

## FEATURES OF DEVELOPING COMMUNICATIVE SKILLS IN CHILDREN WITH INTELLECTUAL DISABILITIES

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Communication is one of the main activities of a person, which is aimed at knowing and evaluating himself through other people. It serves as an essential factor in the formation of the child's personality and is also a basic condition for his development [1, c.14].

An analysis of medical, psychological and pedagogical literature showed that the speech of children with intellectual disabilities cannot fully fulfill the function of communication. This category of children has a lack of communicative skills, which leads to primitive conversational speech, an inability to initiate or maintain a conversation. At the same time, the underdevelopment of communication is not compensated in the form of the use of non-verbal means (gestures, facial expressions).

The purpose of the article is to reveal the features of communication skills and skills in children with intellectual disabilities.

Only some aspects of communication skills in children with intellectual disabilities are addressed. The remaining issues also require further consideration, as well as detailed refinement.

**Material and methods.** The material for the study was the scientific works of domestic and foreign teachers and psychologists involved in issues of communication skills and skills, socialization of children with intellectual disabilities. To achieve the goal, the following methods were used: analysis of scientific literature to determine the content of the concept of "communicative skills and skills in children with intellectual insufficiency, synthesis, formalization of scientific sources, description, comparison when revealing the problems of communicative skills and skills in children with intellectual insufficiency. To confirm the conclusions obtained during the study of medical, psychological and pedagogical literature of the problem of communicative skills in children with intellectual disabilities, we organized an experiment, which included the following stages: ascertaining, forming and controlling.

**Findings and their discussion.** Analysis of scientific and methodological literature shows that communication is an important factor in the mental development of a child. Only in interaction with adults is it possible to absorb the social experience of mankind and realize the opportunity to become a representative of human experience. As for the means of communication, they are presented in the form of coding methods, in the transmission, processing and decoding of information that is distributed through the interaction of living beings. The means of communication determines its appearance. There is verbal

and non-verbal communication with characteristic sign systems. There are also types and forms of communication.

The emergence and formation of communicative activities occurs during the first seven years of the child's life. According to E.G. Fedoseeva, at an early stage of ontogenesis in the pre-speech period, the child is forming the prerequisites of verbal speech function. A child with intellectual insufficiency, from birth, has difficulty in forming communicative activities, emotional communication, so the development of a communicative culture and communication skills comes to the fore when teaching and raising such children. The need for communication activities is an essential condition for the emergence and development of speech in children with intellectual disabilities.

To confirm theoretical data, in February-March 2020, an experimental study was conducted on the basis of the Auxiliary School No. 26 of Vitebsk. The pilot was attended by 16 primary secondary school students, 10 boys and 6 girls. The age of children is 7-8 years. In this category of children included in the experimental group, vision and hearing are preserved, but intellectual insufficiency (F70 - mild degree) is stated. The purpose of this experiment was to identify the level of communicative skills and skills in primary school children of auxiliary school.

In January 2020, we selected diagnostic material, which included two series of methods: the first to identify the level of formation of communication skills, the second aimed at identifying the level of development of regulatory abilities. Also, each diagnostic task has: goal, progress, instruction, assessment and interpretation of results. It was pointed out that the conditions of the survey should take into account the age and physical capabilities of children. In the course of work, there should be a constant change of activity in order to avoid overwork of children. And the duration of each technique should be no more than twenty minutes.

According to the results of the study, among primary school students with intellectual disabilities there are children whose speech is at a sufficient level (21.83%), and children who have not yet developed speech - 58.34% (or haven't mastered it at all - 19, 83%). But there is what unites them - a limited understanding of the speech addressed to them. But it should be noted that speech is not a full-fledged source of knowledge that is transmitted to the child and speech does not show his intellectual capabilities.

Thus, according to the results of an experimental study, it can be concluded that communicative skills in children with intellectual disabilities have the following characteristic: inadequacy of inclusion in a communication situation (73%); lack of orientation towards the interlocutor in the process of communication (56%); lack of transparency and fragmentation of coherent statements (69%). Limited means of communication (both verbal and non-verbal) leads to the fact that children with intellectual insufficiency become rejected in the peer team. The underdevelopment of the communicative function

of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory.

**Conclusion.** The process of communication, as an important factor in the mental development of a child and an adult, is a subject of consideration of human sciences. Communication also has a great impact on the cognitive processes of the child, on his personality. The influence of an adult is essential in the emergence and development of communication, and its leading initiative constantly "pulls" the child's activities to a new, higher level on the principle of "near development zone." The practice of interaction with children organized by an adult contributes to enriching and transforming their social needs. Limited means of communication (both speech and non-speech) leads to the fact that children with intellectual insufficiency become rejected in the peer team. Due to the fact that speech and non-speech means of communication are limited, children begin to be rejected in the peer team

In summary, the following conclusions can be drawn: the underdevelopment of the communicative function of speech cannot be compensated by other means of communication, in particular mimic-gesticulatory. Our diagnostic and didactic tools for identifying the formation of communication skills can help build an effective corrective development work to develop and correct these skills in children with intellectual disabilities. Didactic material can also be used in the pedagogical process of special educational institutions.

1. Lisina, M.I. Communication, personality and psyche of the child/I.M. Lisina. - M., Voronezh, 1997. – 386 p.
2. Akulovich, A.N. Peculiarity of communicative activity in children with intellectual insufficiency/I.A. Sharapova (ed. ed.) – Vitebsk: UO "VSU named after P. M. Masherova," 2012. – 338 p.