INFLUENCE OF COMMUNICATIVE SITUATIONS ON COMMUNICATION MEANS ACQUISITION BY A NONSPEAKING CHILD

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Abstract

Important condition for communication skills development is the diversity of communicative situations of different social levels and institutions. Combination of communicative situations traditionally accepted in the family is the communicative environment where the first communicative skills and means of communication of an early aged child are formed. The increasing number of children with the visible problems in communication and as consequence lack of effective complex techniques and practices of correction now specified relevance of our research.

Objectives are: 1) a consistent training of parents, close adults and teachers of orphan homes aimed at creating communicative situations. 2) Emphasizing of particular speech patterns specific for frequently repeated communicative situations. 3) Formation among early aged nonspeaking children the most frequent non speech means of communication, oral speech patterns and, consequently, communicative skills.

Methodology. Research analysis, anamnestic statistics and methodology of E.V. Sheremetyeva, mathematical methods of data processing are basic for research. Forty children from the age of 1, 2 to 3 took part in the research. They are brought up in the condition of full parental deprivation, only in the condition of family and nursery school.

Research results. Discussion. We have diagnosed that quantity and quality of communicative situations in various micro-social conditions (in conditions of complete parental deprivation, only families, and in conditions of family and nursery school) are significantly different.

Conditions of complete parental deprivation lead to a lag in the formation of communication skills, nonverbal communication tools and oral speech. However, we have noted a positive tendency in acquisition the skills of communication with peers.

Children brought up only in a family are constantly in the same communicative situations, what often negatively influences the development of means of communication.

The increase of the number and change in the quality of communicative situations with the involvement of close adults and nursery school teachers can significantly increase the level of formation of communicative skills and oral speaking means of communication with non-speaking early aged children.

Conclusion. The creation of communicative situations with the introduction of new speech patterns in the usual life of a child allows to expand his communication capabilities. In this case, we do not fundamentally change the way of a family or the traditionally existing rules of the institution in which child is brought up, but only rely on the current level of speech development and provide an incentive to form new means of communication. In our opinion, all this allows to make the correction-forming process more efficient.

Keywords: early aged children, communication skills, communicative situation, speech patterns, communication means, deviations in speech acquisition.

1 INTRODUCTION

Frequently repeated communicative situations distinctive for humankind, separate nations and particularly for every family are significant factors for origin, skills development and means of
communication. Complex of communicative situations traditionally accepted in every family is the communicative environment, where the first communicative skills (as genesis and application of non-verbal and then verbal means of communication) of an early-aged child are formed. The increasing quantity of children with expressed communicative difficulties and, as a result, lack of orally verbal means of communication on one side and lack of effective complex correction methods of such conditions on the other side, the use of communicative family potential and of closest social environment specified relevance of our research.

There is a growing quantity of four-year children with disordered communicative-verbal development, who enter educational establishments and the structure of speech underdevelopment is getting more complex. We are dealing with the problem that traditionally accepted logopedic correction methods with 3-4 year children are reducing their effectiveness. One of the key potential possibility for solving this problem is lowering age level for special logopedic aid. We see possibilities to start correctional work from the moment of birth, calling on family potential.

Special attention has been given to the period of infancy and early childhood in recent decades in Russia, since this period is the most favourable for mental development. However, specialists in the education system, medicine and parents are facing the lack of the timely identification and interpretation methods of complex symptoms indicating the risk of communicative speech underdevelopment. The diagnosis existed in speech therapy, in medicine and in the educational system for non-speaking children with delay of speech / psycho-speech development under 3 is short-descriptive and little informative. Consequently, there are difficulties with the diagnosis, correction and prevention of developmental disorders in the initial period of germination and formation of communicative skills and means.

E.V. Sheremetyeva introduces a new nosology unit to designate violations in the communicative speech development at an early age “deviations in speech acquiring”. Deviations in speech acquiring (DSA) are the underdevelopment of non-verbal, verbal, intonation-rhythmic means of communication within the psycho-speech system, due to the inadequacy of social conditions and, as a result, the immaturity of the psycho-physiological prerequisites for speech.

This logopedic conclusion allows to reveal the structure of impaired development, to involve the child in the process of corrective and preventive action in time for maximum approaching to the norm [6, 7]. Taking into consideration the definition of impaired development at an early age, it is clear that correction of such deviations is possible with the active directed participation of the family and changes in the communicative-verbal environment natural to the child.

In addition, we clarified the concept of “communication skills” of early-aged children. This is mastering of the available non-verbal and verbal means of communication in the process of a child’s interaction with surrounding partners in a certain microsocial environment, formed by perception and repeated repetition with the goal of imitation and free use for mutual understanding, interaction and satisfaction of emerging needs [8, 9].

In conducting the research, we relied on the above-mentioned definition.

2 OBJECTIVES

The main objective of our experimental research is the prevention of deviations in the communicative speech development of a child. To achieve this goal, we have defined the following tasks.

1 Consistent training of parents, close adults and orphanages teachers which is aimed at creating direct communicative situations.
2 Emphasizing individual speech patterns typical for frequently repeated communicative situations.
3 Formation in non-speaking early-aged children most frequent non-verbal means of communication, verbal speech patterns and, therefore, communication skills.

3 METHODOLOGY

While selecting diagnostic methods and correctional impact technologies, we mainly relied on the cultural-historical concept of higher mental functions formation (LS Vygotsky), according to which
speech as the highest mental function is formed in certain socio-cultural conditions, where parents of the child and his nearest microsocial environment are the carriers of these conditions.

We also identified in the research methodology a thesis on the priority of communication in relation to speech (L.S. Vygotsky, A.A. Leontyev, R.E. Levin, M.I. Lisin, G.V. Chirkina). In our research, the following methodological thesis implies the directional creation of communicative situations that allow activating the corresponding speech patterns.

To achieve the goal of the research, we used the following methods: theoretical analysis of the literature, anamnestic data analysis, the method by E.V. Sheremetyeva "Diagnosis of an early-aged child’s psychoverbal development, mathematical methods of data processing".

The study involved 40 children aged 1.2 to 3 years old, brought up in conditions of full parental deprivation, only in family conditions, in family and kindergarten conditions.

4 RESULTS AND DISCUSSION

We analyzed various microsocial conditions for the early-aged children upbringing, specifically in conditions of complete parental deprivation, only in families and in conditions of family and kindergarten. The determined features of various social conditions affecting the communicative skills formation of early-aged children with deviations in speech acquisition have significant differences, affecting the speech development of the child. Due to the obtained data analysis, we identified both positive and negative factors of microsocial conditions. In all microsocial conditions, we revealed the identical difficulties in communicative skills formation in early-aged children with deviations in speech acquisition. There were revealed visual and auditory perception difficulties of the reversed speech. However, the use of formed and forming communicative means in the process of aimed teaching varied in period and manner of acquiring.

The tightness of the children’s communicative experience, who are brought up only in the family environment (children do not attend educational institutions, do not have experience in diverse communicative situations with peers, they are constantly in the same communicative situations with the familiar predictable adults) has negative influence on the communicative means formation.

The conditions of parental deprivation (the everyday behavior of the staff, space closeness) are also the reason child has enough communication means he has developed with the same partners and there is no need to build up new communication means. The child has stereotyped communication skills and their use under these conditions. There is no formation of more complex and advanced communication skills and means of application; there is no stimulation for the transition to a new speech stage and development is stagnant.

A positive moment in the conditions of deprivation is the experience of free child’s communication with peers, which allows having additional communication partners. Children freely interact with each other using the existing means of communication, while the adult is away (“child”-“child” level). With adult interference into interaction (“child”-“adult”-“child”) children wait for the further communication arranged by the adult and go over completely to the adult communication (“child”-“adult”).

Entering the nursery school, a child receives new experience of communication. The child is forced to leave the comfort zone of family stereotypes, falling into a new micro-social environment with its various rules. The new partner’s emergence with the stereotypical habitual speech behavior does not bring the expected result - they do not understand it. Dissatisfaction with the needs compels the child to expand the available means of communication through perception and imitation.

Identifying the communicative skills features of early-aged children with speech acquiring violations in different micro-social conditions allowed us to determine didactic assignments for the nearest adult environment in order to harmonize the external environmental conditions for the formation of communication means and their application. We identified the most frequent communicative situations in various studied microsocial environments. We determined the speech patterns most characteristic for each communicative situations. We taught parents, teachers, the child’s home staff and kindergarten teachers methods and techniques for creating communicative situations, updating speech patterns characteristic for given communicative situations and problems solving which emerge in spontaneous communicative situations at the levels of “child-child”, “child-adult”. The formation of communication skills occurs in any activity available to the child.
There is a microclimate change without disturbing family tradition of a single family, expanding and creating situations unfamiliar to the child. It is necessary to take into account the emotional state of the child. Being in his interests zone allows an adult to control the situation, taking the child to the planned actions through his desire, mood and possibilities.

We enriched the external environment for the nonspeaking child with communicative situation, what allowed us to form the maximally frequent non-verbal means of communication, oral speech patterns and, consequently, communication skills. The main method is artificial creation of communicative situation in the zone of the child's interests, assignment of certain speech patterns, and confirmation with nonverbal means that are accessible to understanding. Over time, the child may, under the guidance of an adult or independently, transfer a fixed skill of using a speech pattern, into similar communicative situations, with a slight change in the speech construction.

Thus, it becomes clear that an increase in the number and change in the quality of communicative situations under directed training of close adults and teachers in children's institutions can significantly increase the level of development of communication skills and verbal speech means of communication with non-speaking early-aged children.

REFERENCES


