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**FORMATION OF THE COMMUNICATION SKILLS
OF THE PERSONALITY WITH GENERAL DEVELOPMENTAL
SPEECH DISORDERS**

Abstract. Language plays a huge role in the mental development of the child, in the development of thinking and in mental activity in general. The inclusion of language in the cognitive activity of the child restructures its basic mental processes. The problem of language development in children is considered from the standpoint of prevention and overcoming by means of specially organized training and education, so it is attributed to a special section of psychological and pedagogical science.

The purpose of the article is to determine the factors of formation of communicative qualities of personality in the general underdevelopment of speech, as well as to highlight the structure of communicative properties of personality as a complex formation. General underdevelopment of language — various complex speech disorders, in which children have impaired formation of all components of the speech system related to its sound and semantic side, with normal hearing and intelligence.

The study found that the communication process plays an important role for preschool children, and a set of disorders of speech and cognitive development in children with general speech underdevelopment prevents them from establishing full-fledged com-

municative relationships with others, complicates contact with adults and can lead to isolation of these children in a group of peers. Therefore, special work is needed to correct and develop all components of language, cognitive and communicative activities in order to optimally and effectively adapt children with severe language disorders to the conditions and requirements of society. Long-term observation and diagnosis of such children has shown that the ability to use the assistance provided and meaningfully apply what is learned in the process of further study leads to the fact that after some time they can successfully study at school.

Key words: communication, communicative qualities, speech activity, language underdevelopment, language disorders, communication.

Problem statement. Language plays an important role in the development of children's thinking, formation and development of their mental activity. The inclusion of language in the children's cognitive activity restructures their basic mental processes. Mental operations such as abstraction, generalization, analysis, synthesis, and comparison are constantly evolving and improving as a child is mastering the language. Deviations or disorders of speech concern various aspects of psychophysical development of the child and are caused by various reasons. Unstable memory, low productivity and work capacity, low level of indirect memory development are observed among the children with delayed psychological development.

In general, the problem of developmental speech disorders of children is researched by domestic teachers, speech therapists, neurologists, linguists, psychologists who create the most favorable conditions for the development of the personality of child with speech disorders. Modern scholars such as R. E. Levinova, R. I. La-laeva, L. G. Paramonova indicate that there exist great compensatory opportunities for the development of child's brain and the ways and methods of the improvement of speech therapy impact. Language development of children with developmental speech disorders is considered from the standpoint of their prevention and selection of the best ways to overcome the disorders by means of inclusive education and upbringing, methods of speech therapy.

Despite the existence of numerous studies, the problem of the development of personality's communication skills still requires further research, as the known concepts provide no single classification and phenomenology of communication skills of personality. There are also questions about the origin, development, and factors shaping the personality's communication skills.

The aim of the article is to identify the factors of the development of communication skills of personality with general developmental speech disorders, as well as to establish the structure of personality's communication skills as a complex formation.

Research results. The main aspect of the problem of communication skills development in scientific and educational management is the extremely diverse interpretation of the concept "communication" which still exists: the definitions vary from its leading role in human life and society to the evaluation of certain functions the person performs (the range of these functions is quite wide).

If we take this definition as a foundation, we should keep in mind a very broad definition of communication as a process of information exchange (facts, ideas, views, emotions, etc.) between two or more persons, communication by verbal and nonverbal means in order to give and receive information [4].

The analysis of the scientific literature has shown that communication arose in human society as the person's need to convey the information necessary for joint activity to another individual. In the conditions of the developed information sphere favorable preconditions for cardinal economic, social and spiritual changes of the person, society and nature are created. The primary means of communication were non-verbal signs — the simplest gestures, approving or disapproving facial expressions. The correct interpretation of these signs was possible only in their stable correlation. Over time, homo habilis "skilled man" learned to convey information by verbal means (using words, expressions, sentences, texts), acquiring the status of homo loguens "man who speaks" [2].

All mentioned above is accepted as fundamentally important evidence, because the process of communication is presented as a process of information exchange. At the same time, this ap-

proach lacks some of the most important characteristics of human communication, which is not limited to the process of information transfer. Therefore, this approach has another significant disadvantage — only one direction of information flow is mentioned, namely from the communicator to the recipient. That is why in any consideration of human communication from the point of view of information theory, only the formal side of the case is taken into account: how information is transmitted, while in human communication information is not only transmitted but also formed, specified, and developed [7].

Within the limits of psychological competence a number of questions arise and, it should be noted that the transfer of any information is possible only with the help of signs, sign systems. Thus, there are several sign systems that are used in the communication process, so they can be the foundation for the classification of communication processes. There exist verbal communication and nonverbal communication. At the same time, at first it seems that eye contact is such a sign system, the meaning of which is very limited, for instance it is restricted by the limits of purely intimate communication. Indeed, in the original studies of this problem, the phenomenon of "eye contact" was linked to the study of intimate communication. The English scientist Michael Argyle even developed a certain "formula of intimacy", finding out the dependence of the degree of intimacy on such a parameter as the distance of communication, to some extent it allows the use of eye contact [3].

Based on the analysis of many research works on the problem of the communication process, it can be stated that now the range of such studies includes a wider range of communication situations. In particular, we are talking about the role of visual communication of the child with the help of signs that are represented by eye movements. Thus, the main characteristic of this process is a fact that a child is focusing the attention on the human face. Both adults and children can observe that eye contact, like all non-verbal means, is a complement to verbal communication and undoubtedly plays a great supporting role in the communication process.

There is an urgent need for the game, as it promotes the development of reflection. It provides a real opportunity to control how the actions, that are part of the communication process, are performed. Thus, the child's communication with peers is carried out in the form of a game and because of it. With the help of the game, children focus their attention on objects, get involved in the game situation, act out actions and plots, experience their successes and suffer in case of failure, build their business-like affairs and strengthen willpower; they have goals that must be met. It is required by the conditions of the game. The need to communicate with peers is characterized by children's emotional encouragement and it forces the child to focus on the things and memorize them purposefully. Thus, the development of the plot and content of the role play reflects the deeper penetration of the child into the lives of surrounding adults [5].

Communication about the game actually acts as a school of social relations. In these situations the child learns to be human. It is important for every older preschooler to be accepted by peers, so they try to meet expectations of others by playing. We can even say that the development of child's personality will be incomplete if the child is not driven by the need to be recognized. There may also be negative phenomena like anger, envy, hatred, hostility. In this case, the child speaks rudely and feels disgust towards others. We can say that competitive situations cause envy and hostility from the side of the unsuccessful participants; contempt and boasting — the successful ones. When organizing competitions, parents and teachers should keep in mind that older preschoolers are morally weak and only the grown-ups can help children [9].

By the end of the preschool age, under certain conditions of upbringing, the child begins to realize the structure of language, starts using it fluently in communication, which gives the opportunity for further literacy. Over time, the child begins to use better and more appropriate situational, then contextual speech, depending on the conditions and nature of communication. During further communication, language merges with the child's thinking and begins to perform a planning function as a means of planning and regulating child's behavior. In terms of direct com-

munication, both children and adults, throughout life, continue to use situational language [11].

Through communication with an adult the child gradually learns the meaning of signs. When children are just beginning to speak, they master only the outer side of the language; they don't yet have a mature understanding of it as a sign system. The development of understanding of signs is closely related to the achievements of the children in all their activities: in a game, in drawing, in construction, etc. This is a stage when a need to replace one element of reality with another one appears. With a help of adults through various activities, a child discovers the connection between a sign and meaning. Due to this, the sign begins to perform its main function — the function of substitution. General developmental speech disorders are defined as various complex speech disorders. In this case children have an impaired formation of all components of the speech system related to its sound and semantic side, while hearing and intelligence level are developed normally. Despite different nature of these disorders, the children have typical manifestations that indicate a systemic speech disorder. One of the leading signs is the later beginning of speech: the first words appear before the age of 3-4, and sometimes up to 5. Children's speech is grammatical and insufficiently phonetically designed, poorly understood. Insufficient speech activity is observed, but without special training it sharply decreases when children are getting older. However, children are quite critical of their disorder [6].

It was found out that children with speech disorders have great difficulty in organizing their own communicative behavior, which negatively affects communication with others.

Lack of communication skills of children with general developmental speech disorders (a lack of verbs in their speech, poor vocabulary, and a lack of coherent expression) leads to a decrease in the need for harmonious interaction. Accordingly, there are difficulties in the behavior of the individual: they don't demonstrate an interest in contact, unable to navigate in a communication situation, have a tendency to negativism.

As it was shown by a theoretical research of communication, children of preschool age with general developmental speech dis-

orders have the same patterns of communication as a group of children who speak normally.

It is known that recently the child's position in the group of peers is closely related to the severity of the speech disorder. It can be stated that children with good behavior, positive personality traits, but with a more severe speech disorder, are at a disadvantage, which becomes a decisive one in the hierarchy of interpersonal relationships, while children who have a relatively well-developed speech, occupy a higher position in the system of personal relationships.

Based on this division, we can conclude that the level of favorable interactions is quite high, the number of "favorite" and "accepted" children far exceeds the number of "missed" and "isolated". Meanwhile, children, as a rule, cannot give an answer to the question about the motives of their choice of a friend, quite often they focus not on their own personal attitude to the partner in the game, but on the teacher's choice and evaluation. Groups of "missed" and "isolated" most often include children who have poor communication skills, experience failure in all activities. In particular, attempts of "missed" children to communicate with peers do not lead to success and often end in outbreaks of aggression as their gaming skills are poorly developed [8].

In general, the communication skills of children with severe speech pathology are markedly limited and in all respects significantly below a normal level. This is evidenced by the low level of development of gaming activities of preschoolers with general developmental speech disorders: low speech activity, poverty of the plot, procedural nature of the game. In particular, most of these children are characterized by extreme excitability, which is associated with various neurological symptoms, due to which games that are not controlled by the teacher, sometimes take quite disorganized forms. According to a theoretical study, children of this category lack the skills of joint activities, as a result they can't engage in any activity, while in a joint activity each child is eager to do things on their own, not focusing on partners and not cooperating with them. It can be stated that such facts indicate that preschool children with general developmental speech

disorders have a low level of formation of their communication and cooperation skills, low level of orientation for peers while performing joint activities [1].

These theoretical findings indicate that older preschoolers with severe speech pathology are characterized by a predominance of situational business-like pattern of behaviour, which is typical for 2-4 year-old children and is manifested in the process of communication. However, according to the research works of many scientists, a small proportion of children with speech pathology prefer non-situational-cognitive form of communication. In particular, such children respond with interest to the suggestion of adults to read books, listen carefully to simple interesting texts, but after reading the book it is quite difficult to have a conversation with them: as a rule, children almost do not ask questions about what they read, can't retell what they heard because of immaturity of oral production. However, even if there is interest in communication with an adult such children during the conversation often jump from one topic to another, the conversation lasts for 5-7 minutes as their cognitive interest is short-lived [6].

Observation of the process of communication between children and adults during regime moments and in the process of doing various activities shows that almost half of the children with general developmental speech disorders do not have a culture of communication: they are too familiar with adults, they have no sense of distance, their speech is often loud, they are stubborn in their requirements. Many of these children try to isolate themselves from adults. They are introverted and ashamed, very rarely turn to the adults and avoid contact with them.

Children with the general developmental speech disorders are often characterized by underdevelopment of phonemic hearing; they experience the expressed lag in the formation of vocabulary and grammatical system. Even the sounds, which they know how to pronounce correctly, do not sound clear enough in their speech. They try to avoid words and expressions that are difficult for them, use a small number of adjectives and sayings denoting the signs and conditions of the objects, or methods of action, they make mistakes in word formation. A lot of mistakes are made

by them when they need to use relative adjectives. Insufficient development of phonemic hearing and perception leads to the fact that children are not ready for sound analysis and synthesis of words, and they are unable to master literacy without the help of a speech therapist. Unfortunately, not all such children get to specialists in preschool institutions.

The child percepts and understands the task, but needs help in order to learn how to act and transfer this action to other objects or when performing the next similar task. Seven-year-old children with general developmental speech disorders have some mathematical ideas and skills; correctly indicate a larger or smaller groups of items, reproduce a numerical series within definite limits but not backwards, they can count a small number of items, but fail to say the result. In general, they are able to solve some age-appropriate mental problems but they can't explain the causal relationships [10].

Long-term observation of such children has shown that it is the very ability to use the assistance provided and meaningfully apply what is learned in the process of further education, which leads to the fact that in a while they will be able to successfully study at school. Having studied the theoretical aspects of the problem of developing communication skills of preschool children with general developmental speech disorders, we moved on to the practical part of the work. Its purpose was to diagnose the level of communication skills of older preschool children using different methods and techniques.

In order to identify the level of communication skills development of preschool children with general developmental speech disorders, we started with its diagnostics among the preschoolers who are developing adequately. Thus, with the help of some methods and techniques we managed to identify the general level of communication skills of the preschoolers with general developmental speech disorders. Most adequately developed children have a high level of communication skills development. Analyzing the results, it can be stated that most children with speech disorders have serious difficulties in organizing their own speech behavior, which negatively affects their communication with oth-

ers, prevents the implementation of full communication. At the same time, a significant number of such children are trying to isolate themselves from adults. Having analyzed modern practices we have come to the conclusion that these children are introverted, they rarely turn to the adults, they feel ashamed and avoid contacts with adults. Thus, each child seeks to do things on their own, not focusing on partners, not cooperating with them. These features indicate a low level of communication skills development among the preschool children with general developmental speech disorders, a low level of focus on their peers in joint activities. The obtained results have shown that speech pathology really affects children's communication skills. These children have a lack of verbs in their vocabulary, and the vocabulary itself is poor and undifferentiated, the coherent expression of speech is manifested individually. Children experience the greatest difficulties while doing the tasks that require the direct participation of language. These tasks cause a lack of interest in contacting with others, inability to navigate in a communication situation, negativism. Many children with general developmental speech disorders are too familiar with adults, their speech is loud, they are stubborn in their demands, and demonstrate a lack of sense of distance. These children do not have a culture of communication. There is an urgent need for psycho-correctional work with these children involving a set of measures to shape their interest in communication, develop necessary behavioral skills, improve the general mental state of the child, and organize proper language education. Thus, according to the results of the study, it can be stated that speech pathology really affects the communication skills of the child. So, if you conduct regular classes with these children through the games, you can achieve the desired result and increase the overall level of communication skills development.

Conclusions and prospects for further research. The study has found out that a set of disorders of speech and cognitive development of preschool children with general developmental speech disorders complicates their contacts with adults and can lead to isolation of these children in a group of peers, prevents them from forming full-fledged communication with others. Thus, the com-

munication process plays an important role for the child. There is no doubt that society needs special work to correct and develop all components of language, communication and cognitive activities in order to optimally and effectively adapt children with speech disorders to the conditions and requirements of the society. The theoretical observation has shown that the children's ability to use the assistance provided by adults and meaningfully apply what they have learned in the process of further education leads to the fact that in a while they will be able to successfully study at school.

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ФОРМУВАННЯ КОМУНІКАТИВНИХ ВЛАСТИВОСТЕЙ ОСОБИ ПРИ ЗАГАЛЬНОМУ НЕДОРОЗВИТКУ МОВИ

Стаття обумовлена необхідністю аналізу напрямків у вивченні властивостей і виділення етапів і чинників формування комунікативних якостей особистості при загальному недорозвитку мови. Під комунікативними властивостями особистості при недорозвитку мовлення розуміються стійкі характеристики особливостей поведінки людини у сфері спілкування. Мова відіграє величезну роль у психічному розвитку дитини, у розвитку мислення і в психічній діяльності в цілому. Включення мови в пізнавальну діяльність дитини перебудовує її основні психічні процеси. Спостережувані у дітей із загальним недорозвитком мови серйозні труднощі в організації влас-

ної мовної поведінки негативно позначаються на спілкуванні з оточуючими людьми.

Ключові слова: комунікація, комунікативні якості, мовленнєва активність, недорозвиток мови, порушення мови, спілкування.

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ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ СВОЙСТВ ЛИЧНОСТИ ПРИ ОБЩЕМ НЕДОРАЗВИТИЕМ РЕЧИ

Стаття обумовлена необхідністю аналізу напрямлений в изученні свойств и выделении этапов и факторов формирования коммуникативных качеств личности при общем недоразвитии речи. Под коммуникативными свойствами личности при недоразвитии речи понимаются устойчивые характеристики особенностей поведения человека в сфере общения. Язык играет огромную роль в психическом развитии ребенка, в развитии мышления и в психической деятельности в целом. Включение языка в познавательную деятельность ребенка перестраивает ее основные психические процессы. Наблюдаемые у детей с общим недоразвитием речи серьезные трудности в организации собственного речевого поведения негативно сказываются на общении с окружающими людьми.

Ключевые слова: коммуникация, коммуникативные качества, речевая активность, недоразвитие речи, нарушение речи, общение.

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ПСИХОЛОГІЧНІ РЕСУРСИ СУБ'ЄКТИВНОГО БЛАГОПОЛУЧЧЯ БАТЬКІВ, ЩО ВИХОВУЮТЬ ДІТЕЙ З ОСОБЛИВИМИ ПОТРЕБАМИ

В статті сформульовано актуальність проблеми суб'єктивного благополуччя сімей, які виховують дитину з особливими потребами. В таких родинах не всі батьки адекватно реагують на виникаючі проблеми, їх особистісна і професійна самореалізація ускладнюється об'єктивними та суб'єктивними чинниками, що призводить до виникнення у них ознак емоційного вигорання та відчуття втрати суб'єктивного благополуччя. Автором окреслено основні підходи до розуміння суб'єктивного благополуччя особистості, а саме: гедоністичний та евдемоністичний; проаналізовано особистісно-психологічні та соціально-психологічні чинники суб'єктивного благополуччя батьків. В статті запропоновано узагальнену класифікацію психологічних ресурсів суб'єктивного благополуччя батьків, що виховують дитину з особливими потребами (особистісні, родинні, соціальні ресурси та життєстійкість). Виокремлено способи підвищення цього феномена шляхом успішної соціально-психологічної адаптації; дотримання правил, які допоможуть підтримувати позитивність життя; самореалізація батьків в усіх сферах життя. Намічено перспективи подальшого вивчення окресленої проблеми.

Ключові слова: батьки дітей з особливими потребами, особистість, позитивна психологія, психологічні ресурси, самореалізація, суб'єктивне благополуччя, життєстійкість.

Постановка проблеми. Протягом останніх десятиліть в сучасній психологічній науці все більш активно вивчається про-