

Research on Senior Preschool Children with Intellectual Development Disorders Communication Motivation with Contemporaries in the Course of Game Activity

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Abstract: Theoretical review on communication motivation problem of senior preschool children with intellectual activity disorder and also comparative research of communication features of children with contemporaries in the course of game activity is presented in study. Communication features of children with intellectual development disorder in the course of game activity are noted. The obtained data confirm that verbal formation level and nonverbal communication means of children with intellectual disorders is much lower, than that of children with normal intellectual development. So, children with intellectual development disorder seldom initiate and support dialog. They do not use nonverbal means of communication. Also, it was revealed that children with intellectual development disorder have all categories of their communication motivation broken. They seldom resort to communication with contemporaries in game activity. Interaction level in game situation is very low for such children. Most of children have low level of proficiency in nonverbal means of communication. Children with intellectual development disorder in situation of compelled concessions and cooperation showed more negative attitude than normally developing children.

Key words: Communication of senior preschool children, communication in game activity, motive, communication motivation, disorder

INTRODUCTION

Communication is the most important factor of child development. Important role in verbal communication formation of children with intellectual underdevelopment is played by motivation for communicative activity at preschool age since during this period communication foundation is laid.

Game serves one of the ways of communication development. As game is one of the leading educational tools and formation of communicative abilities and abilities of preschool child, game has to become leading activity which provides future development zone and makes developing impact on all psychological shape of preschool child with intellectual disorder.

There is a bilateral correlation between speech and game. On one hand, speech develops and becomes more active in game and on the other game develops under the influence of speech. Game training nature answers the needs of children of this age. During game activity children develop and interact with world around them with contemporaries and adults, their speech develops: dictionary volume increases, grammatical system of speech develops.

At the same time, these preschool children have considerable difficulties in communication in particular on establishment of mutual understanding with

contemporaries. Communication is an important condition of human existence. At all times people satisfied their needs through as a rule, communication use. Therefore, communication is related to motivation problem being the chosen and planned way, means of requirements satisfaction, inclinations, desires (Akhmetzyanova, 2014a, b).

MATERIALS AND METHODS

Motive is incentive force of activity and subject behavior and set of external or internal conditions, defiant activity of subject and orientation defining it is motivation. That is the motivation acts as education, secondary in relation to motive, phenomenon.

Allocate three main categories of communication motivation for senior preschool children with contemporaries:

- Communication with contemporary for the sake of participation in common game or productive activity to which the child is induced by qualities of age-mate necessary for development of fascinating and complex action
- The age-mate as listener and judge, those qualities which a child already marked out in himself as advantages

- Personal motives, i.e. communication for the sake of personal and contemporary's opportunities comparison

His own qualities according to property of contemporary to be their judge become motive of communication for a child. This motive is directly connected with need for communication with aspiration of child to learn the opportunities, to confirm advantages using age-mate response to those.

Ability to communicate with contemporaries is a manifestation of communicative abilities, individual and psychological features of personality which provide efficiency of communication and compatibility with surrounding people. Relationship with people around plays huge role and their abnormality is most often an indicator of some mental development deviations.

Communication of children with intellectual development disorder study was engaged in by such scientists as V.G Petrova (psychological studying of communication features), R. I. Lalayeva (speech formation of mentally retarded school students), D.Y. Augene (speech communication activation of mentally retarded children on the basis of game activity), O.K. Agavelyan (studied communication problem from social perception point of view), D.I. Boikov and E.E. Dmitriyev (children communication in conditions of extra-family education) (Kovaleva and Busarova, 2010).

For senior preschool children with intelligence disorder possibility of communication with people around are limited owing to their passivity, vocabulary limitation and difficulties in understanding the interlocutor speech. Children with intellectual insufficiency try to avoid speech communication. When speech contact between child and contemporary arises, it is very short-term and defective. It is caused by a variety of reasons (Akhmetzyanova, 2014a, b). We distinguish:

- Fast motive draining for statements that leads to conversation termination
- Child does not have data necessary for answer, poor lexicon interfering statement formation
- Misunderstanding the interlocutor-preschool children do not try to penetrate the speaker therefore their speech reactions are inadequate and do not promote continuation of communication (Augene, 1987)

The same situation is observed in the course of game. Preschool children play silently, only occasionally putting out separate emotional exclamations and saying words designating names of some toys and actions.

A.A. Kataeva and E.A. Strebelev distinguish main reason for slowing down independent consecutive formation of preschool children with intellectual disorder game cerebral cortex integrative activity underdevelopment leading to delay in terms of mastering static functions, speech, emotional communication with adults during approximate and subject activity (Tvardovskaya, 2014).

In this regard, senior preschool children with intelligence disorder game without special training cannot take the leading place and therefore, make impact on communication development. To cultivate interest in game among preschool children with intellectual disorder teach them to play and try to influence them through game communication development is the major purpose in correctional developing work.

The timely and specially organized pedagogical games management for senior preschool children with intellectual disorder corresponding to their age interests and opportunities creates strong base for friendly verbal communication of children with contemporaries. Creation of positive emotional background which is important for establishment of friendly relations between children is of great importance for speech communication formation among senior preschool children with intelligence disorder during game activity. When child speech is combined with game, he endures all events in game activity more intensively. In game the child "gets used" to situation that helps it to speak more fluently and to understand the speech of other children participating in game better (Sokolova, 1982).

Having analyzed literature on the issue of children with intellectual development disorder communication during game, it is possible to say that despite the interest in problem of children with intellectual disorders communication amplified in recent years, so far little was carried out of comparative researches of communication motivation of senior preschool children with intellectual development disorder in the course of game activity. Considering importance and relevance of the problem, we carried out research work.

Research objective is theoretical and practical study of communication motivation of children with intellectual development disorder in the course of game activity.

Research object is communication motivation of senior preschool children with intellectual development disorder in game activity.

Research subject is interaction features of senior preschool children with intellectual development disorder.

Respondents and methods: Research was conducted in Solnyshko Municipal Pre-school educational institution

No. 63 in Kazan'. A total of 20 senior preschool children took part in research. The 10 children with normal intellectual development and 10 children with intellectual development disorder. We applied techniques of collecting empirical data which were adapted by us in the course of research under game activity: "Technique of standardized supervision" (Kovalyova and Busarova, 2010), "Mittens".

On the basis of developed by G.V. Chirkina, M.I. Lisina, G.I. Kapchel, A.G. Ruzskaya, V.I. Lipakova, N.P. Zadumovoy' recommendations, key parameters of supervision over features of dialogic child speech and also criteria and system of assessment were determined.

RESULTS AND DISCUSSION

Result analysis of standardized supervision over child communication of advanced preschool age in the course of game activity showed considerable distinctions. Thus, interaction level in situations of game activity, communication of children with normal intellectual development was made by 70% (that is 7 children). As for children, with intellectual development disorders, high level is not observed.

Average level of interaction in situations of game activity, communication at normally developing children 30% (3 children) are revealed and children with intellectual development disorder have 60% (6 children).

Only children with intellectual development disorder revealed low level of interaction in game activity situation which made 40% (4 children).

Thus, obtained data confirm that level of verbal and nonverbal means of communication formation for children with intellectual disorders is much lower than for children with normal intellectual development. So, children with intellectual development disorder seldom initiate and support dialog. They do not use nonverbal means of communication. Brief statements are more often used than statements containing three and more words.

Children with normal intellectual development are often initiators of dialog. They always listen to the partner and often support dialog. They frequently use nonverbal means of communication. Prefer to use statements from three and more words.

Obtained data on "Mitten" technique directed on studying of children relation to each other in situations of compelled concessions and cooperation in the course of game activity enabled us to reveal the most essential and prevailing characteristics of senior preschool children interpersonal relations. Thus, for 2 couples from 5 with

intellectual development disorder egoistical traits of character prevail. They refuse to lend help, try to perform task quicker and better than task partners but not competitive couples. Communication motivation in this case is the personal motivation. Negative estimation of process and partner work result in a task is noted. One couple during technique performance did not keep in touch among themselves and did not compete with other couples but at the same time actively communicated with psychologist. Other two couples showed goodwill to each other, landed and accepted help, tried to cooperate with task partners and partners of other couples. Interest in actions of contemporary in most cases was absent.

For children with normal intellectual development such characteristics of interpersonal relations as goodwill, mutual aid, ability to help and concede each other prevail. Children sought to cooperate with each other when performing tasks. But as well as children with disorders did not show interest in actions of the task partner.

CONCLUSION

Thus, the research conducted by us revealed communication features of children with intellectual development disorder in the course of game activity. First for children with intellectual development disorder all categories of communication motivation are broken. They seldom resort to communication with contemporaries in game activity. Secondly, interaction level in game situation for such children is low. Most of children have low level of proficiency in nonverbal means of communication. Thirdly, children with intellectual development disorder in situation of compelled concessions and cooperation showed more negative attitude than normally developing children. Interest in actions of contemporary when performing tasks in most cases was absent in both children groups.

Research prospects. To develop the program for communication motivation development of the senior preschool children with intellectual development disorder in the course of game activity.

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