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**Peculiarities of the Formation and Development of Vocabulary in Children with Vision Disorders**

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**Abstract.** The article highlights the results of research designed to form and develop the vocabulary in children with vision disorders. Preschool children with vision disorders took part in the research. The article attaches particular attention to the scientific and practical importance of this research, as well as to the results of the ascertaining part of the experiment. The conclusion, concerning the peculiarities of the development of vocabulary in preschool children with vision disorders was made on the basis of the ascertaining experiment

**Keywords:** formation; development; vocabulary; vocabulary of objects; visual concepts; vocabulary of verbs; vocabulary of adverbs; selection of adjectives; visual analysis.

**Introduction.**

Both the modern and perspective aspects of studying the structure of speech defects in children with vision-analyzer disorders are determined by a close link between such processes as the development of speech and cognitive activity of the child, i.e. the relationship between speech and thinking.

During the process of ontogenesis, the child doesn't just imitate the speech of his acquaintances, but learns the very principles of language, on which basis he forms his speech. Learning the underlying principles of language requires a rather high level of formation of such processes as analysis, synthesis, generalization and differentiation.

It is generally known that man receives some 80-90 percent of information through the vision. The absence or a considerable deterioration of vision in a period crucial to the formation of the child's visual system leads to significant deviations in its development and reduces the stock of visual concepts, thus having an adverse effect on his cognitive and motor development (E.A.Sergienko, L.I.Solntseva, S.M.Khorosh, A.M.Khartman et al).

What is observed in children with vision disorders is a delayed pace of speech development, its qualitative originality and massive incidence of disorders across all areas of speech, including the lexical one. The vocabulary formation in preschool children with vision disorders is one of the main problems in modern logopedics. The point is that the formation of vocabulary is of great importance for the development of child's cognitive activity, because the word and its meaning become a tool of thinking and intervene in the processes of cognition and memory. Moreover, the formation of vocabulary makes it possible to improve the mental operations of generalization and differentiation, thereby ensuring a qualitative leap in child's intellectual development.

The originality of development and speech formation in blind children is revealed in studies carried out by K.Byurklen, B.I. Kovalenko, A.A.Krogus, A.I. Skrebitsky. Subsequent studies contributed a lot to the further specification of peculiarities of speech development in blind and asthenopic children (L.S. Volkova, O.L. Zhiltsova, M.I.Zemtsova, N.A.Krylova, N.S.Kostyuchek, B.I.Kovalenko, Yu.A.Kulagin et al). In addition, different aspects of speech development in asthenopic preschool children were investigated by P.A.Lukashevichene, S.A.Pokutneva, T.P. Sviridyuk. Despite all the efforts, however, the problem of vocabulary formation in children with vision disorders is not fully studied yet. What is still missing is a methodological foundation

needed to make a comprehensive diagnosis of the state of their passive vocabulary. Comprehensive analysis of the available literature on the subject allows us to confer that research on how to make a thorough diagnosis of passive vocabulary is thin on the ground. What is more, the bulk of the studies concentrate on a single property or parameter of the problem under discussion.

At the same time, the inadequate speech activity has a negative influence on all spheres of child's personality: it impedes the development of his cognitive activity and reduces the efficiency of memorizing and data storage. With their logical and semantic memory disrupted, children master cognitive operations with great difficulty (T.A. Tkachenko (5), T.B. Filicheva, G.V. Chirkina (6). Additionally, all forms of association and inter-individual interaction are disturbed (Yu.F. Garkusha (1), N.S. Zhukova, E.M. Mastjukova (2) and the development of playing activity, a key factor in the overall mental development, is substantially hampered (L.G. Solovjeva (4), T.A. Tkachenko (5) et al).

At the same time, in the Republic of Uzbekistan there were no studies of the problem applied to asthenopic children. Hence there is no special program and procedures for the development of vocabulary for children with vision disorders in kindergartens. However, investigation of the experience amassed by pedagogues who work in such preschool institutions points to the acute need of elaborating scientific-methodical recommendations. In light of what has been stated above, one can say with certainty that studying the peculiarities of vocabulary formation in children with vision disorders proves to be the extremely urgent issue.

The scientific novelty of research is determined by the fact that the authors have studied a suite of peculiarities of vocabulary development in children with vision disorders, with some potential possibilities of improving the situation being revealed. Besides, several ways have been worked out to develop vocabulary, which will help such children to get more comprehensive sensual information and succeed in associating it with its lexical meaning.

The lessons devised by the authors to develop vocabulary in children with vision disorders make it possible to fill one or another word with concrete content, which results in the fact that their speech assumes a figurative-action character.

The practical significance of the research lies in the development and experimental approbation of both the content and methods of the system of special correctional object-practical education during the speech development lessons for children with vision disorder in kindergartens. The research materials are intended for logopedists, who work in the kindergartens and teaching-and-educational facilities for children with vision disorders.

The development of speech in the preschool period takes place against a background of unfolding object-practical activity, when the child singles out different objects and unites them, while simultaneously learning the corresponding words that designate them. At the same time, he begins to discern certain language principles and to use them in his speech.

It has been proved that children subject to purposeful education go over to the mastering of sensory standards at the age of 4-5, on which basis the attributes and properties of objects fuse with their lexical designation (L.A. Venger, A.M. Leushina, N.N. Poddyzkov et al). This provision is particularly topical when applied to the study of children with vision disorders, because the sensory standards are formed and learned at a somewhat delayed rate, depending on the character and level of defect manifestation (M.I. Zemtsova, L.I. Plaksina, L.I. Solntseva et al). Generalizing data from different studies of speech in children with vision disorders (M.I. Zemtsova, L.I. Sointseva, N.A. Krylova, T.P. Sviridyuk, N.S. Kostyuchek, L.S. Volkova, A.L. Lukashevichene, V.I. Izotova et al), it can be observed that, irrespective of the character of deviations from the norm, as a rule there are speech disturbances of various degrees.

Asthenopic preschool children, as compared with their counterparts with normal vision, are recorded to possess neither a limited vocabulary, but a limited volume of concepts, which is due to their reduced cognitive possibilities and the disruption of visual orientation in asthenopic children (M.I. Zemtsova, Z.G. Ermolovich, N.S. Kostyuchek, N.A. Krylova, N.B. Lurje, L.I. Morgailik, L.V. Rudakova, T.P. Sviridyuk, V.A. Feoktistova, M. B. Eidinova et al).

Analysis of the relevant literature allows us to state that up to now the problem of vocabulary development in children with vision disorder in national special psychology and special pedagogy lacks a scientific-methodical basis for the performance of correctional work in the kindergartens for children with vision disorders. The peculiarity of speech development in blind and asthenopic children is determined by the poor sensual character of speech, or by the gap between action, word

and image, making it clear that these very aspects of speech development in children with vision disorders should be prioritized for comprehensive investigation. Bringing to light a range of difficulties faced by pedagogues when trying to develop vocabulary in children with vision disorders will make it possible to elaborate both the content and methods of correctional work to be used at the lessons of speech development in this category of children.

#### **Purpose of research.**

The ascertaining research is aimed at revealing the level of vocabulary formation in preschool children with vision disorders, by comparing them with normally developing children of their age.

To conduct this ascertaining research, the authors have singled out the following aspects of speech, most associated with preschool children's sensual experience:

- Vocabulary of objects;
- Vocabulary of verbs;
- Vocabulary of adverbs;
- Selection of adjectives.

#### **Results of research.**

Thus, 30 preschool children with vision disorders, aged 6-7 participated in the ascertaining part of the experiment.

The level of vocabulary formation in children with vision disorders, aged 6-7 (as a percentage)

No	Assignments	Number of children	All assignments are done independently and correctly (5 grades)	Most of assignments are done correctly, single mistakes are corrected independently or with the help of specifying questions (4 grades)	Most of assignments are done with the help of an adult in the form of specifying questions, sometimes with a context prompt (3 grades)	All assignments are done with the help of a context prompt, repetition of instructions is required (2 grades)	Inappropriate answers, assistance is not used (1 grade)
1	Vocabulary of objects	100%	67%	27%	6%	-	-
2	Vocabulary of verbs	100%	54%	34%	9%	3%	
3	Vocabulary of adverbs	100%	15%	26%	26%	26%	7%
4	Selection of adjectives	100%	15%	26%	30%	20%	9%

This Table contains vocabulary-related data. It is clearly seen from the analysis that children's vocabulary is more complete in a given category. When objects are mentioned, asthenopic children most frequently named objects from everyday vocabulary (a ball, a nested Russian doll, a plate, a teapot). Much more rarely they mentioned separate attributes of objects instead of their names. 67 percent of the tested children fulfilled their assignments independently and correctly. 27 percent of the tested children correctly named the majority of objects, corrected single mistakes independently or with the help of a specifying question. 6 percent of the tested children fulfilled the majority of assignments with the help of an adult in the form of specifying questions, and sometimes with the help of a context prompt.

The tested children demonstrated lower results when their vocabulary of verbs was examined. 54 percent of them completed all the assignments independently and correctly. For instance, when asked "What does the sun do?", the tested children answered "The sun shines, warms up, beats down, rises, sets". 34 percent of the tested children correctly named most of the objects, with the single mistakes being corrected independently or with the help of a specifying question. 9 percent of the tested children completed the bulk of assignments with the help of an adult in the form of specifying questions. 3 percent of the tested children completed all assignments with the help of a prompt, with instructions being repeated for some of them.

15 percent of the tested children with vision disorders correctly used an adverb and answered all the questions independently and correctly. For example, when shown a picture of a boy ("There is a boy in the picture. The boy laughs. How does he laugh? He laughs merrily, resonantly, loudly, gladly, for a long time"), 7 percent of the tested children, whose answers were rated as inappropriate, didn't have recourse to logopedist's assistance. Analysis of the data demonstrated that in this category the number of children, who got 4, 3 and 2 grades, was equal – 26 per cent.

Low grades in the "vocabulary of adverbs" category can probably be explained by children's insufficient knowledge of the attributes of real objects and poor vocabulary.

The last assignment included the selection of adjectives. For example, when shown a picture of a coat ("Here is a coat") and asked by a logopedist "What kind of coat is it?", 15 percent of the tested children gave correct answers, i.e. "The coat is warm, long, woolen, fashionable, woman's, beautiful, brown". 26 percent of the tested children answered using the most widespread attributes and corrected their mistakes with the help of a specifying question. 30 percent of the tested children showed poor results in the selection of adjectives, picking out of general adjectives and mastery of generalizing words. They used the help of a logopedist and asked to repeat instructions. 20 percent of the tested children completed this assignment with the help of a context prompt and frequently asked to repeat instructions. The remaining 9 percent of the tested children failed to complete the assignment.

Older preschool children with vision disorders significantly lag behind when it comes to mastering the sensual aspect of speech and vocabulary alike. That is why their descriptive story is poor, inconsistent and fragmentary. Certain difficulties associated with visual analysis as well as with understanding of the topics of pictures impede the process of logical narration of events depicted there.

Findings. The ascertaining experiment makes it possible to draw a number of conclusions, concerning the peculiarities of vocabulary development in preschool children with vision disorders:

- The difficulty of correlating the object's attribute with the corresponding word is caused by the fact that children have insufficient knowledge of the attributes of real objects and their vocabulary is poor;

- The level of distinguishing the general attributes of objects and learning the generalizing words in children with vision disorders is significantly reduced;

- The process of learning of generalizing words is slowed down, which hampers the formation of object-practical actions of comparison, classification and separation of objects by general or individual attributes;

- Specific difficulties in the process of speech development point to the need to work out a system of special correctional object-practical education, which is designed to overcome the deficiency in the sensual aspect of speech and to enlarge the vocabulary in children with vision disorders.

Learning the vocabulary in the preschool age is very important for child's further successful education at school. That is why the early interference of specialists (speech therapists) in the process is significant, because it can change the unfavourable course of child's development. For children to be able to learn reading and writing, it is necessary to form a certain orientation as an element of language (speech) reality (N.V. Serebryakova)(3).

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### **Особенности формирования и развития словарного запаса детей с нарушением зрения**

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**Аннотация.** В статье приведены результаты исследований, направленных на формирование и развитие словарного запаса детей с нарушением зрения. В исследовании приняли участие дети с нарушением зрения дошкольного возраста. Особое внимание в статье уделяется научной и практической значимости исследования, результатам констатирующей части эксперимента. На основе констатирующего эксперимента приведены выводы об особенностях развития словарного запаса детей дошкольного возраста с нарушением зрения.

**Ключевые слова:** формирования; развитие; словарный запас; словарь предметов; зрительные представления; глагольный словарь; словарь наречий; подбор определений; зрительный анализ.