Impact of Speech Disorders on the Mastery of the Foreign Language

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A B S T R A C T

this article visualize theoretical point of views of mastery children with speech disorder the fundamentals of communicative competence which promotes the development of students' cognitive activity, memory, attention and other mental functions of students that largely has a positive effect on the intact intelligence of students, allows them to feel fully modern society, and is able to use English, to meet the educational and other needs.

R T I C L E I N F O

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Under the study of the foundations of the science of language is commonly understood as the acquisition of information from the field of grammar and spelling (the material on phonetics, word formation and vocabulary attached to the grammar section) and the formation on this basis of the complex skills of oral and written speech. Mastery of grammatical concepts, relations, regularities requires students to have the ability to mental activity a high level in the form of abstract conceptual generalizations. Because it depends on the progress in speech development, in the early stages of language acquisition there is a contradiction between the level and forms of cognitive activity of students and the necessity of their assimilation of abstract grammatical categories, laws. To overcome this contradiction is the essence of the special methodical approach.

In the implementation of this approach are important ways of organizing a grammatical material, its selection in accordance with the goal of practical mastering the grammar concepts, relations and ways of their expression.

Functional (semantic) way of organizing material is combined with the use of special methods of its semantics, introduction to speech and fastening with a gradual transition from exercise performed on a visual basis, to speech practice, verbal-contextual basis. Work on mastering the grammatical structure of the language is a means of developing speech as a whole. Morphological and syntactic analysis is on the specific vocabulary of the material and thereby contributes to the development of lexical generalizations. Different kind of surgery in comparison, the synthesis of words contribute to the mastery of grammatical features of the language. Their knowledge gradually leads to the absorption of sound-syllabic structure.And the ability to perform analysis and synthesis, to differentiate the sound of the phonemes [1].

The formation of grammatical concepts, and skills contribute to a practical, beneficial effect on the cognitive activity of the student. It is being improved in the process of observation and analysis, comparison, synthesis of linguistic material, its comparison with the real phenomena and situations. Gradually, students acquire linguistic generalizations that contribute to the development of the conceptual forms of thinking.

Improvement of processes and operations thinking in the course of work in the classroom and private lessons has a positive effect on speech in general (speeds up development, increases the effectiveness of individual speech training), i.e. creates the possibility of formation of speech as means of communication and instrument of thought and for language learning as the school curriculum. To work efficiently, all the methodical system of teaching the language should be along the following lines:

1. construction of language learning based on the level of speech development, typical and individual speech peculiarities of children;
2. the provision of priority of practical students of language as means of communication and instruments of cognitive activity (communication principle);
3. the relationship of implementation of the tasks of formation of students ' speech communication, speech correction of children and teaching them the Russian language;

4. the construction of special language instruction in accordance with the most General regularities of development of speech in norm;
5. formation and correction of speech on the basis of establishing the link between phonetic, lexical and grammatical components of language;
6. language training on the basis of the formation of linguistic generalizations.

Each of these areas of work is reflected in sections of the school curriculum. The contents of each section tailored to its provisions (principles) and selection of semantization of the material. Features of each section are reflected in the methodology of training. Speech therapist teacher selects teaching methods that are tailored to the uniqueness of the sound design of speech when it is incomplete (blending phonemes, a violation of the sound-syllabic structure, substitutions, permutations, etc.). The formation of lexical concepts involves special selection of the material, but on the basis of phonetic and content-semantic principle. Special and the work is in mastering grammatical patterns. Gradually the children to form concepts about grammatical categories, the ways of expressing lexical and grammatical meanings and relations to language [2].

The originality of the objectives and content of work on formation of the speech at pupils with severe speech disorders implies the existence of special requirements for the organization of the teaching process and planning. Among the most significant issues of organization of work on formation of speech and language learning as subject matter include:

- the choice of forms of learning (individual, group, frontal); the ratio of frontal, group and individual work in class; the connection of different student activities with the development of speech activity; the optimal ratio of independent work and work under the guidance of a teacher.

Particular attention is drawn to the practical side of elementary course, on the service role of the acquired knowledge in phonetics, grammar, and spelling.

Improving speech-based language learning as a subject has been successfully implemented in a special school provided that for mastering a certain theory created practical background in the form of training to overcome the gaps in phonetic, lexical, grammatical aspects of speech.

Classesin development of speech, pronunciation, preparing for assimilation of the children of certain grammar definitions of the rules. Only after the student has almost mastered a particular speech form and the relations that are expressed through it, you can go to the appropriate conclusions and generalizations.

Of particular importance for practical language acquisition is work on phrase and sentence. Grammatical parsing of sentences, the analysis of the relationship between the words in the phrase is aimed at improving the syntactic aspects of speech of children. The qualitative improvement of speech experience of children in the process of e-language learning as a subject is to be the leading direction in work. Classes in phonetics, grammar, and spelling based on the number of tasks [3].

- mastering basic theoretical information to prepare for the systematic assimilation of the course;
- enrichment speech practice: discrimination of sounds, letters, parts of speech and their inherent grammatical features. Increased conscious mastery of theoretical material is the ability of the student to provide examples illustrating the definitions, rules, insights;
- learning how to exercise as they simulated different speech operation. Exercises are chosen so that some of them were taught to find the necessary phonetic, grammatical and spelling phenomena in the text, others to analyze them, others to create specific linguistic units. Each student produces a sequence of actions and operations in the speech analysis and synthesis, and gradually the steps are becoming reflexive, which is a symptom of formation of skill.If these tasks are not reached, further training will be very difficult.

The developing role of language is seen in the development of children's ability to work with textbooks, tables, reference material. Such skills acquired in the classroom and the entrance of the homework, thus enhancing the degree of awareness, activity and independence of students in learning the material. Having mastered certain skills assignments, students are better able to control himself.

So, if at the earliest stages of special education (1st class), a clear priority is given to the practical mastery of the language, beginning language learning as a subject, all tasks should be solved in interrelation, into a single stream of work on the development of speech.

The work is the relationship between the implementation of the tasks of formation of students' speech communication, speech correction and language training as a subject. The principle is not contrary to the differentiated approach to formation of language as communication and language as a subject.

The specific nature of the correction of pronunciation of speech. Work on pronunciation is not identical to the work on the study of basic information on phonetics. In the first case, children are helped to differentiate the perception and pronunciation of sounds, syllables, words, form practical skills of correct oral language through the exercises, and the second based on the generated pronunciation skills, organize monitoring features sounds, help to make generalization with the use of language terms, definitions, etc.

Special language training is in line with the most General regularities of development of speech in norm. They are manifested in the organization of this special process (phasing; the development of speech, in connection with different activities; the

sequence in the mastery of types and types of speech; gradual transition from situational to contextual forms of communication) [4].

Formation and correction of speech is based on establishing a relationship between phonetic, lexical and grammatical components of language. This fact can be represented as the methodological requirement to work on development and speech correction.

A positive impact on the learning process has the respect of the continuity in the work of formation of coherent speech in the classroom and in extracurricular time.

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