

Formation of Communication Skills in Preschool Children with Visual Impairments as an Important Factor of their Socialization

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ABSTRACT

The urgency of the problem under investigation due to the provisions of the new federal state educational standards of preschool education in the Russian Federation, according to which at the present stage of priority education is to implement a high level of social and communicative potential of the child's personality as a prerequisite for its successful adaptation and socialization in the society. This article discusses the results of a study whose purpose was to develop a program of formation of communication skills in preschool children with visual impairments. The leading approaches to the study of this problem is the position of humane pedagogy, Waldorf education and to imitate the example of the idea of a deep respect for the child's personality. Structure of the program includes games, aimed at developing the child's care to another, his virtues and experiences, fellowship with one another, assisting in real and game interaction, non-verbal learning and verbal means of communication. The implementation of this program in the experimental conditions showed the effectiveness of the proposed approaches in the organization of educational activities aimed at the formation of communication skills in preschool children with visual impairments, as an important factor for their adaptation in the social environment.

KEYWORDS

Children with visual impairments; communication skills; socialization

ARTICLE HISTORY

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Introduction

Modern system support for children of preschool age in educational space developed in the context of the main provisions of the federal state educational

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standards of preschool education. Important aspects in the field of social and communicative development of children, regulated by the Federal state educational standards of preschool education are: positive attitude toward self and others; active interaction with adults and peers; the ability to negotiate, to take into account the interests and feelings of others; the ability to resolve conflicts; to show initiative and independence in various activities.

In the Russian Federation, the prevalence of visual impairment in children is 16.0 per 10 thousand child population (Neroev, 2009). The main clinical forms of visual pathology in children are refractive errors (nearsightedness, farsightedness or astigmatism) and strabismus. In the Russian Federation, the main objective of support for children with visual impairments is to provide qualified psycho-pedagogical and medico-social assistance children and their families (Malofeev, 2011).

For a child with visual impairment communication takes on added significance because it is an effective means of correction and compensation of secondary deviation in mental development occurring on the background of visual deprivation.

The problem of communication is reflected in studies of domestic and foreign scientists (Ananiev, 2008; Bodalev, 2008; Leontiev, 2008; Myasishev, 2011; Bern, 2012). Currently studied the mechanisms of communication, types of communication, communication functions, components, and a means of communication. The problem of the genesis of communication was the subject of research in the psychology of work (Galiguzova and Smirnova, 2004; Lisina, 2000; Smirnova and Kolmogorova, 2009). Scientists note that the generated communication skills contribute to the mental development of preschool children, as well as the impact on the overall level of its activities.

In studies of psychologists and teachers (Vygotsky, 2003; Solntseva, 2000; Deniskina 2012) were identified patterns of development of children with visual impairments. The authors concluded that in addition to the general laws of development inherent in all children, for children with visual impairments characteristic defectological patterns of development, when the primary visual impairment leads to a peculiar change in the whole mental development of the child, which is manifested in the formation of secondary disorders of mental activity. These authors attributed the difficulties of interaction with the outside world, the uniqueness of the individual child and the violation of their social adaptation. Therefore, along with special sessions on the development of visual perception and spatial orientation, teachers should pay attention to the formation of children with impaired social interaction skills.

The role and importance of communication in the development of children with visual impairment have been the subject of a number of research works (Grigorieva, 2001; Nikulina, 2004). Their studies have shown that the visual defect negatively affects the level of development of communication skills, the use of non-verbal means of communication, experience and information about the world. At the same time, it should be noted that preschool age is a sensitive period of development of complex communication links children, the ability to communicate not only with individual children, but also with a team of peers, with adults, in accordance with the socially approved norms of behavior. It is in the older preschool age lays the basic forms of behavior and communication, develops children's group, whose laws require the existence of a more developed

system of communication skills (Galiguzova and Smirnova, 2004; Katsuba, 2014). This data highlights the issue of development of correctional programs targeting on different sides of the communication of children with visual impairment, with peers and adults. However, the specificity of the visual defect, occurring secondary deviation, training and education Wednesday make adjustments to the known techniques and need to find new forms of work and new solutions.

The aim of our work was to develop a program of formation of communication skills in preschool children with visual impairments. Our general hypothesis was the assumption that the efficiency of formation of communication skills in children with impaired vision affect actualization emotional ties and a sense of community among children, including children in an emotionally favorable environment and educating parents. These preschool skills acquired in the course of correctional and educational activities, will contribute to the development of their communicative behavior in gaming activities and ensure the adoption of basic life values for the society and contribute to the successful socialization.

Methodological Framework

Research Methods

In the course of the study were used the following methods: analysis and synthesis of the literature on the issue of research, analysis of anamnestic data, pedagogical experiment, observation, methods of quantitative and qualitative results of the study treatment.

Experimental Research Base

The study was conducted on the basis of the municipal budget preschool educational institution "Kindergarten 137 compensating" Cheboksary of the Chuvash Republic.

Characteristics of Children

The study involved 20 children of 5-6 years with a visual impairment. Analysis of medical records showed that subjects had the following nosological forms of visual pathology: retinopathy of prematurity II-IV degree; convergent and exotropia; hyperopia secondary degree and complex; myopia; partial atrophy of the optic nerve. In accordance with the classification V. Z. Deniskina (2007) all the children belonged to the "visually impaired" category and used visual perception as the main sensor system.

Stages of Research

The study was conducted in three phases:

- The first stage - the preparatory stage - analyzed the current state of the research problem in the pedagogical theory and practice; It developed a program of research methodology;

- At the second stage - the main stage - developed program of pedagogical activities to build communication skills of visually impaired children; it was conducted experimental work to verify the effectiveness of the program;

- The third stage - the final stage - carried out the systematization and generalization of the results of the research, processing and execution of the research results obtained.

Results

The Structure and Content of the Program

The developed program was based on the main provisions of Waldorf education Steiner's role model and example (Gryunelius, 2010), Humane Pedagogy Sh. A. Amonashvili (2012), when all is coordinated with the children desires and pedagogical ideas J. Korczak (2014), according to which the basis of pedagogical influence - the idea of deep respect the child's personality. We proceeded from the understanding that preschoolers are not in accordance with the rules, regulations and concepts, and on the basis of their own sense impressions and sensory experience. That is why our program is not based on explanations, promotions or evil report, and on the organization of the direct relationship between them.

Based on the concept of the above authors, we have identified the following rules work with children:

- The exclusion of any coercion (coercion can cause reactions of negativism, withdrawal);
- Non-judgmental (any assessment irrespective of its valence helps focus on the child itself);
- The lack of competitive games in the moment (in the fixity of their own qualities and virtues creates a bright demonstrative, competitiveness and the desire of others evaluation);
- The rejection of real objects and toys in the early stages of the program (as practice shows, the appearance of any object in the game distracts children from the direct interaction, the children begin to talk about something, and most communication is not an end, but a means of interaction).

The program of psycho-pedagogical activities based on the following principles: the principle of developing education that is based on the position of the leading role in the development of the child's learning and the formation of "zone of proximal development"; the principle of unity of diagnosis and correction; the principle of taking into account age and psychological and individual characteristics of children; the principle of systematic corrective, preventive and developmental problems; the activity principle; Principles of complex methods of psycho-pedagogical effects; taking into account the principle of the emotional complexity of the material.

In developing the program, we have taken into account the data of current research about the specific form of communication in the child with visual impairment, and the authors of the proposed innovative technologies correctional and pedagogical work (Smirnova and Kolmogorova, 2009; Fopel, 2006).

The basis of the program made the game to attract the child's attention to another and its various manifestations: appearance, moods, movements, actions, and actions. The games were aimed at creating gestural and facial communication tools, the ability to see their peers, pay attention to it, apart

from the fixation on your own "I", the formation of skills coordination own behavior with the behavior of others, emotional response skills in different situations, empathy skills, mutual assistance and peer support, skills of verbal positive attitude to peers.

Offered games help children to experience a sense of community with each other, taught to notice the advantages and experiences of peers and adults, to help them in the game and real interaction. This attitude engenders empathy, compassion, sympathetic joy and assistance, and consequently - the constructive forms of communication.

The program involves educational work with parents: to familiarize with games aimed at direct interaction; targeting parents for emotional support to children in difficult situations and the correct exit from it; individual counseling of parents in the event of personal problems in children with communication difficulties.

Stages of Implementation of the Program

Implementation of this program implied the next stage of experimental work:

- Implementation of diagnostics of level of development of communication skills of children with visual impairments;
- Development and implementation of scientific and methodological support for the formation of communication skills in children with visual impairments and experimental verification of the levels of formation of communication skills in children who have received training on the developed program.

The Establishing Step

On ascertaining stage diagnosis of level of development of communication skills in children was carried out.

The children were asked to task for face painting silhouette mittens. Children performed the task in pairs, at the same time they had to first agree on a pattern to paint, so they made a couple, and then start drawing. The results were processed on the basis of the following factors: the ability to negotiate; ability to carry out mutual monitoring during the implementation of activities; related to the results of its operations and activities of the partner; ability to show mutual drawing on the move; the ability to make rational use of the means of action.

According to the results of the diagnostic task sample allocation was as follows: 20% of the children had a high level of communication skills, 50% - the average, and 30% - a low level. Diagnosis showed that many of the indicators of communication and interaction of children formed enough (Table 1).

Table 1. The results of diagnostic communication skills in a group, %.

Levels	Ability to negotiate	Implementation of the Peer Review	Positive attitude to the result activity	manifestation of mutual assistance in the course of drawing	Rational use of resources activities
Sufficient	70	60	80	30	60
Low	30	40	20	70	40

Monitoring the children to communicate with their peers in vivo showed that the majority of children do not tend to notice the mood of other children (70%) consider their interests, to try to help with the difficulties encountered (in 70% of cases); the majority of children do not have a habit to greet or say goodbye (in 80% of cases); children rarely own coping in dealing with conflict situations.

With regard to adult children are more polite, usually greet and say goodbye, called teachers by name and patronymic, talk calmly with them, fulfill orders. Conflict situations with adults resolved much faster and safer, but at the same time, children are not very sensitive to the state of adults and only 40% showing them care.

The results of the diagnosis led to the conclusion that the communication skills of visually impaired children necessary for their successful socialization are not formed in full within a natural educational process. This fact points to the need to develop a program of psychological and educational activities aimed at the development of communication skills of children with visual impairments.

Formative Stage

In the formative stage of the experiment design and implement programs for the development of communication skills of children with visual impairments.

The program consisted of three blocks: Unit 1. Creating a favorable psychological climate in the group and the formation of interest in activities; Unit 2. Education nonverbal and verbal means of communication; Unit 3. Securing positive experience.

The main program was a unit 2, it consisted of seven stages. In the first stage of the program of pedagogical correction task is the rejection of verbal communication, so familiar to the children, and the transition to mimic in sign and means of communication, which require a lot of attention to the other. In the second phase attention to peer semantic it became the center of all the games. Adjusting to another and becoming like him in his actions, children learn to notice the smallest details of movements, intonations, facial expressions of their peers. Games of this phase required the maximum concentration on the child peers. The third phase was worked gaming ability coherence movements that require targeting actions partners and adjusting them.

In the fourth stage, the immersion of children in general for all the experiences - both joyful and anxious. Create in games imaginary sense of common danger unites and connects preschoolers. In the fifth stage we were introduced role-playing games in which children gave each other assistance and support in difficult game situations. The sixth stage was made possible verbal expression of his attitude to peers, which according to the rules of the game must have had extremely positive character (compliments, good wishes, underline other advantages). At the seventh stage held the game in which children are provided real help each other in the joint venture.

In the third unit of the program to consolidate the positive experience of communication used by the reception of the joint drawing, children were invited on a large sheet of paper to draw a forest and his kind, loving each other creatures.

Thus, in the course of implementation of the program have been used to master the game and sign mimic means of communication, the development of the care to detail of movements, intonations, facial expressions of their peers, the capacity for coordination of movements, which required the orientation of the actions of partners and adjusting them. Gradually include games with the rules, in which the verbal expression of his attitude to peer (compliments, good wishes, underline other advantages). Classes are held in the afternoon after a nap, three times a week for two months.

Experimental Verification of the Degree of Effectiveness of the Program

Based on the results of ascertaining and control experiment stages, we compared the indicators pointed to the positive dynamics of all components of communicative interaction. If the majority of children in the ascertaining stage fairly well agreed, but did not understand that you can help each other, then at the control stage, children are not only notice that the partner needs help, but really it provided. We should also note the fact that the children during the job have less to deviate from the original plan in the process of drawing. If one of the children tried to make their plan details, his partner on the interaction take it more relaxed and did not complain, as soon as the experimenter. Ability to negotiate and implement mutual control showed 80% of subjects, be mutual - 70% and the rational use of the means of action - 70% of children.

After the forming operation, most children become greet and say goodbye to each other; all children are treated to peers by name; It becomes better take the interests of other children notice their mood; increased the number of children able to cope with the solution of conflicts.

Summarizing the results of the study, it may be noted that in general, the number of children with high and medium level of development of communication skills has reached 90%. Children began to cooperate constructively in the joint with peers and adults' activities, deal with emerging conflict situations, are more willing to fulfill the request, at the time of the quarrel the number and level of aggression decreased substantially. It can be expected that the generated communication skills and interaction with peers and adults will create a basis for the development of the personality of children with visual impairments in the subsequent stages of age development and ensure a successful adaptation to the social environment of the school in the future.

Discussions

Currently, the psychological and pedagogical science has accumulated considerable material on the problem of communication between children and peculiarities of its formation in ontogenesis. This is due to the fact that communication is of paramount importance in the formation of the human psyche. When communicating with others, the child learns the common human experience, historically established social norms, knowledge, values and ways of working, which will undoubtedly affect the formation of his as a person.

Studies carried out in the field of special education and special psychology show that the overall dynamics of the development of a child with visual impairment is subject to the same laws as in terms of regulatory development.

However, the visual sensory deprivation leads to a limitation receipt of information from the outside world, the transformation of modes of communication, disruption of means of communication, social adjustment difficulties, and as a consequence - impoverishment of the social experience of the child. Scientists have proved that the development of communication skills in children with visual impairment is an effective means of correction and compensation of secondary deviation in mental development, but due to the nature of the visual defect of children, arising secondary deviations, training and education environment issues corrective maintenance with respect to this issue remains insufficiently developed.

Along with special classes for the development of visual perception, spatial orientation, motor areas, in educational support education of children with visual impairment should be included sessions aimed at developing communicative sphere as an important condition for their successful adaptation in the social environment. However, scientific papers devoted to the problem of communication of children with visual impairments are very few and they are focused mainly on school age.

Conclusion

It was found that the developed program for the development of communication skills in preschool children with visual impairments, can effectively affect many aspects of communication and interaction of children and contributes to a friendly and attentive attitude to peers and adults, the ability to negotiate with each other, to compromise in conflict situations, positive attitude to the result of its operations and partner noticing the mood of the other children, consider their interests, try to help when difficulties arise.

In view of the results of this study can identify a number of scientific problems and promising areas for further consideration: study of the influence of style of pedagogical education on the formation of communication skills in children with visual impairment; deepening and widening of certain provisions contained in the article, involving parents in the process of communication in children.

Recommendations

Article Submissions may be used for the construction of individual variable programs of psycho-pedagogical support of development and education of preschool children with impaired vision at the stage of pre-primary education, as well as helpful in practical terms, for psychologists, pedagogues and speech therapists working with preschool children with visual impairments.

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Disclosure statement

No potential conflict of interest was reported by the authors.

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