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## Overcoming disorder of the intonation speech component in preschool children

**Abstract.** The problem of the intonation shaping in older preschoolers with speech disorders has not been sufficiently studied. Recommendations for the development of prosodic components of speech are very scattered. Breathing practices, speech therapy fairy tales, speech therapy rhythms, theatrical activities, and music therapy are recognized as effective in this regard. The aim of the study was to identify the resources of the fable as a means of developing and correcting intonation expressiveness of speech in older preschoolers with General speech underdevelopment. Two groups of children participated in the empirical study. The experimental group consisted of 20 children aged 5-6 years with a diagnosis of «General speech underdevelopment of level III», attending a special (correctional) kindergarten group. The control group included 20 children aged 5-6 years with normal speech development. It was experimentally established that in comparison with normally developing peers, older preschoolers with ONR level III suffer from the ability to independently perceive and reproduce intonations. To eliminate this drawback, a set of classes was compiled and tested to correct the intonation side of speech in older preschoolers with ONR level III using a fable. The training had a positive correctional and developmental effect and affected the maturity of the intonation component of speech. Preschoolers have improved the melody of speech, they began to adequately place logical stress, change the timbre, pitch and strength of the voice. The development of a special program for the development and correction of intonation patterns of speech in preschool children with various speech pathologies is considered promising.

**Keywords:** children with General speech underdevelopment of the third level, correction, intonation, prosodic, tempo, rhythm, speech melody, logical stress, timbre, pitch, voice power, fable.

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