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Introduction.

Relevance of a subject, studying of theoretical and methodical bases of development of the speech of the child, with sight violations. Ability of the teacher to work at a lesson with children, the having sight violations.

Object of research: Theoretical and methodical bases of development of the speech.

Object of research: Speech development of children with sight violations.

Main part.

I. Concept of the speech and mechanism of its generation.

the considered article is devoted to a subject: "Theoretical and methodical bases of development of the speech in children with sight violations".

For studying of this problem the comparative characteristic of such concepts, as is given: theoretical bases are the fundamentals of pedagogical science making concepts and categories, in total which the basic principles of this science are expressed; methodical bases – which basis are the principles of education, training and development of children, development of their speech, with sight violations; development of the speech of the child, understanding of the speech and a pronunciation to them at early age at communication with adults, the subsequent enrichment of the dictionary, grammatical and stylistic structures of the speech at preschool and school age. By the end of preschool age children own practically already almost all laws of word formation and word change. Mastering a grammatical system of the speech happens in unity to development of thinking; the speech – process of a materialization of thought. Communication of the child with other people, for transfer any information, by means of signals and written signs; violation of sight is a deterioration of visual acuity, for any reason. According to data of statistical researches from more than six-milliard population of our planet about four billion people suffer from sight violations. Sight – ability to see, i.e. to feel and perceive surrounding reality by means of the visual analyzer.

M. R. Lvov gives such definition to the speech: the speech – developed historically in the course of financially transformed activity of people, the form of

communication mediated language. The speech includes processes of generation and perception of the message, for communication or for regulation and control of own activity.

A. A. Leontyev considers process actually of the speech as process of transition from "speech isolation", to his perception in values of this or that language and further to realization in the external speech – oral or written. The speech of people depending on various conditions gains a peculiar feature.

L.S. Vygotsky characterizes written language as "a monologue, conversation with a clean sheet of paper, with the imagined interlocutor".

That between oral and written language there is a communication is in detail described. Psychologists explain this communication to that the internal speech in which the thought is nachalno formed is the cornerstone of both forms of the speech. It is only possible to tell and write that is in the head (in consciousness, imagination) in the form of the speech (internal pronunciation).

Before speaking about informal conversation, it is necessary to understand the mechanism of generation of the speech. This question is considered by N. I. Zhinkin.

N. I. Zhinkin noted, "that we perceive the world surrounding us in the form of images, pictures. We think too images, the world in such look as we apprehended it, moved to our brain and in such look stays". He claimed: "All information received by us is stored in our memory in the form of signs. Once you "click" on it, in our imagination there is a picture imprinted earlier, an image or even "movie". The world is stamped on our memory on a type of some images or signs, at communication with which the chaotic movement of pictures of different degree of brightness, detail, clearness begins. That made on us bigger impression, was remembered more brightly and more accurately, it demands an exit, forces us to communicate, exchange "inner worlds" the Speech arises from requirement to express, and statements generate motive of the speech. The motive of the speech arises with the emotions connected with bright impressions.

It follows from this that the speech became an integral part of our life. We have a constant need for communication, and we actively use the speech. At generation of the message we keep in memory an image and we are at loss for words for its description that this image arose and in consciousness of the interlocutor. That is the mechanism of generation of the speech remained the same: the world – the speech – language.

II. Tasks and ways of development of the speech of the children who are trained at school with sight violations.

The most important problem of a course of Russian is training of the school student of the coherent speech as free possession of the speech promotes full

communication, creation of communicative comfort of the child in a class and society. Development of the coherent speech is of great importance as acts as a decisive factor of successful mastering all subjects for the school student.

We will address to M.R. Lvov's dictionary. He writes: "The coherent speech – the term used in Russian technique, in three values:

- activity speaking, process of expression of thought;
- text, statements, product of speech activity;
- name of the section of a technique of development of the speech: the technique of the coherent speech is a technique of statements, compositions and other texts, creative works.

M.R.Lvov defined: "Development of the speech of pupils – happens mastering the speech: means of language: (phonetics, lexicon, grammar, the standard of speech, styles) and speech mechanisms – her perceptions and expression of the thoughts. "Development of the speech" - the special educational activity of the teacher and pupil directed on mastering the speech children".

Development of the speech takes place under certain conditions:

- development of the speech, its physiological mechanisms;
- need for communication, expression of thought;
- existence of the environment (society);
- material availability;
- mastering theoretical knowledge of language, its regularities.

N. I. Zhinkin considers, the strategic line in teaching the native language is represented such. "To teach children to think, and to be able to recode the formed raznogodovy material of thought on a natural language as in an oral form and written".

One of the most important problems of work of the teacher with children, the having sight violations, is formation at them the correct speech.

The full and independent speech based on rather clear ideas of the surrounding subject world appears one of the leading factors of intellectual and moral development of the child.

Formation of subject representations is carried out mainly by means of sight. Reflection of reality by means of visual analyzers, is difficult process in which the touch and motive components of visual system providing dynamism, integrity, simultaneity and a distantsionnost of reproduction of subjects, processes and the phenomena interact.

By means of sight the child identifies the main signs of subjects: a form, size, light and color characteristics, establishes the spatial relations between subjects. The visual perception is always carried out in interaction with other types of sensitivity. It is described by many authors (A. I. Zolotov, A.G. Litvak, M. I. Zemtsov and others). Formation with participation of sight of sensual informative

experience of the child, on formation of the difficult system visual and acoustical, visual and tactile, visual and motive communications which are a physiological basis of further development of the highest forms of cognitive activity. Visions in process of accumulation sensual, and a late verbal ligicheskogo of experience, become, according to L.S. Vygotsky: "An alloy of various mental functions which change constantly and reconstructed under the influence of external conditions.

Sight plays huge role in formation of subject word meanings and the grammatical categories used by children. Enrichment by visions of the concrete contents of the speech, promotes a proper correlation between directly – sensitive and verbally – logical knowledge during mental development of the child of norm.

Violation of visual system cause huge damage to formation of mental processes and the motive sphere of the child. researches of psychologists, speech pathologists (L.S. Volkova, L.S. Vygotsky, M.I. Zemtsova, A. T. Litfak, I.S. Morgulis) showed that violation of sight at the child from early age is created by difficulties, accumulation of touch experience by it that detains formation of psychological base of the speech. Low level of touch processes, in turn, has the return negative impact on development of visual functions.

It is necessary to notice that formation of the speech of children with pathology of sight proceeds in more difficult conditions, than at the able to see child. Speech disturbance and violation of sight at children is difficult defect in which certain communications and interactions of speech and visual insufficiency are traced. Not formation of speech and nonverbal mental function develops not only on formation of cognitive activity, but also causes personal features of blind and visually impaired children: changes in dynamics of requirements (an underdevelopment of the perceptual requirements) connected with difficulty of their satisfaction. Deficiency of visual opportunities affects and speech development of children. In L.S. Volkova's researches, M. I. Zemtsova, N. S. Kostyuchek and others – we find confirmation to that at children with violation of sight and at blind, violations at which there is a speech disturbance are observed as complete functional system. Verbal systems are connected at many children with sight violation. Formation without due support for evident images in this connection impoverishment of concrete word meanings, lack of a necessary vocabulary, an underdevelopment of a semantic aspect of the speech is noted.

By results of domestic researchers, speech violation in the form of tongue-tie at pupils with a visual impairment, meets twice more often than at normally seeing children. Therefore the purposeful work directed not only on overcoming of violations of visual system, and the general underdevelopment of the speech, but also on the prevention of a dysgraphia is necessary.

Thus, training of children with sight violations, is more effective when work on preparation and training in the diploma was carried out taking into account

process of formation of visual perception by this category of children. Also the corresponding conditions of speech development, in a certain speech environment are created.

III. Features of development of the speech of children with violations of sight and compensatory function the speech.

The best condition for all-round development of the child is his communication with adults. Development in children of the coherent, expressive speech is a necessary link of the standard of speech. In formation of the coherent speech close connection of speech and intellectual development of children, developments of their thinking, perception, observation acts. That it is good, coherently to tell about something, it is necessary to imagine object of the story clearly. To be able to analyze, select the basic for this situation of communication of property and quality, to establish prichinno – the investigative, temporary relations between the phenomena.

As activity of speech communication at a visual impairment is essentially not broken, seizing the speech and its functions, happens in general as well as at normally seeing children. Limitation of visual control of language and nonverbal means of communication lead to that children with violations of sight have problems in a sound pronunciation, meet twice more often than at norm. Pronunciation shortcomings negatively influence speech activity, these children have a narrowed circle of contacts, emergence of isolation of t of negativism.

At children with violations of sight violations of the word-semantic party of the speech are observed. For example, at assimilation of the new word "sparrow", the child with sight violations who never saw this bird, doesn't know her signs. Thus he can use very actively this word, without having exact idea of this bird. Even when telling the picture with the image of a sparrow, children note only existence of the head, trunk, wings, and characteristic signs: the form, size don't call. Therefore the image in memory is formed as the naked scheme of an image.

At communication with children, children seize a grammatical system of language, on the basis of acoustical perception and the subsequent imitation.

In specifics of development of the speech of blind and visually impaired children, assimilation and use of not language means of communication by them – a mimicry, the intonations which are the integral component of oral speech is necessary. If the child in the speech doesn't use these means, his speech becomes expressionless.

Children with an ambliopiya and squint have the general features in development of the speech. Violations of sight of these children it is noted, first of all, on perception. It is the reason of an underdevelopment of a semantic aspect of the speech and difficulties in development of cognitive activity of younger school

students. the underdevelopment of the speech complicates understanding of a training material, conducts to "mechanical" storing, deprives of children of opportunity to apply the gained knowledge in educational and game activity.

The speech of children with sight violations, as well as the speech of children in norm, carries out such functions, as communicative, regulatory, informative, function of designation, generalization, abstraction.

In scientific researches of tiflogoped and A.Litvak's tiplopsikholog, showed to L. Volkova that the speech of children with violations of sight bears in itself one more function – compensatory. As the speech is capable to influence together with thinking sensory perception. Thanks to the speech, the younger school student uses not only the sensual experience, but also words, understands the phenomena and subjects of the world surrounding it. For this reason, loss or reduction of visual feelings, doesn't exclude possibility of the acquired knowledge of world around.

Thus, compensatory function of the speech is directed on activization of cognitive activity. In such conditions the speech becomes a learning tool, it plays huge role in formation of the identity of the child.

In general, at the correct influence of teachers and parents, the speech of the child can reach norm.

IY. Work of the teacher at lessons of development of the speech in children with sight violations.

The speech of the child by itself doesn't arise. By means of the speech the child expresses the feelings, pleasure. It does all this, imitating adults.

At sight violation, formation of the speech of the child is broken. Researches showed that it is possible to prevent emergence in visually impaired children of secondary deviations in mental and physical development. It is reached by use of special methods of training.

In correctional and educational work, it is necessary to create conditions (the increased lighting, application of special textbooks with a large print and accurate illustrations, creation of the rational mode, the correct alternation of training, work and rest).

Further in article a number of examples, exercises which need to be carried out with children is given. To play, talk to them. To read them proverbs, sayings, counting rhymes, riddles, verses. All this can be beaten. Games with verses develop memory, attention, the speech at children, form freedom of movements and space sense that is especially important for children with sight violations. Besides, during such games, children quickly remember verses, learn to tell expressively. At individual, group lessons it is necessary to use the informative games "collect a proverb", with colourful illustrations. For example, it is offered to children to call a proverb with the similar contents and to show a card. It is also

possible to use cards counting rhymes. In tongue twisters sounds are picked up so that to train language. In 3,4 classes it is possible to use other exercises. For example, "show verses hands, with simultaneous pronunciation of the text".

Observance of hygiene of sight is especially important at preschool and school age – a condition of successful training and development of children with sight violations. The teacher systematically and purposefully has to carry out exercises with children.

At elementary school children seize the letter, reading, the account. Visually impaired children slowly seize the sound analysis and synthesis. Performance of such exercises, as is necessary: allocation from offers of words, syllables; definition by the child. what sound is heard at the beginning, the middle, the end of the word. It is recommended to divide in written language words on syllables. It is important to carry out exercises on differentiation of sounds, to teach pupils to listen to own delivered speech.

Children, with a partial atrophy of an optic nerve make more mistakes during the sound analysis and synthesis, than children with anomalies of a refraction. Mistakes meet on all years of training at elementary school.

At many visually impaired pupils of initial classes, with visual acuity 0,1 and below, especially at a partial atrophy of an optic nerve, difficulty arise when reading. The teacher should carry out an individual approach.

To facilitate storing and reproduction of the read material, it is necessary to give to the child small parts of the text for reading and to reproduce then the story in general. It is necessary to read as much as possible. Also to tell the contents read, it is very important to teach to formulate thus briefly children the thoughts, it is correct to use a lexicon.

When forming visual aids for visually impaired children, apply different forms of demonstration. Children are at a loss at perception of illustrative means of presentation. Therefore at demonstration of manuals, it is necessary to offer a verbal explanation previously. Before viewing of the movie, it is important to tell pupils the contents, sense.

To facilitate visual perception of the child, follows that illustrative grants were at the level of eyes. Owing to exhaustion of sight at them quickly there comes decrease in distinctive ability. the received information poorly is fixed in memory therefore it is necessary to discuss once again with children about the seen movie or illustrations. It is necessary to conduct tours where they enrich the speech with children, lexicon, personal experience. Shortcomings of speech development are overcome in the course of work of the teacher. logopedist.

Conclusion.

In the conclusion I want to tell the most important that the speech arises from requirements to express, and statements generate motive of the speech. The speech of people depending on various conditions gains a peculiar feature. The speech is an integral part of our life. Development of the speech, formation of the correct pronunciation at systematic training, the help of the teacher. The full and independent speech based on ideas of world around is one of the leading factors of intellectual and moral development of the child.

In specifics of development of the speech of visually impaired children assimilation and use of not language means of communication by them – a mimicry is necessary, for intonation. Compensatory function of the speech is directed on activization of cognitive activity. And still I want to note the main that it is necessary to manage to cause in the child in itself consciousness of the full value and the quiet relation to the defect.

List of references:

- in the text:

"Written language as "a monologue, conversation with a clean sheet of paper, with the imagined interlocutor" (Vygotsky 1983, 368).

"we perceive the world surrounding us in the form of images, pictures. We think too images, subjects. The world in such look as we perceive it moved to our brain and in such look stays" (Zhinkin 1982,156).

"Process actually speeches as process of transition from "speech isolation" to its embodiment in values of this or that language and further to realization in the external speech – oral or written" (Leontyev 1960,38)

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