A. V. Kubasov, L. V. Khristolyubova, A. V. Tsygankova
Ekaterinburg, Russia

PERSONALITY ORIENTED APPROACH IN THE FORMATION OF LINGUISTIC COMPONENT WHILE TEACHING CHILDREN WITH DISABILITIES

Abstract. The article is devoted to the issues of formation of the linguistic component in the education of students with disabilities. Special attention is paid to the personality oriented approach in learning: taking into account differences in the mental functions of the right and left hemispheres of the brain making it possible to determine the peculiarities of sensory perception of the learning material by the children. The authors make a conclusion about the importance of modality characteristics in the pupils which can be taken as a basis of formation of their orthographic literacy. The article describes several types of exercises on the vocabulary words aimed to create and reinforce auditory, visual and kinesthetic images of the word in children with different modality characteristics. The authors determine the importance of lexical exercises in the system of orthographic work, the significance of learning the syntagmatic connections of vocabulary words in connection with the development of vocabulary, grammar skills, speech coherence and orthographic literacy. In this connection, complex tasks presupposing that the pupils' attention is simultaneously focused on acquisition of orthography, correct pronunciation, word form derivation, activization of vocabulary and development of coherent speech are suggested in the article. The paper is addressed to university students in the field of training 44.03.03. "Special (Defectological) Education", pedagogues and all participants of the system of special education.

Keywords: personality oriented approach; linguistic component; modality characteristics; children with disabilities; SEND; disabilities; orthographic literacy; learning vocabulary; lexical exercises; methods of teaching Russian.

About the author: Kubasov Aleksandr Vasil'yevich, Doctor of Philology.

Place of employment: Professor of Department of Theory and Methods of Teaching Persons with Disabilities, Institute of Special Education, Ural State Pedagogical University, Ekaterinburg, Russia.

About the author: Khristolyubova Lyudmila Viktorovna, Candidate of Philology.

Place of employment: Associate Professor of Department of Theory and Methods of Teaching Persons with Disabilities, Institute of Special Education, Ural State Pedagogical University, Ekaterinburg, Russia.

About the author: Tsygankova Anna Vladislavovna, Candidate of Philology.

Place of employment: Associate Professor of Department of Theory and Methods of Teaching Persons with Disabilities, Institute of Special Education, Ural State Pedagogical University, Ekaterinburg, Russia.

E-mail: uspumpsd@mail.ru.

The linguistic component in the education of children with disabilities is associated not only with acquisition of the basic linguistic units and the rules of their usage but also with the formation of the ability to use oral and written speech for solution of the corresponding life problems. This fact is mentioned in all variants of the adapted basic general education programs (ABGEP) based on the Federal State Educational Standard (FSES) [11].

The linguistic component is interpreted as concrete speech and language material: units of different linguistic levels (phonetic, lexical, and grammatical) and utterances determined by the lexical topic and the speech situation. Nevertheless, the word remains to be the main object of learning at education institutions realizing the ABGEP of education of persons with disabilities, because it is the basic unit of language. Words serve as learning material for the study of the phonetic composition of the lexeme and its syllabic structure; the rules of graphics and orthography are worked out on the basis of the spelling of concrete words; grammatical categories and word form derivation norms are mastered in the process of analysis of lexemic classes of different parts of speech.

Still it is common knowledge that different students need different time to acquire the linguistic units in the learning material, which depends not only on the peculiarities of their nosology and intellectual abilities but also on the specificity of perception of the incoming information [2; 8]. The aspects of this problem have been studied by R. Sperry [19] and his followers (S. Springer, G. Deutsch, C. Hannaford, T.P. Khrizman, V.D. Eremeyeva, etc.). The works devoted to the study of the differences in the mental functions of the right and left hemispheres of the brain make it possible to take into account the

peculiarities of sensory perception of the learning material (including the linguistic one) by the pupils of the same academic class or group on the basis of perception modality [2; 8; 14].

In case of correct and timely diagnostics, this approach allows subdividing the pupils according to the feature of preferred modality: the "right brain" ones – into visuals and kinesthetics. The former rely on visual perception in assimilation of information, the latter – on muscular, gustatory, olfactory, and tactile perception. For the "left brain" pupils, or audials, auditory perception is the leading one. The pupils' modality characteristics are "one of the most powerful filters casting the model of the world of man …Should one and the same thing be given to visuals, audials, and kinesthetics in turn, we can see that the first will gaze at it, the second will ask you to tell them about it, and the third will start feeling it" [7, p. 105].

Studies in the given area also show that the majority of pupils belong to the group of persons with dual hemisphericity, and "pure" visuals, kinesthetics and audials experience significant difficulties in various kinds of learning activity [4]. The diagnostics of the dominant modality, as well as the discovery and consideration of psychophysical peculiarities of the pupils, facilitates the realization of the personality oriented approach and creates favorable conditions for successful acquisition of the learning material.

Within the framework of linguistic component formation, modern didactics lays special emphasis on orthographic literacy of the pupils which is an important precondition for the development of linguistic personality and linguistic culture. Orthographic literacy helps students to master school subjects and influences socialization (L.I. Aydarova, T.D. Bochkarova, V.F. Ivanova, G.N. Pristupa, T.G. Ramzayeva, V.V. Repkin, N.S. Rozhdestvenskiy, A.V. Tekuchev, etc.). Nevertheless, the formation of orthographic literacy is always problematic, especially while teaching children with disabilities.

Special methods operate a well-designed and to a large extent algorithmized system of formation of orthographic skills [1]. The methods and techniques used in it (orthographic pronouncing accompanied by copying and without it, visual-preventive dictations, learning graphic schemes, underlining and singling out, lists of "catch-phrases", writing from memory, etc.) can be modified with reference to the personality oriented approach. In this context, quite interesting is the classification of orthographic exercises suggested by N.S. Rozhdestvenskiy as far back as 1960, which takes into account the character of the analyzers involved in do-

ing these exercises. The classification singles out exercises based on visual perception (copying), auditory perception (dictations), and kinesthetic perception (morphemic and word-building analysis, division of words into syllables) [13]. The modality characteristics of the pupils allow choosing exercises most suitable for the formation of orthographic literacy [10; 14].

The work on the words with traditional spelling is carried out in several areas: lexical work (enrichment, specification and activization of vocabulary); work on the word's morphemic structure and word building patterns; grammar work including study of morphological features and syntactic potential of the words with traditional spelling; orthographic work proper, combining the skills of phonetically correct spelling and formation of the skills to spell according to the rule. With these areas in mind, practical teachers suggest regarding each word with traditional spelling included in the textbook from different angles [17]. Here are some examples.

ÁDRES (*address*)**,** -a, *pl.* -a, -ov , *м.* 1. Inscription on the letter or other mail indicating the destination and name of the addressee. 2. Place where a person lives; the name of this place.

Cognate words. Adresok, adresant, adresat. Adresnyy, adresovannyy. Adresovat', adresovat'sya.

Phrases, sentences. Tochnyy adres. Peremenit' adres. Sluzhebnyy adres. Dat' svoy adres. Poprosit' adres.

Etymology. Borrowed from the Polish language in the 18th century. The Polish word adres goes back to the French word adresse.

OTÉCHESTVO (*motherland* or *fatherland*), -a; ср. The country where a person was born the citizen of which he/she is.

Cognate words. Otechestvennyy. Otecheskiy.

Phrases, sentences. Lyubov' k otechestvu. On zashchishchal svoye otechestvo.

Etymology. Derived from the Old Russian отьць — (otets – father) by means of loan translation (calque) from the Greek patria.

The dictionary entry for each lexeme contains the general grammatical characteristic of the word with traditional spelling, its lexical meaning, list of cognate words, phrases and sentences with the word, and the word's etymology. A detailed description of the words with traditional spelling can help to organize orthographic work with reference to personality oriented characteristics of the pupils with disabilities. Below are examples of tasks with the traditionally spelt words from grades 5-8 textbooks for children with intellectual disabilities. They are mostly lexical exercises, although the tasks for children with different modality

characteristics can be reformulated and specified ("listen to", "write down", "copy", "divide", etc.). Vocabulary entries in pupils' workbooks may serve as models for the tasks completion.

1. Subdivide the words into groups according to the common meaning:

frukty, pomeshcheniye, zhivotnoye (yabloko, zhiraf, foyYE, komnata, medved', vokzal, apel'sin, verblyud, zavod).

2. Find a word that does not fit in each line. Underline it. Explain the principle of the word choice.

Zapad, sever, veter, vostok.

Pechen'ye, konfeta, apel'sin, morozhenoye.

Penal, tetrad', telefon, karandash.

3. Complete the word combinations with the words from the brackets with a suitable meaning: *Prizemlit'sya na …. Rabotat' na …. Plyt' v …. Uchastvovat' v… (ekskavator, aerodrom, demonstratsiya, okean).*

4. Group the words according to the topic.

Doloto, mandarin, molotok, apel'sin, limon, pila.

5. Find synonyms to the words *beseda, znamya, doroga*. Make up sentences with them.

6. Find antonyms to the words *zashchita, pobeda, do svidaniya*. Make up sentences with them.

7. Name with one word: *1000 metrov — …; sentyabr', oktyabr', noyabr' — …; zhiteli strany, oblasti, goroda — …*

8. Make up word combinations with the words *okean, muzhchina, serviz*:

a) ogromnyy, zloy, dobryy;

b) bol'shoy, farforovyy, krasivyy;

c) tikhiy, ogromnyy, siniy.

9. Say when the words have figurative meaning.

Zheleznaya volya. Semena vrazhdy. Zheleznaya ruda. Semena pshenitsy. Zheleznaya doroga. Zheleznyy nozh.

10. Substitute the word *kartina* in the following sentences with the synonyms *proizvedeniye, kinofil'm, vid.*

V nashem kinoteatre pokazyvayut novuyu kartinu. Na vystavke byli predstavleny kartiny molodykh khudozhnikov. S vershiny gory otkrylas' prekrasnaya kartina.

11. Rearrange the sentences to make up a text. Single out the words with traditional spelling.

Ozhivayet i bereza. Nastupil mart. Derev'ya ozhivayut. Korni eye nachinayut zhadno vysasyvat' vlagu iz zemli.

Lexical exercises should be given special place in the system of orthographic work. First, it is necessary to explain object-based and conceptual correlation of the word, as the word is simultaneously a unit of speech and a unit of thinking [3]. Acquaintance with the word object-based correlation may be effected by its inclusion in the context or via means of visual support. The formation of the conceptual correlation

of the word takes a more complicated route, which presupposes the inner separation of the word from the object. It is necessary to form the following skills in the pupils with disabilities at this stage: to figure out the meaning of the word (semasiological approach) and to recognize the word by the explanation of its lexical meaning (onomasiological approach).

Work with synonyms, antonyms and homonyms, polysemy, direct and transferred meanings is carried out on the material of words with traditional spelling. The pupils are asked to find the words under study in the text, to figure out their meaning, to make up syntactic units with them (phrases and sentences of various types), to comment on the usage of the given lexeme in the context. Studying words with traditional spelling is closely connected with the lexical (lexico-grammatical) exercises in which it is required to explain polysemy and stylistic shades of meaning of a lexeme in a synonymic row, and to use the word in a phrase, sentence or text.

In the process of formation of the linguistic component in the education of pupils with disabilities, it is necessary to take into account systemic relations between the lexeme and other linguistic units. In order to form speech and language habits and skills, it is desirable to conduct special exploration of syntagmatic and paradigmatic connec-

tions of the given word: to build up synonymic rows with the word under learning and single out the dominant, to pick up antonyms with reference to polysemy, and to unite lexemes in topical vocabulary groups.

The word is always in systemic relations with other units of language. Therefore, with the purpose of more successful formation of lexical skills, it is feasible to undertake observations of paradigmatic and syntagmatic connections of the given word. Exercises on paradigmatic connections facilitate the development of such properties in children as the ability to select synonyms and antonyms, build up synonymic rows and single out a dominant. It is important to unite words into topical groups ("unity of words based on the classification of the objects themselves, but not on the lexico-semantic ties of the words") [16, p. 231] and lexico-semantic groups ("unity of two, several or a multitude of words based on their lexical meanings") [16, p. 231].

The definition of the word under learning with orphogram develops the learners' skills to include it (sometimes via lexical substitution) in the contexts of different levels: word combination, sentence, text. And it is necessary to visually demonstrate the differences in the lexical and grammatical combinability of the word to the pupils.

Lexical combinability presupposes the ability of a word to be

used alongside other words in a speech segment. Syntactic combinability means the ability of a lexeme to realize various grammatical ties with other words, taking into account its belonging to a certain part of speech or lexico-grammatical category [9].

It is also necessary always to remember about the valency of the word, its ability to join subordinate words in concrete grammatical forms without which its usage in speech is incomplete [6]. Knowledge about word valency does not only form linguistic habits and skills but also spoken ones.

Special attention in the process of formation of the linguistic component should be paid to complex tasks presupposing that the pupils' attention is simultaneously focused not only on acquisition of orthographic rules but also on correct pronunciation, word form derivation and usage, activization of vocabulary and development of dialogic and monologic speech. Such tasks may include the following:

– work with dictionaries (orthographic and explanatory);

– choice of synonyms and antonyms to the word under learning;

– etymological analysis which facilitates comprehension and improves correctness and stability of memory of the words with traditional spelling; the etymological reference contains information about the origin of the word, its primary meaning, helps to find out its historical composition – reference to the history of the word may sometimes help to motivate its contemporary spelling;

– various kinds of work with phraseological units, riddles and extracts from poems and prosaic literary texts, solving and making up of simple cross-word puzzles;

– making up word combinations and sentences with the word under study, and constructing short texts from the word combinations obtained.

We believe that the use of auditory, visual and kinesthetic images of the word in combination with the traditional methods and techniques may facilitate the realization of the personality oriented approach in the formation of the linguistic component in the education of pupils with disabilities. Purposive work with different aspects of linguistic units (lexicological, grammatical and orthographic) is considered to be a most important area of rehabilitation of not only speech but also psychological development of the pupils [11]. The improvement of the lexical aspect of speech and orthographic literacy greatly helps to overcome the problems of social adaptation and development of cognitive activity and forms the foundation of communication for children with disabilities.

References

1. Aksenova, A. K. Metodika obucheniya russkomu yazyku v spetsial'noy (korrekt-

sionnoy) shkole [Elektronnyy resurs] : ucheb. dlya stud. defektol. fak. pedvuzov / A. K. Aksenova. — M. : Gumanitar. izd. tsentr «VLADOS», 2004. — Eletron. tekstov. dannye. — Rezhim dostupa: http://www.pedlib.ru/Books/5/0076/5_0076-1.shtml.

2. Belyanin, V. P. Osnovy psikholingvisticheskoy diagnostiki / V. P. Belyanin. — M. : Trivola, 2000. — 248 s.

3. Vygotskiy, L. S. Izbrannye psikhologicheskie issledovaniya / L. S. Vygotskiy. — M. : Izd-vo Akad. pedagogicheskikh nauk RSFSR, 1956. — 520 s.

4. Grinder, M. Ispravlenie shkol'nogo konveyera / M. Grinder. — M. : Institut obshchegumanitarnykh issledovaniy, 2001. — 320 s. — (NLP v pedagogike).

5. Eremeeva, V. D. Mal'chiki i devochki — dva raznykh mira / V. D. Eremeeva, T. P. Khrizman. — M. : Linka-press, 1998. — 184 s.

6. Katsnel'son, S. D. K ponyatiyu tipov valentnosti / S. D. Katsnel'son // Voprosy yazykoznaniya. — 1987. — № 3. — S. 20—32.

7. Kovalev, S. V. NLP pedagogicheskoy effektivnosti / S. V. Kovalev. — M. : Moskovskiy psikhologo-sotsial'nyy in-t ; Voronezh: Izd-vo NPO «MODEK», 2001. — 160 s. — (B-ka psikhologa).

8. Konovalova, N. I. Resursy rechevoy psikhodiagnostiki v obrazovatel'nom protsesse / N. I. Konovalova // Pedagogicheskoe obrazovanie v Rossii. — 2015. — № 11. — S. 195—202.

9. Kubryakova, E. S. V poiskakh sushchnosti yazyka: kognitivnye issledovaniya / E. S. Kubryakova. — M. : Znak : In-t. yazykoznaniya RAN, 2012. — 208 s.

10. Nikolaeva, E. A. Lichnostno orientirovannoe obuchenie orfograficheskoy gramotnosti mladshikh shkol'nikov s narusheniem rechi [Elektron. resurs] : ucheb. posobie / E. A. Nikolaeva, K. E. Panasenko, M. V. Sadovski, G. E. Vorob'eva // Mezhdunar. zhurn. eksperimental'nogo obrazovaniya. — M., 2015. — № 10-2. — Elektron. tekstov. dannye. — Rezhim dostupa: http://expeducation.ru/ru/article/view?id=8556.

11. vvedenii FGOS OVZ [Elektronnyy resurs] : pis'mo M-va obrazovaniya i nauki RF ot 11 marta 2016 g. № VK-452/07 // Konsul'tant plyus. — Elektron. dan. — Rezhim dostupa: http://qps.ru/5X4gm.

12. Psikhologo-pedagogicheskoe soprovozhdenie detey s tyazhelymi mnozhestvennymi narusheniyami razvitiya : ucheb.-metod. posobie / avt-sost. I. A. Filatova, E. V. Karakulova ; Ural. gos. ped. un-t. — Ekaterinburg, 2018.

13. Rozhdestvenskiy, N. S. Svoystva russkogo pravopisaniya kak osnova metodiki ego prepodavaniya / N. S. Rozhdestvenskiy. — M. : Izd-vo Akad. ped. nauk RSFSR, 1960. — 304 s.

14. Sirotyuk, A. L. Modal'nostnye kharakteristiki uchashchikhsya kak osnova formirovaniya uchebnoy motivatsii / A. L. Sirotyuk // Narodnoe obrazovanie. —2006. — № 1. — S. 132—138.

15. Springer, G. Levyy mozg, pravyy mozg / G. Springer, G. Deych. — M. : Mir, 1983. — 256 s.

16. Filin, F. P. Ocherki po teorii yazykoznaniya / F. P. Filin. — M. : Nauka, 1982. — 334 s.

17. Khayrullina, L. Kh. Izuchenie slovarnykh slov v spetsial'noy (korrektsionnoy) shkole / L. Kh. Khayrullina, L. V. Khristolyubova ; Ural. gos. ped. un-t. — Ekaterinburg, 2015.

18. Khannaford, K. Mudroe dvizhenie / K. Khannaford. — M. : Voskhozhdenie, 2000.

19. Sperry, R. W. The great cerebral commissure / R. W. Sperry // Scientific American. — 1964. — No 210(1). — P. 42—52.