

The Development of Socio-Communicative Skills in Adolescents with Intellectual Impairment

Muyassar Khamidova

Associate Professor, Tashkent State Pedagogical University

Named after Nizami Tashkent, Uzbekistan



Abstract – *The article reveals the features and significance of the development of socially communicative skills in children with intellectual disabilities. It also describes the stages of the program for the development of social and communication skills of students in secondary schools.*

Keywords – *Special Pedagogy, Adolescents with Impaired Intelligence, Differentiation, Social and Communication Skills, Social Adaptation.*

I. INTRODUCTION

The quality of the educational process, the activities of special pedagogy is largely determined by how much the potential for learning and development of each child, his individual characteristics are taken into account and realized. Therefore, improving the education system is always associated with the search for ways of individualization and differentiation of teaching children in school.

Today, the successful training and education of children with intellectual disabilities are inconceivable without qualified corrective development work based on the results of comprehensive diagnostics and new scientifically based organizational and methodological forms of activity.

The main goal of educational institutions for children with intellectual disabilities is the effective social adaptation of these children. And this, in turn, is not conceivable without the formation of communicative skills in secondary school students.

As a result of a theoretical analysis, the most studied in the psychological and pedagogical literature are questions

regarding general information about specific manifestations and causes of a decrease in the rate of mental development in children (T.A. Vlasova, V.I. Lubovsky, M.S. Pevzner, etc.). Various variants of deontogenesis are described (N.P. Vaizman, T.A. Vlasova, K.S. Lebedinskaya, I.F. Markovskaya), cognitive activities (N.V. Babkina, S.A. Domishkevich, N.G. Lutonyan, V.L. Podobed, E.S. Slepovich, T.A. Strekalova, R.D. Triger; U.V. Ulenkova, N.A. Tsykina) and features of the game and learning activities (E. B. Aksenova, L.V. Kuznetsova, E.S. Slepovich) of the considered category of children.

The problems of the personal development of these children are less studied (D.I. Boykov, E.N. Vasilieva, M.I. Gumenyuk, E.E. Dmitrieva, G.I. Efremova, I.A. Korobeinikov, E.A. Chernyshov).

The communication of children with impaired intellect is not well understood, while the development of social and communicative skills is an important factor in the child's socialization and compensation for violations in its development. In correctional pedagogy, this problem was

studied by VN Sinev, GN Dulnev, Zankov, LV, Eremenko I., Belkin AS, Ushakova I.P.

Social and communicative development is aimed at:

- ✓ The assimilation of norms and values accepted in society, including moral and moral values;
- ✓ Development of communication and interaction of the child with adults and peers;
- ✓ The formation of independence, focus and self-regulation of their own actions;
- ✓ The development of social and emotional intelligence, emotional responsiveness, empathy, the formation of willingness to work together with peers, the formation of a respectful attitude and a sense of belonging to your family and to the community of children and adults in the organization;
- ✓ The formation of positive attitudes towards various types of labor and creativity;
- ✓ The formation of the basics of safe behavior in everyday life, society, nature.

Consideration of the features of the formation of the personality of adolescents with impaired intelligence allows us to conclude that the development of communicative activity can be considered from such points of view: as the main factor in their personal development and as a factor in their successful integration into society.

Therefore, an analysis of the literature confirms the relevance of the search for ways to develop social and communicative skills in students with intellectual disabilities.

Based on the analysis of psychological and pedagogical literature, a program of psychological and pedagogical support for the development of communicative skills of adolescents with intellectual disabilities was developed and tested. This program includes several areas: the development of non-verbal means of communication, the formation of dialogic speech, the improvement of communicative skills in role-playing games.

The development of communication skills took place in several stages. At the preparatory stage, the main goal was the creation of trusting relationships and the development of non-verbal means of communication. With teenagers, games were held to develop facial expressions, gestures, intonation.

At the next stage of the work, the goal was the development of linguistic means, attention was paid to expanding the vocabulary, syntactically constructing

sentences correctly, and also forming dialogic speech. Emphasis was placed on the development of skills to answer questions, as well as ask questions.

The final stage of the work was the improvement of the acquired communicative skills in role-playing games.

However, despite the specific features and difficulties of speech development and communication, younger students with intellectual disabilities have potential opportunities for the development of the communicative-speech sphere, and a properly organized psychological and pedagogical process that takes into account the psychophysical and speech characteristics of children will contribute to a more successful mastery communication skills.

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