Conclusion: in the presence of allergic heredity patients have higher incidence of comorbid diseases (AR, AD). In patients with allergic diseases in the family, the debut of bronchial asthma comes 1.5 years earlier. In patients of the first group, the incidence of bronchial asthma of average severity is higher than in children of the second group. The most common allergens in both groups were household allergens, epidermal allergens.

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EARLY LEARNING ENGLISH AS A CORRECTION OF PPUS (PHONETIC-PHONEMIC UNDERDEVELOPMENT OF SPEECH)

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Research relevance: there is an increasing interest in early learning English for preschool children in Russia. Traditionally in speech therapy it is believed that speech disorders are a limitation for early learning English. However, learning a foreign language can have an effect of intervention.

Objective: to find out the effectiveness of early learning English as a remediation of PPUS.

Materials and Methods: review and analysis of modern scientific literature on the theme, study of research articles.

Results: it is necessary to study early English learning for children with speech disorders. Phonetic-phonemic underdevelopment of the speech is not so severe. For more serious disorders the role of early learning English should be studied in further investigation. Speech and language pathologists conducted the intervention of Russian articulation by means of learning of English sounds. The larger amount of sounds results in improvement of speech therapy. Early English learning leads to improvement of pronunciation of sounds, because every English word has a set of articulation movements, which enriching the articulations fund. The experiment leads to greater results: learning English may be used in wider remediation purposes: it helps children with improving of the pronunciation of sounds and syllabic structure of words, enriching with articulatory motor skills and developing of phonemic hearing. In addition, intelligence and memory functions are also improving.

Conclusion: early learning English has a positive impact on the remediation of PPUS in preschool children. For this reason, the English language should be included in the curriculum in both general and special preschool institutions. An increasing interest in early learning English for preschool children in Russia is maintained by great therapeutic result which Russian speech therapists have revealed in recent time. Remediation for PPUS improves pronunciation of sounds, articulation movements, and pronunciation of syllabic structure of words, motor skills and even intelligence and memory.

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