

The Specificity of the Communication Process of Children with Disabilities

Musaeva Nargiza Sayfullaevna

PhD Tashkent State Pedagogical University named after Nizami



Abstract – In this article has been opened the peculiarities of development of communication skills of children with disabilities, ways to facilitate the adaptation of pupils with disabilities through the formation of their communications, measures of responsibility of teachers and parents in the development of communication of such children.

Keywords – Correction, Mental Retardation, Children With Disabilities, Communication, Speech Pathologist, Educator, Specialized Institution, Child, Parent, Family, Speech, Education.

I. INTRODUCTION

In our society, everyone has a place, and therefore enters into a unique relationship with the people around him. Communication is a multidisciplinary complex process that builds relationships between people. This process helps people to understand other people, to evaluate their feelings and actions, which in turn helps him to realize his potential in life and to find his place in society. In particular, communication is one of the main activities of a person, which allows him to evaluate himself by interacting with other people, that is, creates the basis for his formation as a person. The need to communicate is not innate. It is formed during practical life as a result of interacting with the people around it.

The influence of people close to the formation of each person as a person, ie parents, relatives, teachers, peers, as well as other people in society, is great. Children with intellectual disabilities are perceived differently by people in society: some people are indifferent to people with intellectual disabilities, others are compassionate, and still others are afraid of this category of children or hate and take their healthy children away from them. Many people in

society have a misconception about children with intellectual disabilities that parents are primarily to blame for the origin of these misconceptions. This category of children is rare on the streets, in places of cultural recreation, parents of children with intellectual disabilities, ashamed of their children, do not include them in society, avoid them, fear that someone will look down on or offend their child, In order not to take the child out of the house, or to take him out into the street, he orders his child to keep quiet on the street, and forbids him to communicate with other people, as a result of which he falls into this category. i leads to misconceptions about children.

II. MAIN PART

Parents are worried that people around them will become aware of their child's shortcomings, which worries the child to be afraid of all the people around him, to treat those around him with negative negativity. Various negative influences make it difficult for children with intellectual disabilities to adapt to life and, of course, as a result, the child's communication skills do not develop. If a parent accepts his child as he is, without being ashamed of his shortcomings, people in society will accept him as he is.

When a child's communication skills are formed, his communication skills develop only when the people around him and his peers interact more with him [3].

Educators and educators are also a force influencing the personal development of children with disabilities. Educators should observe the facial expressions of a child with disabilities, monitor the development of his sensory organs. Various exercises, exercises and the use of daily household items also give effective results. A child with a disability needs to be taught everything, especially laughter. It is well known that laughter is not an innate ability, it is manifested under the influence of social factors. Children with disabilities should be in constant communication, and every movement should be addressed in a gradual, non-loud, quiet speech. It is necessary to talk to them more by expressing and naming the actions being performed. It is important to constantly support the child's actions and interest in the environment. Ordinary people, who are confronted with the daily lives of children with disabilities, also have an impact on the development of the child as a person. Children with intellectual disabilities try to understand the speech of others depending on the intonation, facial expressions of the speaker, the emphasis on individual words. The development of communication processes at different stages of life of children with disabilities requires great attention and patience from parents, educators, psychologists. Educators and parents need to monitor the child's speech changes throughout their activities, which helps to develop communicative communication skills.

According to LS Vygotsky, human cognitive processes develop on the basis of interaction and communication. Defects in the communication process affect a person's development. Children find it difficult to understand themselves as individuals, which makes it difficult to interact.

V.G. Petrova admits that children with intellectual disabilities have difficulty communicating with their healthy peers. This is due to several reasons. First of all, children with disabilities in this category have a low level of speech development. Speech in children with intellectual disabilities is not only late, but also characterized by specific speech defects. Accordingly, the speech of students with intellectual disabilities impairs all its activities, affects the development of communication skills, and negatively affects the qualitative formation of communicative function. Lack of verbal initiative and shortcomings in the means of speech thinking lead to the use of the same pattern and pattern in the introduction of speech negativity, humanism,

speech communication in students with intellectual disabilities [3].

Analysis of the literature on the study of the problem [1, 2, 3, 4] and the results of research ¹ showed that:

Communication is an important factor in a child's mental development;

Communication is an important indicator of the full development of the child's cognitive processes, the development of important factors necessary for learning in school;

Among the students who are not able to master the general education school programs, there are students with intellectual disabilities, therefore, it is necessary to identify this category of students in a timely manner, study their specific characteristics and educate them in specialized schools;

Defects in intelligence - an organic injury of the brain, in which children can be observed not only in intellectual activity, but also in mental, physical and emotional development;

For the full development of the personality of a child with intellectual disabilities, it can be achieved by creating good positive conditions between the child and the adult, as well as between the child and his peers.

III. RESULTS

Forming the communication process of students with disabilities requires a lot of work and responsibility from teachers. When working with students with disabilities, teachers should do the following:

Defectologists should conduct regular seminars and counseling for primary school teachers and parents on the development of communication skills of primary school students with disabilities;

Discuss the results of psychological and pedagogical diagnosis together and choose a positive method of correctional work for the effective conduct of daily education of each child;

Creating conditions for corrective work on the formation of communication skills of the child: conducting exercises and trainings that develop communicative communication, the use of relaxing audio music during

¹ Results of the survey of primary school teachers of specialized schools 25, 33, 36, 37, 52, 57, 66, 87, 105, 199 in Tashkent.

lessons and recreation, the use of music in the classroom, the involvement of children in psychological training;

In order for children to evaluate themselves properly, it is necessary to ensure the active participation of all during games and activities;

During the game, the educator must be indirectly involved, the teacher's participation is determined by the conditions of the game, the task and the children's ability to speak. During the game, it is necessary to correct children's speech defects, to carry out the necessary correctional work, to explain and encourage children's achievements.

It also requires more work and responsibility from parents in developing students with communication skills. Parents of students with disabilities should do the following:

Parents should always encourage their children. He should try to give him a leading role in the performance of tasks, develop in the child a sense of self-confidence;

Parents should encourage the child not by comparing what he or she has done with other children, but by telling him or her about his or her achievements by comparing them to his or her previous work;

IV. CONCLUSION

Parents should not let the child do everything he wants, but without restricting him from everything, he should decide what can be done and what is not possible in agreement with family members.

Parents should regularly visit their children's various cultural places of recreation, which will help the child to expand his imagination and develop in all respects;

Parents should read to their children a variety of interesting books and instill in the child a love for books;

Let the child always know that his parents love him. He should always be encouraged by telling about his achievements. The child must know that he is dear to his parents.

REFERENCES

- [1] Voronkova VV, Education and training of children in a secondary school. / Ed. -M.: School-Press, 1994
- [2] Musaeva N.S. Aqli zaif Kuvchilarda verbal va noverbal mulototga kirishish knikmalarini talim jarayonida rivozhlantirish (boshlanfich sinflar misolida). Thesis. T., 2018 yil.
- [3] Petrova V.G. Psychology of mentally retarded schoolchildren: Textbook / V.G. Petrova, I.V. Belyakova. — M. : Academy, 2002.
- [4] Shipitsina L. M. Learning to communicate with a mentally retarded child. - SPb., 2010.