

presence of difficulties in including characteristic properties of the object in the description of the object; - significant quantitative difference between passive and active dictionary.

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PROBLEM OF DEVELOPMENT OF COMMUNICATIVE SKILLS OF STUDENTS WITH MODERATE INTELLECTUAL INSUFFICIENCY

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The development of communicative skills of adolescents is one of the most important problems at the present stage of development of social relations. In adolescence, one of the leading activities is communication. However, adolescents with special psychophysical development to one degree or another experience difficulties in expressing their own feelings, mutual understanding with others. At the same time, the development of elements of a communicative culture will allow adolescents to more successfully realize their potential, more successfully undergo socialization in modern society. T.L. Leshchinsky, A.N. Konopleva, A.M. Zmushko and others believe that it is possible to effectively develop the communicative skills of adolescents with special needs in psychophysical development through the team in the educational process, especially in integrated education classes.

Among the variety of problems of modern psychology, pedagogy and speech therapy, the problem of communication is one of the most significant and interesting. Children with special needs of psychophysical development to a greater extent than their normally developing peers experience communication difficulties. This is due to several reasons, and above all, the insufficient level of speech development in this category of children. The formation of the communicative side of speech in children with special needs of psychophysical development was dealt with by such domestic authors as L.S. Vygotsky, S.D. Zabramnaya, A.R. Mahler, L.M. Shipitsin et al. Among foreign authors, one can distinguish U. Kristen, L. Nyukanen, H. Rückle and others [1]. Pupils with intellectual disabilities to one degree or another experience difficulties in expressing their feelings, understanding with others. Mastering the elements of a communicative culture will allow adolescents with moderate intellectual disabilities to more successfully realize their potential, more successfully undergo socialization in modern society [2].

The purpose of the study is to study the features of the formation of communication skills in adolescents with moderate intellectual disability.

Material and methods. A purposeful study of the features of the formation of communication skills in adolescents with moderate intellectual disability was carried out in February - March 2019 at the GUO “Auxiliary school № 24 of Orsha”. The total number of people involved in the study was 15 people with a diagnosis of F71 according to ICD-10. The study involved students in the second department of a secondary school. The age range of the subjects is from 12 to 15 years (EG). The control group consisted of normally developing students of the State Educational Institution “Secondary School № 7 of Orsha”: 15 students of grades 1–2. The experimental study was carried out in the form of standardized observation of two groups (experimental and control), using the research form proposed by O.E. Smirnova [3].

Findings and their discussion. The results of the study showed that adolescents with moderate intellectual disability are characterized by an extremely low level of development of speech activity. In the process of conducting a standardized observation, 90% of the EG subjects were mostly silent, very rarely asked questions themselves or answered questions. Of course, the situation is the opposite of that described for younger students of a comprehensive school, only 5% of students in the CG were assigned to a low level of development of speech activity.

Significant differences are observed when analyzing the results obtained by the subjects of the EG and the CG in terms of “initiative” as a criterion for determining the level of development of communication skills. So, a high level of initiative was noted only in 5% of students in the second department of a secondary school, in 70% of cases in the EG there was a low (in some cases this can be described as extremely low) level of initiative development. So, many teenagers in the EG did not independently show any activity towards classmates, played alone or passively followed other schoolchildren or a teacher. All students with moderate intellectual disability experienced impaired sound pronunciation. The meaning of the words used by students of the EG is inaccurate, indistinctly delimited from each other, vague.

It should be noted that the sensitivity of communication involves an emotional and effective response to the initiative of a communication partner. Considering that adolescents with moderate intellectual disabilities have a low and extremely low level of initiative in communication (according to the results of the study), in the process of organized communication there was no high initiative for communication, which could be sensitively reacted to. Therefore, if there was a communicative initiative on the part of peers / teacher, the indicators for this diagnostic criterion could be higher. This circumstance must be taken into account when drawing up and implementing correctional and developmental programs for the development of communication among adolescents with moderate intellectual disabilities, providing for their inclusion in a more proactive communication environment.

Similar results were obtained when analyzing the needs of subjects in emotional communication with people. So, only 5% of students in the second branch of the auxiliary school showed a high level of this type of need. The results of the analysis of the level of development of contactivity showed the presence of significant problems in adolescents with moderate intellectual disability with the organization of any type of activity in a pair or group. Thus, not a single subject of the experimental group showed a high level of contact development. For example, there are violations in the knowledge of the rules for adjusting communication, the beginning and the end of contact: when addressing the interlocutor, EG students rarely use polite words, forget to apologize, if necessary (for example: - Remove this one. - Come here). Kinematic attitudes are also violated: the guys do not always think about how they look when talking, whether it is pleasant to look at their interlocutor. Often children sit on chairs lounging, actively waving their arms, shake a chair, get up from their seats or even complete a task while standing. This is observed in 60% of students. In addition, there are undesirable means of communication, manifested in the use of rude words, expressions, treatment not by name, sharpness.

The most important component of a high-quality communicative process is a sufficient level of development of emotional control over the process of interpersonal interaction. The results of an experimental study showed a lack of development of this component of communication in adolescents with moderate intellectual disability. So, 80% of the subjects of the experimental group have a low level of emotional control of interaction, demonstrating a desire for a familiar circle of communication or for the preference for loneliness in the process of completing a task.

Conclusion. The results of an experimental study showed the presence of significant difficulties in adolescents with moderate intellectual disability in organizing a communicative process with peers. These difficulties are observed at all levels of communication. The direct influence of the intellectual development of children on the formation of communication skills is noted: the lower the intellectual development of the child, the lower his knowledge of communicative skills.

Thus, one of the priority areas of correctional and developmental work with adolescents with moderate intellectual disability (the second branch of the auxiliary school) should be specially organized pedagogical activity to form their communicative skills.

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