



Typology of Communication Activity of Children with System Speech Disorders

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Abstract

The article contains the findings of the experimental study on communication activity of elder preschool age children with developmental language disorders (DLD): developmental state of communication skills and means of communication, personal communication arsenal. Experimental data analysis demonstrates insufficiency in development of informative, perceptive and interactive communication skills in children with the named speech disorders. Deficiency of the listed skills causes various difficulties in different communication situations involving peers and adults and is being manifested through informative, perceptive and interactive components of communication. It was noted that such level of communication skills development is typical for contextual and practical communication interactions, which indicates delay of this stage of communication development in senior preschool age. Specific features of communication skills of the senior preschool age children with DLD are caused by the shortage of the means of communication, as well as by the individual communicative traits of a child. It was discovered that specific development of the personal communication qualities in preschool children with DLD causes difficulties at the very basic level of communication activity. On the basis of experimental data there has been developed a child's personal profile. Experimental data analyze is allowed defining certain types of communication activity of elder preschool age children with system speech disorders.

Keywords: Types of Communication Activity; Communication Skills; Communication Activity; Developmental Language Disorders; Senior Preschool Age Children

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For many years, the problem of overcoming communication difficulties by children with speech disorders has attracted the attention of educators all over the world.

During 2013-17 in Ukraine, an experimental study was conducted aimed at the systematic study of the communicative activity of children with developmental language disorders,

which included the study of communicative skills and means, personal traits that covered the communicative arsenal of a person and the structural organization of communication activities. The study included 408 older preschool children with DLD and 278 with normal speech development (hereinafter - NMR), 686 parents and 86 teachers.

The analysis and generalization of the results of the study gave grounds for conclusions about the insufficient

formation of all structural components of communicative activity, the deficiency of the communicative arsenal of the individual, the limitation of communicative skills and means by older preschool children with DLD.

Experimentally, insufficient formation of perceptive, interactive, informational and communicative skills in children of the studied category was revealed. At the same time, slightly higher levels of formation of perceptive and lower levels of interactive communication skills were found by children with DLD. The identified state of communication skills is insufficient for effective communication with others and indicates the deficiency of all means of communication: verbal, expressive-mimic, subject-action. As a result of the specificity of mastering communicative skills in various communicative situations, more than half of older preschool children with SPM have inherent difficulties in communicating and arguing their own opinion, understanding the emotional states of others, assessing the remote consequences of communicative interaction, in correlating their own communicative abilities taking into account the conditions of the communicative situation, changing methods interaction with a communication partner, etc. This means insufficient mastery of communication skills, means of communication of older preschool children with DLD [1-4].

In the structure of communicative activity, the greatest difficulties were revealed at the stage of planning and control, the instability of the studied activity as a whole, its situationality and its success largely depends on the external guidance of an adult or peers.

The generalization of data from an experimental study of the communicative activity of children with SPM of older preschool age provided the basis for the development of its typology. At the initial stage, with the aim of a more complete interpretation of the obtained types, normative indicators were selected, which were obtained with the participation of children with NMR.

As a result of the application of cluster analysis, 6 types of communicative activity of the studied older preschool children were identified, 2 of which are characteristic only of children with normative development: active-productive (all components are formed in 158 persons (56.8%)) and personal-deficit type (communicative difficulties are caused by specific personality traits, 106 people (38.2%)) At the same time, children with DLD are characterized by the following types of communicative activity.

Expressive-Prognostic Type

Typical characteristics are a high level of expressiveness in communicative activity (mainly free), predicting its

results and the communicative behavior of others, as well as a low level of communicative difficulties and barriers in communicating with others. Inherent in 108 children (26.4%) with DLD and only 8 (2.9%) with NMR [5-7].

Structural Deficit Type

It is characterized by insufficient stability and fragmentation of the structural components of communicative activity; frequent manifestations of communication difficulties caused by specific personality traits; low communicative initiative and orientation. Inherent in 33 children (8.1%) with DLD and only 6 (2.1%) with NMR [8,9].

Compared to other types, this type is characterized by the greatest number of communication difficulties associated with the lack of communicative personality traits, which are often or always manifested.

Operational Deficit Type

It is characterized by insufficient communicative forecasting, a low level of formation of perceptual and informational and communicative skills, a violation of the structural organization of communicative activity. It was detected only in older preschoolers with DLD - in 123 people (30.2%).

Passive-Stereotypical Type

It is characterized by frequent manifestations of communication difficulties caused by personal traits; low level of formation of communicative skills, violation of the structural organization of communicative activity. Inherent only in children with DLD - 144 preschoolers (35.3%) [10-13].

Thus, the leading types of communicative activity in children with systemic speech disorders were found to be passive-stereotypic and operational-deficit, which are generally characteristic of 65.5% of children in the studied category. Both types are characterized by significant communication difficulties caused by insufficient development of communication skills and communicative personality traits, the structure of communication activities. The third most common type of communicative activity among children with DLD was expressive-prognostic, which in general, according to its characteristics, is the closest to age norms. The structural deficit type is the least pronounced in children with systemic speech disorders. At the same time, the active-productive type, which corresponds to age norms, and the personality-deficit type, which is characterized by the formation of communicative skills and the structure of

communicative activity and the immaturity of communicative personality traits, were not found in children with DLD. Such data testify to the prevalence in older preschool children with systemic speech disorders of mainly deficient types of communicative activity with varying degrees of expressiveness of communicative difficulties.

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