Studies (Guskov, 2008; Semenova, 2012; Shpanko, 2001; Yaroshevich, 2011 and others) found that children with speech pathology characterized by errors in hearing, reading and understanding of folk tales (mixing, undifferentiated, substitution, misunderstanding of words, poor understanding of the metaphorical meaning of expressions).

In this regard, it is important to use the folk tales in conjunction with arts and crafts, music, theater and game activities building on the visibility, procedural and situational perception.

Materials and Methods

Research Methods

In order to identify the specifics of mental states used technique «Small train» (Velieva, 2010).

The aim of the method is to determine the degree of positive and negative mental states in preschool and primary school age. The material is white locomotive and eight wagons of different colors (red, yellow, green, blue, purple, gray, brown, black).

The child is offered the following statement instructions: «Consider all the train wagons. It is necessary to build an unusual train. First put the trailer, which you feel the most beautiful. Now choose the most beautiful of the remaining trailer».

If necessary, the instruction is repeated. At the same time the remaining arm encircled trailers. This number is recorded for each of the selected color standard as follows: blue – 1, green – 2, red – 3, yellow – 4, violet – 5, brown – 6, black – 7 gray – 0.

Data processing

Allocate one point if the wagon purple placed on the second position; gray, brown and black – on the third; green, red, yellow – the sixth. Two points are awarded if the wagon purple is in the first position; gray, brown and black – in the second position; green, red, yellow – on the seventh; blue – the eighth. Three points are awarded when the gray, brown or black van is in the first position, blue – on the seventh; green, red, yellow – in eighth position.

Conclusion on the nature of the mental state of the child is based on the amount of points: less than three – positive mental state; 4–6 – negative mental state of low; 7–9 – negative mental state of moderate; above 9 – negative mental state of high.

Evaluation of emotional status, mental state (both positive / comfort or negative / discomfort) of the child shall also be based on the dynamics of the nature of movements in space, facial expressions, eye contact, posture changes,

muscle tone (tension, relaxation), the distance, the acoustic characteristics (tone, height, pitch, volume), tone, tempo, movement and speech, verbal content of the product (comments, appeals, statements available). For this purpose, the method of "servo diagnosis" that allows to complement the data obtained by the method of projective.

For a more in-depth study of the structural elements of mental states using a numeric index that characterizes the vegetative tone proposed by K. Sipos, adaptation E. Kalinina (Sopov, 2005).

Formula calculation autonomic tone factor is as follows: $18 - (\text{select the number (position) red} + \text{number selection (position) yellow}) / (18 - (\text{select the number (position) blue} + \text{number selection (position) green color}))$.

With the help of a vegetative tone subjects factor are divided into the following groups according to the severity of the functioning of the nervous system:

– If the ratio is less than 0.91 autonomic tone – low level – non-equilibrium state of reduced mental activity (depression, sadness, depression, apathy, fatigue, fatigue, the predominance of the manifestations vagotonic, disease state); psychophysiological reduced activity or which is felt throughout the body or in any of its system, passivity in different situations, the desire for peace, decline in cognitive and motor function;

– if autonomic tone ratio is 0.92-1.62 – the optimum level – mental equilibrium state (calm, equanimity, serenity, empathy, concentration, mental adaptation, preparedness activity, cheerfulness, Sinton (friendliness), interest, etc.) trends within the autonomic balance, the ability to quickly adapt to changing environmental conditions;

– If the autonomic tone coefficient is greater than 1.63 – the highest level – non-equilibrium mental conditions of increased mental activity (imbalance, anxiety, impulsive, emotional excitement, stress, hyperactivity, excessive flash emotional experiences), difficulties in load tolerance, the need for willpower activity.

Ordinate intersection point (the numerator (emotional component)) and the abscissa axis (the denominator (volitional component)) is indicator of the severity of the mental state.

Reducing the value of the emotional component (less than 10) indicates the actualization of non-equilibrium states of reduced mental activity (lethargy, exhaustion (volitional and emotional components (10); inhibition, fatigue (volitional (10) and emotional components (10)), reduction of volitional component (7) with an increase in emotional (more than 10) – indicates a state of heightened mental activity (excitation, voltage).

With a uniform growth of a strong-willed (7) and emotional components (10) increases the probability of actualization of positive non-equilibrium states of increased mental activity (happiness, freshness, activity, vigor, enthusiasm, delight, passion, enthusiasm, optimism). Indicators of emotional and volitional components equal to 10 indicate an optimum equilibrium states of mental activity (calm, balance, concentration, mental adaptation etc.).

On the basis of color choices also can count situational anxiety factor or stress, mental tension indicator. Meaning situational anxiety factor from 0 to 2 are considered background, from 3 to 6 showed a slight, 7 to 9, – on average,

from 10 to 12 – the high level of anxiety. When comparing the color layout with autogenous norm (also referred to as rate-Valnefera Luscher 34251607 (Filimonenko, Yuriev & Nesterov, 1982)) calculated the value of deviation from autogenous norm, and is determined by the intensity ratio.

Experimental research base

In a pilot study, the children several children's educational organizations took part in Cheboksary. It was attended by children with delayed speech development 6-7 years old of both sexes, with the consent of their parents (n=60).

Of these, consider themselves Chuvash 86.6%, Russian – 8.3%, Tatars – 3.4%, Mordvinians – 1.7% of children.

The experimental group is characterized by the following disorders of speech development: the lexical and grammatical speech underdevelopment – 3.3%, open organic Rhinology – 5%, underdevelopment of speech in the residual-organic background – 5%; with violation of pronunciation due to the lack of innervation of the vocal apparatus – 11.7%; general underdevelopment of speech in violation of the syllabic structure of the word – 16.7%, the general underdevelopment of speech, the second level – 25%, phonetic and phonemic speech underdevelopment – 33.3%.

Stages of research

The study was carried out in three stages:

- On the ground – the preparatory stage – analyzed the current research in educational and psychological theory and practice; developed and refined by the research program;
- On the second – the main stage – to develop and implement a system of measures to optimize the mental states in preschool children 6-7 years old with speech disorders, built on the material of the folk tale in a cross-cultural environment; Experimental work was carried out to verify the effectiveness of the system of measures;
- On the third – the final stage – the processing, systematization and generalization of the study results.

Results

The study revealed that a system of measures for the optimization of mental states, built on the fairy tale material, consisting of three interconnected stages: 1) cognitive-emotional; 2) verbal and artistic samples; 3) stage of entering the problematic situation in the face of uncertainty, the decision of "open" creative tasks while increasing voice activity – can be used quite successfully in work with preschool children speech pathology.

Creative work on the material of folk tales activates voice activity preschoolers, helps enrich the emotional and sensual and intellectual experience of children, emotional and personal self-interest, the expansion of the emotional vocabulary of children, awareness of one's own experiences. By analyzing the content and characters of fairy tales is the formation of new images, differentiation of psychic states, experiences and correlate events; adequate mastery of behavioral reactions and self-control. Mastering readily entering the

problematic situation in the face of uncertainty, and in the resource state to meet the challenges provides optimal conditions for successful social adaptation and socialization in accordance with the age and the individual characteristics of the child.

Stages of implementation of the model

The introduction of optimization models of mental states and speech at preschool children implied the next stage of experimental work:

In the first stage of the proposed methodology for children "Small train" will determine the type and degree of mental state, stress level, the ratio of autonomic tone.

The second stage was developed and tested training system aimed at optimizing the mental states and speech of preschool children 6-7 years old with speech disorders.

In the third stage the degree of effectiveness of the training system.

The establishing step

Analysis of the results obtained using the technique of «Small train», revealed that half of the children (50%) indicated a positive mental state. In the test situation the children of this group behaved emotionally positive; in most cases chosen yellow color that symbolizes joy, cheerfulness, emancipation, optimism, high activity, openness and ease in dealing with people. These children enjoy the opportunity to please, to attract the attention of others.

Some of the children preferred the red color that speaks to their enthusiasm, joy, friendliness, energy, confidence, excited, activity, needs to act, and initiative.

Negative mental state of low was observed in 20 children (33.3%). Negative mental state of moderate Reported in 10 children (16.7%). Negative mental state high not found. Children with a negative mental state basically chose the color blue, which indicates sadness, sorrow, need for rest and quiet.

The distribution of the subjects has the following degrees of intensity.

In 10 children (16.7%) revealed a low level of intensity factor, the prevalence of mental equilibrium states of relaxation, tranquility, serenity, balance, a state of rest, relaxation, functional comfort.

The average degree of intensity ratio is set in 26 children (43.3%), indicating a natural response to the demands of life situation, performed activities. These children are peculiar to state adequate mobilization, characterized by an optimal degree of compliance voltage functionality of nervous and physical functioning of the requirements of the specific conditions of life.

The high degree of intensity ratio was observed in 24 children (40%). This is indicative of an intense psycho-physiological load, its high density, the increased level of functioning systems, characterized by the costs that deplete the general psychophysiological resources.

Developing strength is determined mainly by the increased importance of communication situations or activities, taking on a significant share of responsibility, the perception of life situation as a complex crisis, the rejection of

the prevailing conditions and interpersonal relations, increased activity in finding coping strategies and behavior of others.

Subjects are extremely high degree of tension ratio has not been established.

The study identified three degrees of autonomic tone factor, namely the normal (optimal), high, low:

1) the optimum value of the coefficient of autonomic tone is registered in 12 (20%) children. They tend to calm, balance, serenity, empathy, concentration and psychological adaptation;

2) difficulties in load tolerance expressed (increased) autonomic reaction in which there is a change of objective indicators in conjunction with the expression of subjective symptoms (palpitations, vomiting, hyperexcitability, a sense of internal tension), found in 22 (36.7%) children;

3) reduced autonomic response, power shortage, a painful condition characterized by changes in objective indicators (such as heartbeat or breathing), sometimes in combination with mild subjective feelings of weakness, drowsiness, dizziness, etc. or a change in objective indicators without subjective sensations were detected in 43.3% of children.

Formative stage

In the formative stage of the experiment based on the cultural approach was developed and tested system of training to optimize the mental conditions in children 6-7 years old with speech pathology, built on the material folk fairy tales.

The system of measures includes 32 lessons (duration – 7 months) and consists of three interconnected stages: cognitive-emotional; verbal and artistic samples; stage entry into the problematic situation in the face of uncertainty, solutions 'open' creative tasks while increasing the voice activity. In developing the training system were taken into account as a general didactic pedagogical principles and the principles of correction pedagogy.

The content of the measures on optimization of mental conditions in children 6-7 years old with speech pathology, built on the material folk fairy tales

In developing the program formative stage, we relied on the following principles and approaches of constructing training system:

– humanism, activity and independence – approval of the rules of respect and friendly to each child, with the exception of coercion and violence, a focus on needs, state of health, the interests of the pupil. In the aspect of the organization of a correctional program important to ensure the satisfaction of quality requirements of individualization, in particular the spatial and temporal organization of the educational environment, the structuring of the space, which will facilitate the understanding of the meaning of the situation of children, events, predict their impact and to plan their own behavior. Creating a situation of freedom of choice, especially in situations of uncertain outcome, and promotes awareness of your own subject position;

– activity approach – involves a psychological and educational work relying on the leading type of activity on the child's natural need for play;

- integrated approach – the integration of different content, activities and forms of organization of the correctional process for optimum exposure to a holistic ensemble of mental processes, mental states and psychological properties of the developing personality;

- variability in the choice of the content of fairy tales, games, game guides to ensure individualization of correction process.

During the implementation of the system the teacher activities in collaboration with each child it is important to create an atmosphere of psychological safety, in which each child is accepted unconditionally value (his feelings, opinions, statements and so forth.).

In developing the program formative stage, we relied on the following areas of work:

- enrichment of emotional and sensual and intellectual experience of children;

- creation of conditions for the emotional and personal decentered;

- expansion and enrichment of the emotional vocabulary of children, transmitting diversity mental states fairy-tale characters and conditions of the child;

- awareness of one's own experiences, the formation of new images, differentiation of mental states, recognition of skills of mental states of other people, experiences and correlate events;

- readiness of entering the problematic situation in the face of uncertainty in the resource condition for the solution of creative tasks;

- mastery of adequate behavioral responses in problem situations, the ability to control their emotional states.

To implement a system of measures used by the psychologist's office, which was transformed into a room of fairy tales in which children feel in the world of fairy-tale images. In the first stage of the cognitive and emotional conditions were created for the perception and understanding of the story of folk tales, enriching emotional and sensory, intellectual experience of children, the formation of new images, updating and differentiation of mental states.

For this analysis of the meaning of the words used, the expansion and enrichment of the emotional vocabulary of children, transmitting diversity mental states fairy-tale characters and the child state, actualized with the perception of the story. This is possible, including by enhancing speech practice, the inclusion of new words and concepts, exploring the expressive language means, listen to music, expressive intonation and execution fabulous image.

At this stage, we introduced exercises where offered:

- the nature of the musical work to guess the actions and emotional state of the characters express their facial expressions, pantomime, movement and drawing;

- intone expressive voices of animals and birds, fairy tale characters, use onomatopoeic words;

- recreate the familiar fairy tale story with the help of figures, characters table and shadow theater.

Here actively used:

- a) storytelling and discussion on the content of fairy tales with a story based on pictures;
- b) exercises on understanding new words in a particular context;
- c) the games that require continuing teacher sayings highlight figurative expressions and repetitions fabulous;
- g) play-imitation (voices with different intonation and volume, behavior and forms of communication of different characters of fairy tales and so on.).

In this children's attention is drawn to the content of the words, understand the semantic nuances that make their meaning and value of words denoting a particular mental state; introduced to diminutive names of animals and discuss the context of updating of a mental condition of a fairy tale hero. Here, preference is given to the joint improvisation, where the teacher invites each child to test the role of heroes, beat separate episodes of fairy tales. Table and shadow theater, doll gloves, various toys help the child more nonspeaking act embody the characters through facial expressions and pantomime, thus ensuring the success of every pupil situation.

Stage II – verbal and artistic samples.

Teacher, after reading all fairy tales, or passage, commenting on the situation, which gets a character, singled out a causal relationship, emotional and moral qualities and deeds of the hero; acquaint the child with the composition of a fairy tale, emphasizing intonation, middle, end, and taught to define the meaning of each part of the text and titling. The content of fairy tales was transformed into artistic images, the children produced cards diagrams, icons, visual model by displaying the main fairy story, using them in the retelling. Together with the children was carried out in-depth analysis of the tales of the text, the qualifying word, specifying the nature of the narrative, representations of mental states of the characters, the place and time of events, the connection conditions and situations.

If at first the teacher gave the story sample, reflecting the personal attitude to the events of a fairy tale, then gradually the child is able to independently reproduce the content of fairy tales, while encouraged to use words that indicate the mood, feelings, emotions of characters.

With the reception of "entering into a fairy tale," the children have offered their own plan to reveal the folk tale, remember and reproduce the main episodes and to verbalize their emotional and personal attitude; retell a story from the face of the main and / or secondary tale of the hero; jointly write a description of actions, appearance, nature of the characters.

To determine and display emotional states fairy tale characters, testing behaviors in difficult situations, transfer of intonation, facial expressions, postures, expressive movements actively used psychological micro-games, sketches, acting out little plays using puppets, toys desktop or pencil theater, self-fulfillment of a role.

Random Play expressive movements revives the appropriate emotional state, memories of earlier experiences unreacted that allows you to define the situation, causing tension in the child, and then neutralize it.

In the role of fairy tale characters for children is easier to answer questions from peers, ask questions and give advice on behalf of toys or other characters.

The theatrical activity is expedient to introduce problem situations, such as fairy-tale hero is not able to correctly pronounce some sounds and words; enchanted hero deprived of speech, cannot cope with his fear, the princess cannot laugh and stuff.

The aim was to come up with ways to overcome the difficulties of interaction with the other characters, several solutions to problem tasks fairy-tale characters, project their mental states in a difficult situation and ways of their regulation.

The classes used imitation of nature sounds and voices of animals and birds, exercises for voice, finger and articulation exercises, poems and tongue twisters with movements, musical and movement, speech and communication games.

Children were encouraged to comment on the actions performed by peers, express independent judgment in determining the mental states of their peers; encourage free steam room and the subgroup improvisation folk tale.

Creative transformation, simulation opens the opportunity to feel yourself in the place of heroes tales, rejoice and grieve, to solve the problem tasks, empathy, make mistakes and feel successful, significant in the eyes of others.

At this stage, formed the emotional and personal self-interest, the ability to detect and recognize the emotional state of their own, the characters of fairy tales and their peers, to relate experiences and events are displayed in the ethnic fairy tale.

Preschool age is a sensitive period for language development, emotional sphere, imitation various mental states contributes to the expansion of the system of knowledge about them, it allows to clearly see that the mood and feelings are expressed in a specific external form (poses and facial expressions, gestures and movements). This knowledge provides the readiness competently navigate the mental states of their own and others.

Imitation allows states to learn to differentiate mental states, to intensify the emotional vocabulary of preschool children, to realize the situation in which these mental states emerged, his actions in her experience, effective methods of regulation. It is built not only the image of the Other, but also builds and deepens the child's perceived view of himself, acquired behavior to be approved in its social environment.

Stage III – the entry in problem situations under conditions of uncertainty, the decision of "open" creative tasks while increasing the voice activity.

These classes are offered familiar Chuvash and Russian folk fairy tales and stories about animals, for example, «Why pine and spruce evergreen», «Why do orioles yellow outfit», «Sarich and crow»; «As the dog made friends with a man», «Cat and sparrow», «Silver ring», «Barin and features», «Batyr and Chigehursuh», «As one man the princess laugh», «Chanterelle-dancer», «Chanterelle-sister and the wolf», «Petrified kingdom» and others.

If the content of the folk tale familiar to children, they are requested to complete the fairy tale yourself, introduce a new character, to come up with an unusual adventure, a problematic situation for the fairy-tale hero, find the magic bullet with a new property and so on.

Next, the children are given the opportunity to play a game of independent director role, to comment on it in terms of speech, to put its own problem tasks to peers, explaining how it is necessary to portray a particular character, what should be his character, his fortune, and their impressively convey. Children complete the description of the emotional state of the characters in fairy problematic situation that allows you to create the atmosphere of a living language in class and develop communicative instinct of every child.

This encourages attempts to caricature, comic image of problematic situations, forecasting an optimistic outcome uncertain. Accommodation of a role in the imaginary situation allows the child to safely make mistakes and test different ways to engage in problem situations.

Each class at all stages of an introduction, main and final part.

Task prologue – and to send the children to focus on the perception of folk tales.

This is facilitated by psychological micro-games, sketches, games-kinesiology, voice and breathing exercises, assignments to note that selected in accordance with the content of fairy tales context.

It focuses on the games and exercises for the development of breathing during speech, articulation and diction training. Vocal and choreographic setting is especially important for very poor speaking children, especially since it requires the purchase of a greater confidence and control, arbitrary change from one movement to another, the development of understanding of the nuances of facial expressions, gestures and movements of the other person. Transfer the external image of mental states, traits of character, determination of mental states peers mimic pantomime sketches and ensures success in mastering the social role and its harping on the game-dramatization.

The final part is held to discuss the results (sharing), the removal of excessive emotional stress using muscle training exercise and relaxation is provided by the positive attitude worldview.

The main part of a class implements the following steps: the telling of tales, fairy tale illustration, drawing pictorial and verbal plan, talk with the children on the content of fairy tales, selective reading, retelling, their evaluation, the dramatization of the tale.

At each stage of the work with the tale using different types of paraphrases, for example, a joint narration with an adult reflected paraphrase a paraphrase in part, on using didactic aids on flannel with visual support in the form of a series of thematic pictures or drawing on one scene image, the Roles, retelling a clue words or phrases, pronunciation of the choir, continued retelling of the same age.

Uses variety of dramatization of tales (behavioral drama, didactic theater, theater of the conflict, improvisation theater, the creation theater). The choice of dramatization depends on the content of fairy tales and actual psychological problems of a particular child.

Depending on the stage of the work is constructed as follows: familiarity with fairy tales about animals, then – the introduction of short fairy tales, focusing on the interaction between people on the example of fairy-tale characters; from group improvisation and collaboration on selected episodes of fairy tales under the supervision of an adult at the first stage, to the

dramatization of stories, games, dramatization, both in group and paired with a peer in a second step, to creative theatrical games and self-directing – in the third.

If the first stage of the children reflected in the dramatization of the exact content of the story, then to the third stage before the parties put task – to dramatize a story with the inclusion of fantastic elements of his own. For children who cope with this task, offers sophisticated options such as highlight and include in its domestic fairytale national, linguistic and cultural traditions.

For all occupations are widely used techniques aimed at acquaintance with the mental states:

- selection of synonyms, antonyms, associations of the object, plant, animal, and the art world at a specific state;
- drawing and manufacture of bulk icons set of mental states (of fairytale characters and their own);
- drawing up creative stories using dictionary-minimum of mental states;
- Exposition "Mood objects" (plants, animals, fairy tale characters, etc.) from waste, natural materials and other
- collective drawing composition "Overall a fabulous mood" on the desktop sandbox;
- introduction to the dramatization of characters: "Queen of Joy", "the court of Queen" (Boredom, anger, and so on).

Experimental verification of the effectiveness of the proposed content

To identify the dynamics of the mental states of optimization of preschool children 6-7 years controlling step was carried out with speech pathology, in which the same diagnostic tool was used, as in the ascertaining stage.

The following changes were found: 30% increase in the number of children with a positive mental state.

Negative mental state of a low level is detected in 9 children (15%), negative mental state of moderate reported in 3 children (16.7%), a decrease of 18.3% and 11.7%, respectively. It increased the number of children who have updated mental equilibrium state at 46.6%, and non-equilibrium state of activity by 6.7%. The most pronounced decrease in the number of children with malnutrition (21.6%) and excessive excitation (20%) children with less fatigue recorded (11.7%). There was a change in the distribution of a group of children on the degree of tension. The low degree of intensity ratio remained unchanged at 23.3% decreased the number of children with high levels by increasing the number of children with an average degree.

During the correlation analysis we obtained χ^2_{emp} criterion of equal 12,096, exceeding the critical criterion for the admissibility of the probable error $p \leq 0,01$.

Consequently, there are significant differences between the indices of the two measurements (on ascertaining and control stage). On the basis of these data, it can be argued that the changes that have occurred in the group as a result of system testing activities to optimize the mental conditions in children 6-7 years old with speech disorders, are very important, the effectiveness of the activities of the system experimentally confirmed.

Discussions

Even in the twentieth century works Myasishev (1932), Chernikova (1937) and Levites (1964) marked the beginning of the study of mental states. A.O. Prokhorov, 2015; V.F. Sopov, 2005, and others have been established a number of essential mechanisms and laws relating to phenomenology, functions, structure, dynamics of mental states primarily in adults. However, there are a number of areas of psychology, for example, in a special, educational and developmental psychology, where the study of mental states are rare.

Features ethnic tales in the development of speech pointed domestic researchers (Velieva & Semenova, 2015; Volkov, 1999; Gorodova, 2011; Korostelyov, 2013; Romanenko, 1990; Semenova, 2015; Sukharev, 2009; Shaporeva, 2009; Yaroshevich, 2011 and many others). The studies have shown that the most effective means for language development in preschool children will be folk art and in particular, ethnic tales, however, their role in the correction and optimization of mental conditions in children with speech pathology has been poorly studied, research on this issue, very little or they are not holistic.

Conclusion

The study found that the system of training to optimize the mental states, built on the fairy tale material – can be used quite successfully in work with children 6-7 years old with speech disorders in a cross-cultural educational environment of preschool organization.

The system of 32 classes based on three interrelated stages: cognitive-emotional; verbal and artistic samples; entry into the problematic situation in the face of uncertainty, solutions "open creative" problems with speech necessarily increase the activity of preschool children.

Classes are built taking into account the general didactic principles and approaches of Correctional Pedagogy (humanism, activity, self-sufficiency, biodiversity, individualization, and integrative activity approaches).

Particular attention should be given to creating an atmosphere of psychological safety, unconditional recognition of the value of each child. For differentiation, awareness, understanding and regulation of mental states is advisable to create conditions for the realization of such directions of how to enrich the emotional and sensual and intellectual experience of preschool children, emotionally-personal decentered; the expansion and enrichment of the emotional vocabulary; awareness of their own experiences, the formation of new images, differentiation of mental states, recognition of skills of mental states of other people, experiences and correlate events; readiness of entering the problematic situation in the face of uncertainty in the resource condition for the solution of creative tasks; mastery of adequate behavioral responses in problem situations, the ability to control their emotional states.

Enrichment and activation of emotional vocabulary of children to verbalize their own mental states, their correlation with specific situations, the behavior and actions of mythical figures, peers and their own on the material of folk tales,

and in conjunction with musical, artistic and creative, theatrical tools – allows update equilibrium and positive mental states to eliminate unnecessary tension and arousal, relieve fatigue in children. This is indicated by the results the control phase of the study.

Forecasting an optimistic outcome uncertain situation, living in a particular role in an imaginary situation allows the child to assimilate a safety, a variety of ways to engage in problem situations.

Presented system optimization mental states preschoolers 6-7 years old with speech pathology can be used in practice as a general education and special (correctional) institutions. Article Submissions may be useful for the professional work of teachers, psychologists, speech therapists, speech therapists for psychological well-being in a group of pre-school organization and development of children's speech.

With promising areas can be identified, taking into account the study results obtained, for further consideration. For example, it is necessary to establish the influence of fairy tales of different nations in the formation of an image of mental states, and its change over preschool.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Venera G. Zakirova is Doctor of Education, Professor, Head of the Department of Pedagogy and Methodology of Primary Education at Kazan (Volga region) Federal University, Kazan, Russia.

Svetlana V. Velieva is candidate psychological Sciences, docent of Chuvash State Pedagogical University named after I. Ya. Yakovlev, Cheboksary, Russia.

References

- Andreeva, G. M. (2001) *Social Psychology*. Moscow: Aspect Press. 290p.
- Chernikova, O. A. (1937) Sport fever. *Theory and Practice of Physical Culture*, 3, 269-275.
- Federal state educational standard of preschool education (2014). Order of the Ministry of Education of Russia № 1155 on October 17, 2013. Direct access: <http://minobrnauki.rf/documents/336>.
- Filimonenko, Yu.I., Yuriev, A. I. & Nesterov, V. I. (1982) Rapid method for evaluating the effectiveness of anger management and forecast the success of human activity. *Personality and activities*, 52-57.
- Gorodova, A. I. (2011) Thematic tale as means of development of speech of preschool children. *Speech therapist*, 10, 55-58.
- Guskov, A. A. (2008) The formation of vocabulary and coherent expression of children with the general underdevelopment of speech in the tales material. *Educator*, 4, 32-42.
- Korostelyov, N. A. (2013) Speech therapy sessions based on folk tales and copyright. *Speech therapist*, 5, 60-67.
- Levites, N. D. (1964) *about the mental state of man*. Moscow: Education. 343p.
- Myasishev, V. N. (1932) About the types of behavior and types of nervous systems. *The study of personality and upbringing*, 3(4), 10-14.
- Petrova, T. N. & Kuznetsova, L. V. (2014) On the formation of the foundations of cultural and historical and moral education. *Education and self-development*, 4(42), 211-215.
- Prokhorov, A. O. (2015) Interaction of Mental States and Cognitiv Processes in Learning Activity of Students. *The Social Science*, 10(2), 81-88.

- Romanenko, L. (1990) Folklore speech activity of children's development. *Pre-school education*, 7, 15-18.
- Roshupkin, V. G. (2002) *The formation of cross-cultural literacy of students in the course of training at pedagogical university* (Unpublished master's thesis). Samara: Samara State Pedagogical University. 218p.
- Semenova, T. N. (2012) Ethnopedagogical focus education and training of children with speech disorders. Cheboksary: Chuvash State Pedagogical University. 56p.
- Shpanko, E. J. (2001) *Socio-pedagogical rehabilitation of children with disabilities by means of Russian folklore* (Unpublished master's thesis). Moscow: Institute of Social Work pedagogy RAO. 176p.
- Sopov, V. F. (2005) Mental state in intense professional activity. Moscow: Triksa. 126p.
- Sukharev, A. V. & Shaporeva, A. A. (2009) The role of ethnic features tales of content to harmonize the cognitive and emotional side of the relationship preschoolers, primary schoolers and teenagers. Direct access: <http://psyjournals.ru/cppp/2009/29994.shtml>.
- Velieva, S. V. & Semenova, T. N. (2015) Correction and pedagogical potential of folk pedagogy in the formation of social competence of preschool children with the general underdevelopment of speech. Cheboksary: Chuvash State Pedagogical University. 362p.
- Velieva, S. V. (2010) Dynamics of subjective semantic spaces of mental conditions of children. *In the world of scientific discovery*, 4(10), 68-69.
- Velieva, S. V. (2015) Features of mental conditions of younger schoolboys with intellectual disabilities. Cheboksary: Chuvash State Pedagogical University. 326p.
- Velmiskina, N. J. (2007) Comprehensive training on the development of speech, based on the stories of familiar fairy tales. *Educator*, 1, 91-98.
- Volkov, G. N. (1999) Ethnopedagogics. Moscow: Academy. 168 p.
- Yaroshevich, T. J. (2011) Formation of linguistic competence at the senior preschool children with ONR on the material of Russian fairy tales. *Speech therapist*, 5, 24-39.
- Zakharova, G. P. (2007) Cultural self-determination: the comprehension of meaning. *Personality. Culture. Society*, 1 (34), 204-213.