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Speech activation of the senior preschool age children with intellectual disorder in conditions of the specific motor activity

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Key words: senior preschool age children, specific motor activity

Aktywizacja mowy u dzieci w starszym wieku przedszkolnym z zakłóceniem intelektu w warunkach specyficznego aktywności ruchowej

Słowa kluczowe: dzieci w starszym wieku przedszkolnym

Streszczenie:

W niniejszym artykule przedstawiono wyniki badań nad rozwijaniem aktywności komunikacyjnej dzieci upośledzonych umysłowo w sferze ruchowej jako sposobem oddziaływania na procesy umysłowe, komunikacyjne oraz na osobowość dziecka w ogóle. Podczas eksperymentu pedagogicznego stworzono warunki sprzyjające przygotowaniu dzieci do nauczania w szkole w warunkach edukacji ciągłej. Rezultaty przeprowadzonego badania pozwalają stwierdzić, że doskonalenie mowy i jej aktywizacja podczas ruchu sprzyja poszerzeniu zasobu słownictwa i zachęca je do aktywności komunikacyjnej.

The study of the problems of the abnormal children's preschool education has been carrying out for a long period of time simultaneously with the search of the ways of improvement of the process of education and upbringing of these children in the closed type preschool institutions.

The elaboration of conditions of the correctional education and upbringing though based on the common notions about the genesis and the structure of the human psyche, about the disturbance mechanism, about the ways of compensational development nevertheless needs some specific facts relating to the definite age or to the concrete type of disorder in order to reinforce this or that direction of the psycho-pedagogical work.

At the present moment much attention is paid to the solution of the problem concerning the children's speech activity [1, 4, 5, 12, 13, 15, 16]. The pupils of the closed type institutions who don't communicate with their relatives have some difficulties in establishing the communicative contacts with adults and peers. The existence of the relational need affects radically on the children's mental development, especially when the communication takes place during the activity.

The question about the role of the leading type of the activity in the men's mental development is quite profoundly researched in the psycho-pedagogical literature [2, 9, 10, 6, 8, 11, 14]. It is also emphasized that the object activity is the most available for the mentally related children of the preschool age. The sphere of the object activity is quite clearly expressed in the system of the physical exercise classes where a child meets the objects to which he shows a specific interest from the point of view of the manipulation with them and the solution of his main motives in the moving activity. The mastery of the object activities and of the actions with the objects assists to the improvement of the children's work motions in accordance with their purposes, forms the children's general hand skills including the stimulation of the speech activity.

The source of the person's activity including his speech activity is a motive: it induces to fulfill the actions. The necessity to satisfy some needs is the basis of the motive. In the role of the motive stimulators can be biological and social, spiritual and cognitive needs, personal interests, passions, emotions, aims, plans, and ideals. Special attention in our research is paid to the problem of the consideration of the speech activity within a child's moving activity. According to this it should also be taken into account the moving activity which is connected with the fulfillment of the physical actions with and without objects. Stimulating the speech activity within the moving sphere there should be built the process of the correctional- educational work taking into account the children's limited mental and physical abilities and the necessity to create for them special conditions for the development of their speech activity proceeded from the effective nature of the man's social and biological activity. To the social factors it should be referred to the following: the organizational peculiarities of the moving activity of those who are at classes, the evaluation of the pupils' activity by the teacher and peers, the presence of their interest to the aim of the studies, etc. To the biological factors first of all it should be referred to the need to move.

However the profound researches dedicated to the direct studying of the peculiarities of the speech activation of the senior preschool age children within the moving sphere with the purposeful character to form speech activity have not been carrying out till the present moment. The academician N.M. Amosov said: "Movement is the primary stimulus for mind" which let express the idea about the importance of movements in the development of children's speech activity. In this case the very important forerunners of the speech activity development of the senior preschool age children can be various children's activities in the moving sphere with the specific direction to the active manipulation of the objects corresponding to the solution of the moving tasks in the system of the physical training with the subsequent oral analysis of their own actions with the teacher's objects of actions and of the actions of their friends with whom the task was fulfilled. Speech activity also can be represented as the communication in conditions of solution diverse moving tasks in the moving sphere with the specific direction.

To increase the relevance of the problem of the speech activity development of the senior age children with the intellectual disorder in the moving sphere assists also the priority changes in the educational surroundings which can be represented in the following tenets:

- the approach change to the speech activity development from the point of view of humanization and democratization when a child is brought out of the subordination and suppression system to the system of the co-operation;

- teacher's orientation towards the centering (centering is a teacher's interest hierarchy that regulates his work) which is based on the children's interests;

- orientation towards the use of new educational technologies, that exist in the psychological-pedagogical systems of education and upbringing of preschool children;

- providing with the development of speech activity of every kid in the process of interaction with him.

- Some specific features, inherent in the development of the speech activity in the motor sphere, are revealed in the works of the native scientists, studying psycho-physical, psycho-motor development of children, the motor sphere of the activity of oligophrenic children of preschool age. Understanding the close connection of the speech activity development and the motive sphere, defectologists point out the necessity to conduct a purposeful work on the speech development of children in the conditions of the motor activity and accurately single out the conditions of the development of the speech activity:

- a) general activity of a kid, his sociality, good favour to close people, initiative, aspiration for leadership in group actions;

- b) an ability to overcome constraint, shyness;

- c) capacity to turn from a situational dialogue to a monologue, well-considered, planned speech and also components of speech activity;

- d) quickness of speech reactions in a dialogue, in various situations;

- e) speed and accuracy of choice of words, as well elements of speech content – facts, persons, plot structures and etc.

The working experience with preschool oligophrenic children and carried-out researches persuaded us that the speech development of kids of this target group is in the direct dependence on the timely and purposeful correctional-educational work in the motive sphere.

In this connection, the necessity to carry out a research appeared, the results of which would give us the reason to suppose that it would be expedient to develop the speech activity of mentally retarded preschool children in the process of carrying out routine moments and the free motor activity.

In the course of the experiment the necessity to answer the following questions appeared:

1. What is the speech activity of kids during the free activity?

2. How active do children communicate during routine moments?

3. Do kids try to enter into the conversation during the motor activity?

4. Is there a desire to enter into the conversation?
5. How often is the communication caused by the necessity to solve motor tasks?
6. How do kids communicate with one another in the process of the motor activity?
7. How do kids communicate with grown-ups in the process of the motor activity?

Since the procedure of the speech activity of children of senior preschool age with mental retardation were the peculiar research operations, we allowed ourselves the detailed description of one of this operations, the logic of which is reflected as follows.

For instance, the initial level of the speech activity in the correctional program of the school girl E. was the following: "The speech activity is lowered. The desire to communicate depends on the mood. Very often she retires into herself. She reacts very sharp to the criticism". On the basis of the initial level of the speech activity the demanded was defined: the pedagogical expectations

- to arouse interest in actions with objects and in their descriptions;
- to form the system of the perceptual actions;
- to enrich the vocabulary.

The interest in the actions with objects and the desire to tell the teacher about these objects, their properties, qualities, the desire to tell about their actions with these objects were stimulated in the process of the combined individual classes of the pedagogue with the kid and in the collective games. The teacher attracted the child's attention to this or the other object, offered to tell about this object together, to play with it, asked what else it would be possible to invent. At one of the classes the teacher together with Kate and the other children tried to make up a fairy tale about a ball.

The formation of the system of the perceptive (research) actions is the necessary part of the correctional program of this child.

The teaching the perceptive actions occurred through the child's accumulation of the idea of the sensory signs of the object. The teacher offers the girl to take the object in her hands, to feel it, to stroke, to lead her finger on all protuberances and roughnesses. All his actions the teacher accompanies with the speech and asks Kate to tell, what she does, what feels at a touch to the object, for example, a ball, too. In the process of such work the kid singles out and calls all signs of the object, its properties and qualities, the material from which the object is made of. Then the teacher asks, what actions can be made with this object, how it can be played with. Firstly, the girl only showed the teacher her actions, for instance, with a ball, and then, in the process of the further work, at first, with the help of the teacher, and after that and independently accompanied her actions with the speech.

The process of the formation of the perceptive system is closely connected with the enriching of the child's vocabulary. The girl learned new for her words (a rubber ball, a gym-stick, plastic, the squirrel's house is called a hollow and etc.). At all

classes the new words fixed in the speech of the child. The teacher kept an eye on the new words to be used by the girl as often as possible in the new phrases. For the best memorizing of the new words the game moments were used.

Side by side with group studies an individual work, including individual conversations about objects and actions with them was carried out with the child.

The conversations were conducted on a speech level accessible to the child. All the new words were confirmed in the child's speech at all the lessons. For a better memorizing of new words the game moments were used.

At the first stage of studies the teacher asked the girl to examine the objects which were in the room and to choose the one that she liked most of all. Then the actions of the child were observed precisely. And only after that the conversation was carried out. At one of the lessons the girl liked a gymnastic hoop. Kate took it with the words: „I can turn it “. After that she began to turn the hoop on her waist, trying to attract the teacher's attention with the words „Look, I can turn it, I can manage.”

When the girl was tired with playing with a gymnastic hoop, the teacher attracted the girl's attention at the shape of the object: „Kate, what is the shape of the hoop?”

The girl: „Round“.

The teacher: „That's right, round. Pass your hand over the hoop, it is smooth. Start rolling it. What is color of the hoop? “

The girl: „Green“.

The teacher: „It is made of plastic. The hoop is plastic. Let's say together “the hoop is plastic „.

The teacher: „You are good at turning the hoop, but what else is possible to do with the hoop?”

The girl: „To jump“.

The teacher: „Look, what do I do?”

The girl: „You are rolling“.

The teacher: „So, the hoop can also be rolled. Now, it is your turn. And what do I do now? “

The girl: „you are throwing a ball“.

Teacher: „That's right. Recollect, what kind of material the ball is made of?”

The girl: „It is made of plastic“.

During the whole lesson, as well as at the other lessons, the actions and speech activity of the child was constantly encouraged in different ways through various kinds of activity.

In working activity the girl was encouraged orally: positive results of this activity were discussed and held up as an example to other children; the adults' attention (nurses', other teachers') was paid on Kate's manner of doing the room, putting in order the toys , etc.

In intellectual activities everyone was necessarily noticed, even absolutely insignificant success of the child. At arising difficulties the girl was calmed, said that

everything would turn out. As an encouragement for a good learning of information Kate was allowed to become a „teacher“ for a while and to explain to other children the information she had learnt well.

The material ways of encouragement were used as well, which were presented in a game situation. For example, Neznaika treated with a sweet for the right answer on the given question.

The successful results of the girl's creative activity as an encouragement were always exposed at a children's exhibition, or were gifted to associates or fairy-tale characters.

In a motor activity both oral and material ways of encouragement were used. The girl was praised, held up as an example for successfully done exercises. If the child liked any object very much, the teacher gifted it to the girl, or gave it to her for some time to play with until the next lesson.

Depending on circumstances an encouragement was different every time.

Pretty often it was necessary to initiate an interest of the child to carry out the teacher's tasks during the lesson. Different game situations were created for this purpose in which the child was to carry out any task, for example, to help Neznaika modeling the mushroom, to guess a riddle and so on. The situation in which the help was necessary for someone among adults was proposed: „Who will help the nurse to put the crockery in order? I know that Kate is good at it. Help, Ketty“.

As it's seen, correctional- upbringing work on activation of speech in conditions of motor activity was designed from separate concentrated system -forming and system-compounding components. The given system differs from the others by compensatory moments. We will list the main theoretical points, which deserve special attention in the aspect of the system -forming components in application to the theme of our research and which have played a positive role in the solution of tasks of the given research.

1. A role of introduction of new pedagogical technologies to a system of work on the development of speech activity of mentally retarded preschool children in the conditions of a motor activity.

2. A search of methodical receptions suitable for the work on development of speech activity of children in conditions of adaptable processes.

3. The organization of mastering with new working methods: the adaptation to conditions of the suggested system of the correctional - upbringing work on the development of preschool children's speech activity in the conditions of a motor activity.

4. The control over a course and the results of the given technique.

As a result of the work which was carried out not only the lexicon of children has been replenished; the children have learned to analyze objects, became more attentive, have learned to express the ideas.

In comparison with the stating experiment the data of children's speech activity in different kinds of activities have increased greatly.

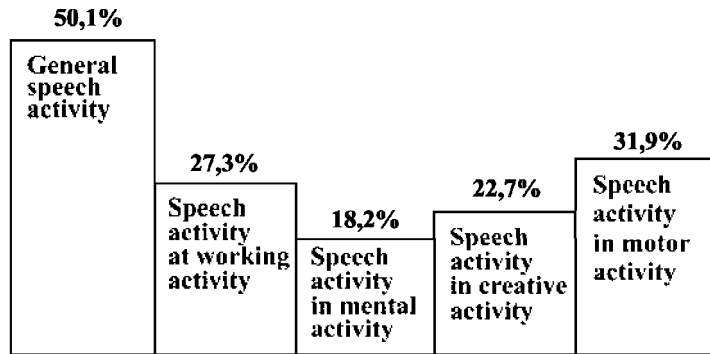


Fig.1 Data of children's speech activity according to various activities at regimental moments.

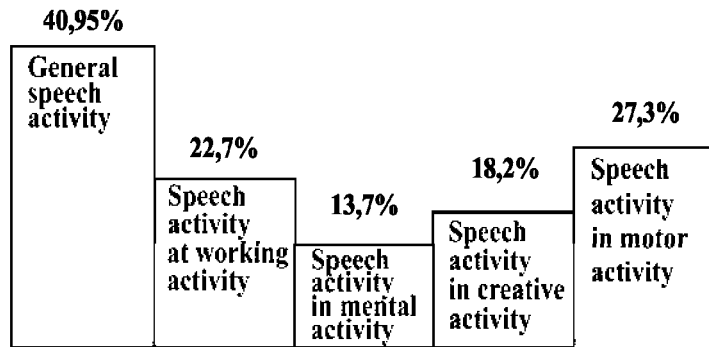


Fig.2 Speech activity in a free motor activity.

The development of children's speech activity in motor sphere is a certain way of influencing on both intellectual, speech and thinking processes and personality of a child on the whole. During the pedagogical experiment favorable conditions have been created to prepare children for school studies in conditions of uninterrupted education. Accordingly, it makes rather prospective further solving of the problems connected with speech activity development of children with mental disorders in a motor sphere.

The results of the conducted experiment enable us to come to the conclusion that improvement of speech and its activation in a motor sphere help to increase children's lexicon and stimulate speech activity.

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