

THE SPECIFICS OF THE FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN WITH INTELLECTUAL DISABILITIES

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One of the priority directions of the system of special and inclusive education development is the study and improvement of speech communication of children with special psychophysical development. The specificity of the current stage of the development of this problem lies in the multidimensional study of the communication process in theoretical, empirical, applied aspects, affecting not only general, but also children's age, pedagogical, social psychology [1].

The concept of "communicative competence" was first used by A. A. Bodalev and interpreted as the ability to establish and maintain effective contacts with other people in the presence of internal resources (knowledge and skills). The term "communicative competence" is used in works of Y.M. Zhukov, L.A. Petrovskaya, P.V. Astenikov, E.I. Mychko, A.R. Luria, A.A. Leontiev, I.A. Zimnaya, etc. The formation of children's communicative competence is an important social and psychological-pedagogical problem.

The importance of a child's speech development, speech as a way of communication, and the development of its communicative function have been discussed in many works by various authors (A.A. Bodalev, A.A. Brudny, L.P. Bueva, L.S. Vygotsky, G.V. Kolshansky, A.A. Leontiev, M.I. Lisina, etc.). The studies of speech pathologists also substantiate the need for the formation of speech and, in particular, its communicative function (A.K. Aksenova, L.S. Vavina, V.V. Voronkova, M.F. Gnezdilov, E.A. Gordienko, S.Y. Ilyina, R.I. Lalaeva, R.K. Lutskina, V.G. Petrova, T.A. Protsko, Lm.P. Feofanov).

The purpose of the study is to determine the features of the formation of communicative competence of children with intellectual disability.

Material and methods. The material of this study was a set of concepts, data of theoretical conclusions obtained during the study of the peculiarities of the development of communicative competence of children with intellectual disabilities of various age groups. We used theoretical research method of a comparative scientific analysis of publications on the problem under consideration to formulate the initial positions of the study and determine the specific features of the development of communicative activity in children with intellectual disabilities. Most of the analysed special studies are devoted to the logical and substantive aspects of oral and written speech (V.Y. Vasilevskaya, M.F. Gnezdilov, E.A. Gordienko, R.I. Lalaeva, V.G. Petrova, etc.); identification and formation of its lexical side (G.I. Danilkina, G.M. Dulnev, Z.N. Smirnova, T.K. Ulyanova, etc.); determination of ways to correct the grammatical structure of speech (M.F. Gnezdilov, K.G. Ermilova, G.V. Savelyeva, M.P. Feofanov, etc.); methods of improving the skills of coherent oral and written speech (A.K. Aksenova, V.V. Voronkova, M.F. Gnezdilov, S.Y. Ilyina, I.Y. Sviridovich, etc.). The works of D.I. Boikov, V.A. Vyarianen, I.A. Yemelyanova, V.V. Tkacheva, O.V. Sivolobova are

devoted to research in the field of communicative competence of children with intellectual disabilities.

Findings and their discussion. A violation of communicative actions is noticeable in the first year of life of children with intellectual disability. I.A. Emelyanova emphasizes that children with intellectual disabilities do not talk much to each other. Even when in a game situation they do not use speech enough and replace discussions and conversations with the utterance of individual words as an incentive to perform certain actions. The development of communication in children with intellectual disabilities differs significantly from normal development of a child. It is often difficult to establish emotional contact with children and adults for a child with intellectual disability. Communicative activity is characterized by persistent violations of all aspects of communication such as a sharp decrease in the communicative and cognitive need for communication, the lack of formation of phonetic, lexical and grammatical means of language necessary for the implementation of the finished speech product. Children with intellectual disabilities are characterized by defects in sound reproduction, difficulties in the process of perception and comprehension of reversed speech, the content of stories, fairy tales, etc. Coherent speech does not correspond to age. All this leads to the fact that most of the children in this category do not know how to maintain and start a conversation, how to answer the interlocutor's question, find it difficult to formulate a question, a request.

In connection with this isolation, there's a distinct role for a specially organized formation of communicative skills and abilities for they have a greater impact on the processes of adaptation and integration of the child into society, as well as on the development of his personality as a whole [2]. The higher the child's level of speech development, the more successfully a child with intellectual disability adapts to society.

To increase the level of communicative competence in children with intellectual disabilities, N.S. Kulikova developed a correctional program aimed at developing the skills of socially adequate behavior of children. The main objectives of this pedagogical activity were the following: – development of interpersonal and conflict-free communication; – formation of self-control and self-regulation skills in the process of group interaction; – the development of children's knowledge of the rules of etiquette and the formation of skills for the practical application. The correctional and developmental program proposed by the author involves the use of story-role-playing games, psychodramatic exercises; elements of art therapy, music therapy and game therapy.

O.V. Sivolobova notes that the need for communication plays an important role in the life of a child with intellectual disability. Entering into a relationship with the outside world, he reports information about himself and receives the information he is interested in, analyzes it and plans his social activities based on this analysis. The effectiveness of this activity often depends on the quality of information exchange, which, in turn, is ensured by the availability of necessary and sufficient communication experience. The earlier this experience is mastered, the more diverse the communicative means, the more successfully the interaction is realized [3].

Conclusion. Thus, increasing the level of development of communicative competence is both an independent goal and a means to achieve significant success in all areas of development and correction of a child with intellectual disability. Self-realization and self-actualization of a child with intellectual disability in society directly depends on the level of formation of his communicative competence.

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THE USE OF PLASTICINOGRAPHY AS A FORM OF WORK WITH CHILDREN WITH DEVELOPMENTAL DISABILITIES

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One of the priority directions of the development of modern correctional pedagogy deals with improving the effectiveness of correctional and developmental work of a teacher-defectologist, including speeding up the correction process itself, strengthening awareness and interest of children, their inclusion in the pedagogical process. T.V. Lisovskaya, O.S. Khrul, E.A. Lemekh, O.E. Shapovalova, M.V. Zhigoreva and others point to the need to use non-standard approaches, innovative technologies, and individual development programs in this activity.

Art therapy is considered as one of the innovative approaches to correctional work with children with peculiarities of psychophysical development of various nosological groups (L.S. Vygotsky, I.A. Gordeeva, L.V. Nikolaeva, I.G. Galyant, L.I. Zabara, L.N. Yakina, etc.) [1]. Currently, a child of the category under consideration is given the opportunity to choose a wide range of visual materials, which in the process of work cause joy, emotional excitement, maintain interest in drawing, through the creation of a positive psychological climate and emotional atmosphere. According to researchers (I.A. Lykova, A.V. Nikitina, N.P. Sakulina, etc.), unconventional drawing techniques are ways to create a new, original work of art. One of the unconventional drawing techniques is "plasticinography", which can also be successfully used in solving various correctional and developmental tasks (E.B. Fetisova, A.V. Pokatskaya, G.V. Pavlyuchenko, O.A. Perelygina, etc.).

The purpose of the research is to analyze the possibilities of using plasticinography as a means of correctional and pedagogical work with children with disabilities of psychophysical development.

Material and methods. The material of this study is a set of approaches to the use of non-traditional techniques of visual activity in correctional and developmental activities (A.V. Nikitina, N.P. Sakulina, I.A. Gordeeva, L.V. Nikolaeva, I.G. Galyant, L.I. Zabara, L.N. Yakina, etc.). We applied theoretical research method of a