



ANALYSIS OF THE PROBLEM OF SPEECH AND COMMUNICATION DEVELOPMENT IN CHILDREN WITH VISUAL IMPAIRMENT

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Abstract: The article is devoted to the problem of speech and communication development in children with visual impairment, which is an important problem in typhlo pedagogical science. The analysis of works on this topic allowed us to draw conclusions about the peculiarities of various mental processes in children with visual impairment. The authors conducted a stating study on the criteria "sensory representations and concepts used in speech", "sociability" in communicative situations. The distribution of children according to the criterion of speech and communication skills of children with visual impairments is revealed. Methods and forms of work on studying and improving the level of communication skills of children with visual impairments are proposed.

Keywords: speech development, children with visual impairments, preschool age, communication, oral speech, speech therapy, visual pathology, strabismus, amblyopia, facial expressions, pantomime, intonation.

The relevance of the chosen topic is due to the fact that speech development in older preschool children occurs with a significant lag from the norm. The level of mastering generalizing words and identifying common features of objects in comparison with children with normal vision is significantly reduced, which makes it difficult to form subject-practical comparison actions, classify objects by common or separate features. They have difficulties orienting themselves in the signs and properties of objects in the surrounding world, and they are not aware of their own sensory capabilities. Recently, the number of children with various visual pathologies has been increasing. According to the World Health Organization, there are currently about 150 million people worldwide with significant visual impairments. A significant group of visually impaired children with general speech underdevelopment was identified by S. L. Korobko. One of the most important problems of correctional pedagogy is the study of the development of the voice and its individual acoustic characteristics in children. All acoustic characteristics of the voice play an important role in the communication process. Such a property of the voice, as its strength, has a significant impact on the intonation design of oral speech, which reflects not only the emotional side of the statement, but in many ways also the semantic one. Violations of the power of voice, narrowing the boundaries of the dynamic range lead to a decrease in intelligibility and intelligibility of speech, causing difficulties in its perception by others. One of the specific features of speech development in children with visual pathology is expressed in the weak use of non-linguistic means of communication – facial expressions, pantomimics, intonation (L. S. Volkova, M. Zaorska, L. I. Solntseva, R. A. Kurbanov and others). This negatively affects the expressiveness of speech as a whole: speech becomes monotonous, unmodulated, and incomprehensible to others. Analysis of the constructive activity of blind preschool children shows that the most effective way to implement it is to learn the construction rules during the examination of the sample and create its model in mental terms. The process of comparing what is perceived with the images of representations is the most effective and productive. However, only older blind preschoolers master this method of solving constructive problems. It is an important condition for the correct performance of the task, and even children of younger preschool age begin to use it, but its

effectiveness at this time is still very low. Blind children of all ages lag behind their sighted peers in the effectiveness of performing such tasks, but by the end of preschool age they begin to cope with tasks, and it is in the way of mental image manipulation, working mentally and according to the rules [2, 9,10]. Children with impaired functions of the visual analyzer get tired faster, which affects the efficiency and success of the development of cognitive activity [6, p. 12]. With visual impairment, preschoolers suffer from a holistic and simultaneous perception of reality. Violation of visual acuity, binocularity, stereoscopy, color discrimination, oculomotor functions makes it difficult to form real ideas about the environment. Slowness, inaccuracy, and fragmentary visual perception cause a lack of visual impressions in visually impaired children and children with strabismus and amblyopia. It is difficult to distinguish, recognize the shape, color, size and spatial position of objects with impaired vision [4, p. 3].

Preschool children with strabismus and amblyopia, in addition to difficulties in subject-based practice and orientation in space, due to the monocular nature of vision, experience a sense of psychological discomfort (L. I. Plaksina, 1998). This is due to the fact that during the pleoptic treatment of amblyopia, the method of direct occlusion is used (switching off the better – seeing eye from the act of vision in order to train the other, the half-seeing one). Children find themselves in the position of visually impaired, and sometimes blind with residual vision, as visual acuity worse than the seeing eye can be very low. The data on the peculiarities of mental and physical development of preschool children with strabismus and amblyopia allow us to conclude that it is necessary to conduct a comprehensive study of children with strabismus and amblyopia. they, as well as with blind and visually impaired children, need correctional and pedagogical work. At the age of 6-7 years (and later), a child with visual impairment, as a rule, begins to realize their defect. During this period, children may have a fear of new premises, unfamiliar people and situations, isolation, unwillingness to communicate [15, 18]. The oral speech of children with visual impairments is often confused, fragmentary, and inconsistent. They don't always plan their statements. The difficulties of speech development in children with visual pathology include the peculiarities of mastering and using non-linguistic means of communication – facial expressions, gestures, intonation, which are an integral component of oral speech. Not perceiving at all or poorly perceiving visually a large number of facial movements and gestures that give the same statements a variety of shades and meanings, and not using these means in their speech, blind and visually impaired children significantly impoverish their speech, it becomes low-expressive. These children have a decrease in the external manifestation of emotions and situational expressive movements, which affects the intonation design of speech, its poverty and monotony [3,5,9]. Speech disorders are widely represented in both blind and visually impaired children, and in most of them these disorders affect not so much individual as all or almost all components of the speech structure as a whole system. The degree and quality of violations of various speech components in different groups of children with deep visual defects are presented differently.

This determines the various levels of speech formation, mostly as a systemic underdevelopment, as well as the structure of a speech defect. Oral speech disorders in blind and visually impaired children should be considered as a complex defect, which is caused in different ways by the influence of a number of factors, including the visual defect and the time of its manifestation. The variety of levels of speech formation, the structure of speech disorders, and the factors that determine these disorders also explains the variety of dynamics of speech improvement in blind and visually impaired children in the process of pedagogical influence. Speech therapy work with this category of children is specific and complex, differentiated and versatile. In such conditions, the compensatory role of speech increases and provides a more solid basis for preparing children for school. Early detection of speech disorders and organization of correctional work contribute to the prevention of further deviations in the speech development of children (including in the formation of written speech). Speech development encourages high personal development of blind and visually impaired children at the earliest stages of their upbringing. A definitive study of the state of the issue under study was conducted in the 2012/2013 academic year on the basis of the Republican Boarding School for Children with Visual Impairments in the preschool department. Two groups of children participated in the study:

experimental and control programs. The average age of children is 6-7 years. The survey was conducted in an individual form and began with a conversation that was aimed at establishing emotional contact with the child. Also, an anamnesis was collected; a conversation was conducted with the teacher and speech therapist to compile psychological and pedagogical characteristics for the subjects. In the ascertaining study, we used techniques adapted to the research objectives. One of them is the technique "Verbal associative series" - for the study of sensory representations, mastered concepts that the child uses in his speech. In this method, the use of verbal stimulus material provokes the emergence of associations that characterize the image of an object or phenomenon that is present in children with visual pathology. The experimenter gives instructions: "In response to each of the words I mentioned, you can name any words that come to your mind." The results of the study using the method of "Verbal associative series" demonstrate that the most accurate central logical responses are given by children to words that reflect specific concepts: "letter", "forest", "thunderstorm", "bed", "summer". The "Tell me by picture" method for studying coherent monologue speech, vocabulary and intonation coloring of speech of children with visual impairments. The child was given a task to come up with a story, a story or a fairy tale, based on the plot picture [21,31,35]. The study of the level of proficiency of children with visual impairments in communication tools was carried out using: observations and methods "Verbal associative series", "Tell by picture".

The following results were obtained: – 60% of children turn to a communication partner independently; – 40% – do not enter into speech contact until it is initiated by a peer or adult; - 20% of children with visual impairments practically do not use detailed phrases either in dialogical communication or in monologue statements. Demonstrate speech passivity. Their phrases are sometimes incorrectly arranged, their speech is inconsistent and confused. Observations of speech communication among children with visual impairments also revealed a tendency for some children to use words that are inadequate to the communication situation. In 40% of the children in the study group, no cases of using words inappropriately to the communication situation were observed during the observation. In 60 % - such cases were observed repeatedly. In a significant number of children (60%), the intonation coloring of speech is poor and poorly expressed. In the table the characteristics of children by the degree of communication in communicative situations are presented. Sociability of children with visual impairments in communicative situations # Sociability Number of children with abs. number of %

Sociability	Number of children	%
Sociable	3	30
Not very sociable	5	50
Unsociable (unsociable, withdrawn)	2	20

20-30-% of children were marked as very sociable, preferring constant interaction with peers and adults. 50 % of children are not very sociable, they are equally able to play with children and alone, communicate only with a small number of children. 20 % - are characterized as unsociable, withdrawn, preferring to play alone, separately from other children. During the observation, it was found that children with visual impairments do not have a good command of the communicative actions of self-regulation, i.e. controlling their behavior.

When expressing their thoughts, they speak loudly, interrupt each other, and do not follow their gestures. When communicating, children do not pay attention to each other's remarks. Dialogue as a form of communication is predominant among children of the study group, but a significant part of the information exchanged by children usually remains unrecognized, which negatively affects the course and results of communication. As a result of the study, it was found that most children have an insufficient level of proficiency in communication tools. It is proposed to use the achievements of modern typhlopedagogics, where there is a fundamentally different approach to the problem and methods of speech development of children with visual impairment. A system of concretizing tools is being developed and implemented, rich and diverse in their content, scope, and nature of application. These funds serve the priority task of the educational process – the comprehensive development of children with visual impairments of students, implemented through various practical forms: observations, excursions, practical work, etc.

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