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Edukacja - Technika - Informatyka 5/1, 542-543

2014

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

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The play therapeutics is a method of psychotherapeutic influence on children and adults. In investigations made by A.N. Leontyev and D.B. Elkonin the play is defined as the leading kind of preschool children`s activities.

If the educational work is properly organized the plays may become one of the means to correct abnormal development. The plays stimulate psychical and physical activities of passive children, organize excitable ones, create favorable conditions for speech development, quickness of wit, memory, imagination, perception [Solntseva 1980].

The investigations of V.I. Lubovskiy, M.S. Pevzner, Solntseva L.I., Plaksina and other specialists show that originality of physical development if there are vision defects leads not only to reducing cognitive activities. The development of colour perception of preschool children with vision defects deserves a particular attention as it influences the process of the surrounding world cognition. Perfection and use of colour by such children has some peculiarities. Having learned the basic saturated colours with difficulty the children often confuse their hues for a long time. Such children often use colour not corresponding to real colour of the real subject. They do not understand that colour may be the constant sign of the object [Bashaeva 1998].

Experimental investigation of this problem was carried out on the basis of MBDOU kindergarten number 70 in Vladimir city.

10 preschool children of five years who had vision defects took part in the experiment. The basic methods which had been used in the investigation were: observation method, play method and explanation method.

The investigation included: inspection of basic colours perception and inspection of hues.

The following conclusions had been made by us judging the results of the stating experiment: low development level of colour perception (children do not know or know only one basic colour) have six preschool children with vision defects, only one child having perception of one colour, the average development level (children know 2–4 basic colours) have 4 children. It should be mentioned that 2 children know two basic colours, one child knows three basic colours and one child knows 4 colours, high level (children know all basic colours)

had not been revealed with the children of the group inspected that is no one of the children knows all basic colours.

The inspection of hues perception showed that majority of preschool children with vision defects of the group inspected do not know anything about hues, some of the children know only 4 hues: pink, light blue, orange and violet.

Taking into account the results of the stating experiment, the forming experiment was carried out, the purpose of which was the formation of the basic colours with children having vision defects by play therapeutics. To achieve that purpose we selected a system of correction – developing classes. That system had 10 topics. The first was introductory, from the second to the seventh classes to study basic colours and from the eighth to the tenth classes to study differentiation and to retain basic colours.

After some correction-developing classes the following results were obtained: practically all children mastered all six basic colours, learned to distinguish subjects depending on their colour as well as to name the colour of this subject independently.

The majority of the children shifted from low level development perception of basic colours to high level. Two children after these classes showed the results of the average level, everyone of them knows 4 colours perfectly, but two colours they do not distinguish.

Thus, the results of our work showed that although preschool children with vision defects have a disturbed colour perception the play me therapeutics method is very effective in correction-pedagogical work with that category of children.

Literature

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Abstract

The article deals with the development of colour perception of pre-school children with vision defects. The play therapeutics method is very important and effective for such children.

Key words: play therapeutics, preschool children, colour perception, cognition, saturated colours, hues perception, correction-pedagogical work.