

FEATURES OF SPEECH OF PERSONS WITH VISUAL IMPAIRMENTS

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ABSTRACT

In individuals with developmental disabilities, one defect may become the cause of the second defect. Especially since our speech is formed on the basis of imitation, the fact that there is a defect in any of our cognitive activities will definitely affect our speech. In the following article, we will get acquainted with the features of speech of persons with a visual impairment.

Keywords: visual impairment, tiflopedagogy, visual perception, compensation, sigmatism, rotatism, lamdatism, nervous system.

INTRODUCTION

150 inhabitants of the Earth today mln.ga the next part is made up of individuals with visual impairments. Individuals with visual impairments are in turn congenital and acquired according to the origin of the defect, while individuals with visual impairments and poor eyesight, while the Blind are total blind and partially blind, and split into two other groups. And weak seers according to visual acuity:

-0.05 to 0.1

-0.1 to 0.2

We can distinguish between -0.2 and 0.4 and 0.9 viewers.

In situations where visual impairment is primary in individuals with visual impairment, secondary defects are also observed in them due to an abnormal shallower environment. As a secondary defect, we obtain

- defects in speech development;

- movement defects;

- we show defects in thinking skills and the like.

The section dealing with educational education of children with visual impairments in special pedagogy is called "Tiflopedagogika", a word derived from the Greek "typos" for blind and pedagogical. Tiflopedagogy is a branch of Defectology that works to educate, educate, study their problems and develop personality traits for blind and blind individuals. The scientific basis of tiflopedagogy is the work of two scientists who have done a lot of work on the study of the nervous system. M.Sechenov and I.P.Pavlov the Pavlovian teachings on higher nervous activity.

By studying tiflopedagogy, we can study the defects of individuals with visual impairments, formulate methods for correcting their defects, individual characteristics. Today, the increased attention to this area, all the work carried out with the aim of incorporating them into society, is to include individuals with visual impairments in social life, to educate and develop them among healthy individuals. Especially the work of correcting defects of persons with speech impairments, accompanied by visual impairment, is much more labor-intensive.

Nevertheless, in this regard, tiflopedagog and logopedes together carry out scientific research and achieve good results. The rapid development of speech defect correction work of persons

with visual impairments is to improve their daily lives, help them to grow into a person with a place in society, to make it possible for individuals to communicate freely.

Comparing the speech of children with healthy vision and children with visual impairments, children with disabilities face difficulties in comparing generalizing words, general characteristics of objects, and identifying the signs and characteristics of the objects around them. As a result of the development of such problems, from the 20s and 30s of the 20th century, several Speech Therapy Works began to appear dedicated to the observation of speech defects in children with visual impairments. Looking back at those times, S.Stingfeld (1928), M.E.Khvattsev (1938), S.L.Shapiro (1972), A.D.Shipilo (1964), S.V.We can see that the work of yakhontova (1959) is distinguished. After that, over time, in the 60s and 70s, the most active was carried out work related to the systematic study of speech defects in speech therapy. It is in the development of this direction that a specialist in the field of speech therapy R.K.Levina's (1961) research plays an important role. One of the most important problems of Correctional pedagogy is the development of voice in children and the study of its individual acoustic properties. To study this problem E.S.Almazova, D.K.Willsoon, I.I.Yermakova, I.Maksimova, O.V.Pravdina, S.L.Taptapova from Telelyaeva et al. All acoustic properties of sound play an important role in the communication process. Such a feature of the voice, that is, such indicators as its strength, has a significant effect on the speech process. Changes in Sound Power, timbre and range from the norm in the speech process cause sound deficiencies. This will certainly elicit a number of difficulties in perception to those around them. Another characteristic of children's speech with visual impairments is that there were silent means of communication - very few and weak uses of facial expressions, pantomimics, intonoia, etc. It is this problem that L.S.Volkova, M.Zaorska, L.I.Solntseva, R.A.Our specialists, such as Gurbanov, studied. This problem, in turn, does not remain without a negative impact on the expressiveness of speech. Speech in turn becomes incomprehensible in such cases. In children with visual impairment, voice power disorders have a negative effect on the communicative function of speech. This requires that Special Correctional work be carried out on them.

Based on this, the conditions of special education and upbringing were created in order to allow the development of children with visual impairments in tiflopedagogy. A speech Study of preschool children with visual impairment found that children with visual impairment were different from their healthy peers in all respects, which necessarily required special education to act on specific plans.

Impaired vision in preschool children causes in them some difficulties in a holistic and at the same time complete perception of the surrounding reality. Visual acuity, binocular, stereosopy, color separation, disruption of isual narrow functions make it difficult for real ideas about the environment to form.

Poor visual perception, ambiguity, fragmentation cause impaired isual impressions in children with visual impairment. In children with Visual Impairment, There are difficulties in determining, recognizing the shape, color, size and spatial position of objects. At the age of 6-7 (and later), a visually impaired child begins to realize and understand his defect. During this period, children may be afraid of new rooms, strangers and situations, isolation, unwillingness to communicate. This causes profound changes in the child. The psychological changes observed in it cause various features in it. In such situations, a child may experience a violation

of the psyche, depression, various phobias and a number of other problems. The origin of speech defects, or the transition of a pre-existing speech defect to a severe form, from a mild speech defect to another speech defect in a severe form, is observed. In such a time of intense stress that occurred in a child, creating the right environment and properly selected help can return him to a healthy psychological state.

Speech is a specific function of a person that arises as a means of mutual exchange of ideas between people in the process of social work. Healthy children's speech develops normally. And in the speech of children with visual impairments, there are shortcomings.

Assimilation of the native language is carried out on the basis of mastering the phonetic side of the beginning speech, that is, the formation (articulation) imitation of the mechanism of phonetic hearing and sound pronunciation. And if the development of phonetic hearing and the formation of speech-hearing images based on auditory perception continues in the same way in blind and weak viewers, then not only auditory, but also speech-motor images (articulation of speech sounds), based on kinesthetic and visual perception, have significant difficulties. This is the result of a complete or partial violation of the ability of a child with a speech impairment with a visual impairment and people around him to visually reflect the articulatory movements. The main speech defect in blindness is the connection of the tongue, which is common in Blind Children of preschool and primary school age. Among the types of speech defects: sigmatism (s, z, sh) mispronunciation in different versions; lamdatsizm-L sound mispronunciation; defects in the pronunciation of rotatsizm – R sound; there is also a violation of the pronunciation of the sounds of d, t, etc. The development of sound pronunciation depends on the time of loss of vision: M.E.Khvattseva noted that among those born blind and blind before the appearance of speech, the disadvantages of pronunciation are in 16% of cases, and in those who are blind at an older (preschool) age – up to 5-7 years, that is, until the final end of the process of forming sound pronunciation – only in 6% of cases. Speech disorders in blind children are reflected in their writings. M.E.According to Khvattseva, 25% of errors are associated with mispronunciation of corresponding sounds, and in 46% of cases, mispronounced sounds cause misspelling. In addition, and this is most importantly, speech defects prevent the mental development of Blind Children and much more than ordinary vision. Shortcomings in pronunciation negatively affect speech activity, limit the already narrowed circle of communication of a number of children with impaired vision, which makes it difficult to form a number of personality traits or leads to the appearance of negative ones.

By the end of the 1st year of life, the child begins to master semantic speech on the basis of developing phonemic hearing and the formation of the sound apparatus. The identification and development of the defining function of speech takes about a year and a half and is characterized by a rapid increase in vocabulary at the same time as mastering the grammatical structure of the native language. Loss or severe impairment of visual functions limits the number of perceived objects, making it difficult to distinguish many important and, also, very important properties and qualities of objects with strong emotional effects (e.g., color). This leads to a slowdown in the process of knowing reality and, as a result, affects the pace of speech development.

The peculiarities of the development of speech of blind children also include the features of mastering and using non – linguistic means of communication-facial expressions, pantomime, intonation, which are an integral component of oral speech. The reduction or inability to visually perceive and directly imitate the external expressive movements of others negatively affects both the understanding of the situation accompanied by facial expressions and pantomimics of oral speech and the external design of speech.

Despite the numerous deviations in the development of various components of speech activity in deep visual impairment, it should be noted that, in general, with the correct formative effect on the part of parents and teachers, the speech of the blind reaches normal, serves as a powerful compensatory tool that significantly expands the capabilities of the blind at the level and in all types of

In the context of sensory deprivation, development is subject to the same laws as development in the norm. With the help of compensatory adaptations, the disturbed balance between man, nature and the social environment is restored, displaced or disturbed connections and relationships return to normal. Thanks to these devices, a disabled person is attached to the activity. The development or restoration of activities manifested in activity is one of the most important tasks of rehabilitation work.

Joining the activities of blind or visually impaired people leads to the formation of new behaviors. For example, compensatory devices that provide orientation in space appear in cases where the blind actively and independently assimilates space. Practice shows that visually impaired people who constantly use the services of accompanying individuals do not develop orientation skills.

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