**SUMMARY**

**Logopedova A. Formation of coherent speech in children of primary school age with intellectual disabilities. Zaporizhzhia, 2024. 82 p.**

The qualification work consists of an introduction, 2 sections, findings, a list of references (82 items, 4 of them in a foreign language), and 4 appendices on 7 pages. The qualification work volume is 82 pages long, 62 of them – main text. There are 2 tables and 4 illustrations.

The qualification work gives theoretical survey and describes the experimental research of the problem of the coherent speech in children of primary school age with intellectual disabilities. It defines the methods and techniques for the effective formation of coherent speech in such a category of the children.

The research object is the process of formation of coherent speech in children of primary school age with intellectual disabilities.

The research subject – the content, forms and methods of formation of coherent speech in children of primary school age with intellectual disabilities.

The aim of the study is theoretical background and experimental verification of the content, forms and methods of formation of coherent speech in children of primary school age with intellectual disabilities.

Thetasks of the qualification work:

1) to analyze the state of the problem of the formation of coherent speech in children with intellectual disabilities;

2) to find out the psychological and pedagogical conditions for the formation of coherent speech in children with intellectual disabilities: content, methods, techniques;

3) to develop criteria and indicators for determining the levels of development of coherent speech in children with intellectual disabilities;

4) to study the state of development of coherent speech in primary school children with intellectual disabilities;

5) to develop and experimentally verify a program for the development of coherent speech in children with intellectual disabilities.

To solve the tasks and test the hypothesis, general scientific research methods were used: theoretical (analysis of scientific psychological and pedagogical literature; comparison, analysis and synthesis of the obtained data), empirical (diagnostics; formative experiment; quantitative and qualitative data processing).

The section 1 “Theoretical prerequisites for the formation of coherent speech in primary school children with intellectual disabilities” defines the concept and essence of coherent speech, features of speech development in children with intellectual disabilities, as well as foreign experience on this problem.

The section 2 “Features of the formation of coherent speech in children of primary school age with intellectual disabilities” shows forms and methods of forming coherent speech in primary school children with intellectual disabilities, the results of the programme on the development of coherent speech in children of primary school age with intellectual disabilities.

The analysis of the results has proved the effectiveness of the developed and implemented programme on the development of coherent speech in children of primary school age with intellectual disabilities.

**Keywords**: coherent speech, intellectual disabilities, speech therapy, primary school age, psychological and pedagogical conditions.