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ON THE FORMATION OF LINGUISTIC COMPETENCE IN ADOLESCENTS WITH SEVERE VISION IMPAIRMENTS

Abstract. The article presents a method of formation of linguistic competences on the basis of universal educational actions, growing feeling experience and developing hearing perception.

Key words: universal educational (cognitive, regulatory) actions, linguistic competence, model, Russian language lessons, pedagogical conditions.

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The modern Russian language teaching programs are based on the communicative process-focused approach facilitating the formation of meta-subject and subject skills in schoolchildren.

Teaching Russian at special schools for blind children and children with vision impairments is held on the basis of general education programs. Hence, children with severe vision impairments, the same as children with typical vision, should acquire communicative, cognitive and regulatory learning

actions and, on their basis, develop communicative, linguistic and cultural competences in the framework of the given process.

The author of the given article presents an educational rout of formation of linguistic competences on the basis of the new FSES and the requirements of typhlodidactics.

The notion “linguistic competences” includes knowledge of the pupils with severe vision impairments about the discipline “Russian Language” in general, about its parts and purposes of scientific study of a

language; elementary information about the methods and stages of development of the science about the Russian language, about outstanding linguists working in the sphere of this science; learning linguistic habits and skills facilitating the development of the pupil's personality which are formed on the basis of all safe analyzers activating their cognitive activity.

Development of universal learning actions, and namely, the cognitive and regulatory ones, facilitates the acquisition of linguistic competences.

Universal learning actions are certain learning skills; i.e. they reflect the capacity of the pupils with severe vision impairments for self-development and self-perfection formed as a result of conscious and active acquisition of new relatively objective social experience on a limited sensory basis.

Different skills, such as ability to formulate the learning problem, its acceptance and solution; performing various operations with linguistic means (analysis, synthesis, comparison, classification); formulation of reasoning, conclusion, summing up in a verbal, schematic and model form; awareness of the essence of the actions performed and of the sequence of necessary operations; and control of one's activity are developed on the basis of these actions.

Formation of linguistic competences should take into account the peculiarities of children with severe vision impairments and their special educational needs: character of the visual analyzer defect, time of vision loss, the quality of secondary deviations; the need for attenuated schedule; the need to form the basic concepts; capability to control, correct and evaluate the character of the learned material.

Formation of linguistic competences in general is a system comprising the simultaneous processes of enriching sensory experience and development of auditory comprehension, acquisition of linguistic concepts and mastering practical learning actions. Its functioning is ensured by realization of relatively consciously constructed external circumstances, factors and unity of the necessary measures influencing it to a large extent.

One of such conditions is represented by the level of formation of cognitive and regulatory universal learning actions: meaning-making, establishing connection between the content of academic disciplines and cognitive interests of the learners; regulatory actions of control (attention, self-control); sign-symbolic cognitive skills to differentiate between the plane of signs and symbols and the real objects plane (object and speech reality).

The process of formation of the above mentioned qualities is based on the stimulating approach. This approach is based on the axiological activity co-realized by the teacher and the pupil in which the latter is an active participant, exercises control, correction and evaluation of the learned material. All this stimulates intellectual independence, interest to learning, substantial approach to the task under completion (reaching the set goal and choice of means of achievement), and self-regulation.

The work is carried out using active and interactive methods of teaching in combination with special techniques organizing the process of learning (involving safe analyzers and bisensory perception of material), accessibility of the learning information and its structuring (work with handout material, activity algorithm, distribution of visual aids, selection of information, registration of reproductive activity, perception of re-coded information, singling out significant properties, systematization of images, correlation, comparison, generalization, finding analogues, concretization), the use of typhlo-technology.

Formation of universal learning (cognitive and regulatory) actions is based on the stages of acquisition of primary experience and motivation for further activity; mas-

tering new methods of activity; training accompanied by its inclusion in the learning activity, self-control, correction of its performance; control. Thus, for example, the teacher creates the conditions for the teenagers' acquisition of primary experience and motivation for further activity (problem description and goal setting) at the first stage while mastering sign-symbolic cognitive skills. Then, on the basis of the experience thus obtained, the teenagers master the general method of application of the skills under formation. At the next stage, the learners begin to independently use the skills, specify and adjust them. The teenagers exercise self-control based on self check according to a model. It is at this stage that the final acquisition of the skills under formation takes place. The teacher controls the level of development of sign-symbolic cognitive skills and universal learning actions on the basis of evaluation criteria designated for general education schools.

The process under realization is found in all key elements of structural organization of lessons: introduction of special propedeutic periods; alternation of various kinds of activity; the tempo of the learning activity and the character of rehabilitation habits and skills.

The propedeutic stage prepares for acquisition of primary

experience and further activity. The specific features of the future work are clarified and the children are acquainted with the Braille characters, symbols and mapping and encoding signs. Mastering the general methods of activity and independent application of the acquired skills by teenagers takes place in the situation of alternation of visual and tactile work with auditory perception. Quite often, the teenagers of the same class differ in the tempo of activity and the level of formation of rehabilitation skills, which influences the quality of acquisition and self-control. This fact accounts for the differential approach to selection of the learning material.

The structure of the given process is determined by three complementary conditions: formation of universal learning actions as the goal of education defines its content and organization; their acquisition takes place in the context of various academic disciplines; the qualities and properties of these actions determine the efficiency of acquisition of meta-subject and subject skills. The goal of activity consists in the formation of cognitive and regulatory actions. The learning program material in Russian specially selected for the purpose and containing tasks and exercises facilitating the acquisition of linguistic skills, and the set of methods (active and interactive) of teaching lead to

the achievement of the goal. In connection with the fact that universal learning actions should be formed in the context of acquisition of all disciplines, a common rout of their formation is designed. The qualities and properties of these actions determine the efficiency of development of linguistic competences.

The activity is realized in close connection with the development of rehabilitation skills (awareness in micro-space, use of impaired (partial vision) and safe perception), and in some cases determines it.

The process is based on the FSES requirements towards the results of acquisition of the basic educational program in Russian on the systemic process-focused approach.

The problem situation presupposing the existence of several variants of solution of the problem task is created at the stage of self-determination (inner preparation of the learner for learning activity and actualization of knowledge). For example, short pre-topic texts containing both the already known and the new material are offered at the beginning of the lesson. The pupils are to figure out what they already know and what is to be worked at during the lesson. As a result, the teenagers concentrate their attention on what they have already acquired and define its character and quality. They are stimulated to master new actions and begin

to realize the necessity to perform them. They select means adequate to the situation which would let them solve the presented problem independently. This leads to the formation of the skills to independently single out and formulate cognitive goals, to determine difficulties in their own activity, to reveal the causes, to set the aim of further activity, to choose the means and methods of goal attainment and self-regulation.

Search, analysis and structuring of information are performed at the stages of setting the learning task and provision of new knowledge. Efficiency of these stages of the lesson is ensured by group or pair work (constant or temporary). For example, the task based on the work with a new rule "Read the rule, then read two texts and figure out what they differ in; give reasons and prove your answer on the basis of the rule and examples from the text" based on the use of information search methods facilitates the formation of the skills to look for the necessary information, to compare, analyze, and formulate own conclusion, opinion and position, and to coordinate various positions in interaction.

Individual work targeted at bridging the pupils' knowledge gaps on the basis of self-control and mutual control is carried out at the stage of inclusion of new knowledge in the system of revision. It is based on

correction of mistakes and skills to follow the instructions and enables the pupils to evaluate the gaps in the material already learned.

In the process of marking individual learning exercises, the teacher writes special symbols in the margin which signal a mistake in the given line (orthographical, punctuation or grammar mistake). Then the notebooks are handed pound to the pupils. They are to find the mistakes, to correct them and to explain their using this or that rule.

In pair work, while doing exercises on consolidation of the known material the pupils exchange their notebooks. Then they either mark the mistakes with pencil (in case they are teenagers with partial vision loss) or write down the fragment in which they were found (teenagers using the Braille system) and explain them with references to the rules.

In individual-collective work, the pupils are offered texts with the same set of mistakes (semantic, orthographical and punctuation ones). The exercises are first done individually, and then in a group on the basis of reading the completed tasks and comparing the results with subsequent choice of the correct variant and explanation.

The exercises forming the skills to fulfill the instructions and to follow the model closely include, for example, the task "Use the verb

in the form of the second person according to the model (*bit'* — *b'esh'*, *b'esh'sya*)” and tasks giving a chance to form the skills of structuring knowledge and choosing the most efficient methods of solving problems depending on concrete conditions.

At the stage of generalizing the knowledge obtained and reflection of learning activity, the pupils are offered tasks allowing the teacher to assess the quality of the material acquired and the actions learned, for example, short tests. For two or three minutes, the pupils answer questions, and then the papers are looked through by the teacher and handed round. The task with a mistake is marked with a special sign. At home, the pupils compare their answers and actions with the information from the textbooks; as a result, reflection of the pupils' own activity takes place.

The level of formation of cognitive and regulatory actions in teenagers influences their activity in the outer world cognition. The nature of performance changes, the system of feedback is qualitatively organized; formation and development of mental operations and conceptual thinking; perfection of the skills to search for and single out information and make up utterances.

Observance of this condition guarantees self-development of the personality, reinforcement and en-

richment of cognitive and regulatory actions in the process of formation of linguistic competences. As a result, the teenagers get a chance for further socialization and integration on the basis of their linguistic reflection and activation of cognitive activity.

The process of formation of linguistic competences takes place alongside the first one. It contains closely connected mutually determining stages.

The first stage presupposes creation of the foundation – replenishing sensory experience and development of hearing perception. The following aspects are formed on its basis: images of objects, qualities of images reflecting the surrounding world; skills to generalize on the ideas formed and ability to logically explain their adequacy; skills to understand abstract notions; skills to listen to recorded or orally presented texts; skills to remember and keep in memory what one hears (general content, particular details, short and long texts, suggested order of the parts, semantic changes connected with rearrangement of the parts); skills to single out the most important and secondary information in the text; skills to title the comprehended text; skills to single out parts and determine their role in the context of the whole text; skills to understand semantic changes in the text (rear-

rangement of the parts, division into parts, syntactic restructuring of sentences, inclusion of new information in the text).

The formation of the basis takes place via realization of the developing approach. Exercises and tasks embedded in its structure and based on the linguistic material learned by the teenagers, and on their training from the position of maximum activity of all safe analyzers ensure replenishing the sensory experience and development of the hearing perception. Their proper application facilitates good acquisition of the program material and rehabilitation of secondary deviations. For example, while learning the topic "Prepositions", the pupils are offered the following exercise: "Choose the preposition with the right meaning and use it in the sentence. Explain your choice." As a result, the pupil learns the spelling and develops his space awareness.

In studying parts of speech taking into account the sign-symbolic cognitive skills to differentiate between the plane of signs and symbols and the plane of real objects, the children enrich their scope of concepts about the surrounding reality and develop the objective reference of the word. For example, when the pupils study the topic "The Noun", the sphere of their concepts about the surrounding reality expands. When they

study the topic "The Adjective" the area of their concepts about the qualities of the surrounding objects becomes deeper.

The tasks based on purposive observation, work with pictures, etc. involving the regulatory actions of control (attention and self-control) promote correction of the methods and techniques of the pupils' intellectual activity due to algorithmization. For example, the pupils are given exercises on differentiation and recognition (work with words of the same root, synonyms, antonyms, paronyms, etc.). Tasks based on reproduction of something comprehended or seen from memory (composition, reproduction based on a picture, composition on the topics "Seasons", "My House", "My School", etc.).

Exercises meant to develop auditory memory and attention form the skills to listen to an audio text, to sort out and systematize information, self-regulation, self-control, differentiating between object and speech reality. At the same time, this work guarantees the development of skills to use the methods of information search, semantic reading, finding the necessary information, differentiating between basic and secondary information. For example, the pupils are given the exercises: "Listen to the text, title it, define the main theme or problem, determine the author's

position on the problem, find out the expressive means used in the text and give examples, write a reproduction of the text. Listen to the text (more often, it is an article containing additional information on the topic), find the linguistic terms in it using reference literature, define their meaning, etc.”.

When the pupils complete tasks based on auditory support, they get new auditory impressions on the basis of self-control and sign-symbolic cognitive actions. For example, audio dictations allowing the teenager to visualize not only the graphical image of the word but also its auditory contour help him to overcome underdevelopment of phonemic and speech awareness. The quality of written tasks completion is raised in this case.

While expanding sensory experience and developing auditory perception, we observe the formation of linguistic competences on the basis of the knowledge acquired in the course of work and completion of creative and practical tasks; reinforcement of the cognitive and regulative actions promoted by their involvement in the process of activity.

The second stage includes formation of linguistic competences: knowledge about the works and discoveries of linguists, about the history of Russian linguistics; skills of analyzing, comparing, classifying

and grouping language facts; recognition skills; analytical skills; spelling and punctuation skills; skills of working with reference literature.

The process is subdivided into two interconnected blocks: acquisition of linguistic notions and mastering practical learning actions.

It is built on the principles of special pedagogy, particular didactic principles (historical, extralinguistic, systemic, structural-semantic and functional ones) in relation to the discipline “The Russian Language”.

The historical principle is based on providing knowledge about the historical changes that have taken place in literary Russian and are preserved in it in this or that form. This facilitates the development of scientific views on the language and understanding of the essence of linguistic phenomena on the basis of additional tasks completed by the pupils (review, report, etc.).

The extralinguistic principle enhances the pupils’ understanding of connection between language and the extralinguistic world. For example, studying lexicology provides new ideas about the role of polysemantic words, homonyms, synonyms and other lexicological and phraseological phenomena, and enriches the sensory experience.

The systemic principle leads to the formation of the pupils’ views on linguistic units as a system of inter-

connected elements. For example, the ties between vocabulary and morphology are considered in the process of word form derivation (*list — organ rasteniya, list'ev ??? to zhe samoe!!! — ploskiy kusok, sdelanny iz kakogo-libo metalla, listov*). It results in understanding the essence of the phenomenon, prevents various mistakes and enriches sensory experience.

The structural-semantic principle facilitate acquisition of the skills of work with linguistic units not only from the point of view of their formal expression but also in terms of their meaning. The pupils' attention is focused on the fact that there are meaningful units at practically all levels of the language – morphemes, words, sentences – in other words, on the dual nature of the linguistic sign. For example, while studying the morpheme the teenagers are told that morphemes are the smallest meaningful parts of the word, and that is why morphemic analysis cannot be carried out mechanically.

The functional principle allows the teacher to demonstrate the functions of the units of different levels to the pupils, for example, the significative function of speech sounds in strong positions (phonemes).

We begin with the pupils' acquisition of linguistic notions on the basis of information, discussion and

creative activity.

Information provision is aimed at expansion of knowledge about the history of linguistics, translation of new information, acquaintance of the pupils with new information with the help of various sources. The work is based on the methods of information search, reading popular science materials about linguists and their scientific discoveries, retelling what they have read, preparing reports, free form dictation, reproduction, talk, lecture and independent text analysis. The activity is built on the basis of the skills which are being formed: meaning-making, establishing connection between the content of academic disciplines and cognitive interests of the learners, conscious and spontaneous construction of an oral or written utterance; extracting the necessary information from orally comprehended texts; distinction between primary and secondary information; good awareness in and perception of scientific texts.

Development of discussion skills is based on the pupils' regulatory actions of control (attention, self-control), and on discussion of debatable issues revealed at the stage of acquaintance with new information. As a result, there forms the personal world outlook position and worldview. The given paper uses the method of discussion of a debatable topic.

In the framework of creative

activity, the pupils learn about the contribution of certain linguists to science, are taught to evaluate the works of famous linguists and to give proper estimation of the history of Russian linguistics, develop skills of text interpretation. The work is conducted on the basis of sign-symbolic cognitive skills to differentiate between the plane of signs and symbols and the real objects plane, methods of narration with elements of essay (expression of attitude and evaluation), essay-reasoning, episode, sketch, imaginary interview, independent formulation of a rule (table, scheme, text).

Theoretical concepts formed in the framework of the above described aspects ensure solid and conscious understanding of the learning material.

Then, as part of practical realization, the pupils acquire practical learning actions. The pupils develop their linguistic learning skills and habits: recognition skills (to distinguish sounds, letters, parts of the word, morphemes, parts of speech, etc., to differentiate one phenomenon from another), classification skills (ability to classify linguistic phenomena into groups), and analytical skills (to carry out phonetical, morphemic, word-formation, morphological, syntactical and stylistic analysis).

The work is organized on the basis of differentiation of signs and symbols, solution of didactic prob-

lems and practical methods (exercises, tests). As a result, the pupils master practical actions ensuring acquisition of linguistic competences.

Thus, the suggested educational rout includes the formation of significant cognitive and regulatory universal learning actions and the linguistic competences proper, where the second process represents a model consisting of interconnected mutually determining stages. The first stage develops sensory experience and auditory perception. The second stage is aimed at development of linguistic competences and is subdivided into two blocks. The first block deals with acquisition of linguistic notions on the basis of information, discussion and theoretical lines of activity. The second one promotes mastering practical learning actions and is based on practical activity. As a result, teenagers with severe vision impairments get a chance to use the acquired knowledge, habits and skills in everyday life, and become able to use their native language as a means of getting knowledge in other academic subjects.

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