

## The Particularity of the Process of Communication of Children with Disabilities

Musaeva NS\*

Tashkent State Pedagogical, University by Nizami, Tashkent, Uzbekistan

### Annotation

In this article has been opened the peculiarities of development of communication skills of children with disabilities, ways to facilitate the adaptation of pupils with disabilities through the formation of their communications, measures of responsibility of teachers and parents in the development of communication of such children.

In our society, every human being has his/her position, according to this, he/she enters into specific relationship with human beings surrounding him/her. Communication is a multi-faceted, complicated process that establishes the mutual relationship among human beings. This process helps human beings to understand other human beings, assess their feelings, actions which in turn helps him/her to translate his/her possibilities into action and to find his/her place in the society. In particular, being one of the main types of human being's main activity, communication enables to assess himself/herself through entering into relationship with other human beings, i.e. creates the basis for development as an individual. The need for communication is not in-born quality. It develops during the practical experience as a result of entering into relationship with the surrounding people during life.

The role of next of kin i.e. parents, relatives, teachers, peers and other people in society is significant in every human being's development as an individual. People in society take differently mentally impaired children: some people are indifferent to mentally impaired persons, others are merciful, and others fear children of this category or loath them and keep their healthy children away from them. People in many societies have wrong views in respect of mentally impaired children, parents are first of all to be blamed for creation of these wrong views. One can hardly meet children of this category in streets, places of recreation, being ashamed for their children, the parents of mentally impaired children do not allow their children to mix with society, always keep them away from people, fear that some other person may look at their children disdainfully or may offend them, try to keep their children at home or when they have to take them out, tell them to walk silently, prohibit them to communicate with other people which results in creation of wrong views in respect of such children. Being feared that people around them will be aware of the defects of their children, the parents always keep worried, this worry in parents will also cause the children to fear all the people around them, to take people negatively. While various negative influences makes it difficult for mentally impaired children to socially adapt themselves to life and, certainly, will result in a failure of development communication skills in children. If parents take their child as is without being ashamed for their child's defects, the people in society will also do the same. When will a child's communication skills develop – they will develop if only the child communicates longer with the surrounding people, his/her peers.

Teachers and tutors are also deemed to be the force that influences development of a mentally impaired child. Teachers should keep monitoring facial gestures of mentally impaired children, development of their sense organs. Various lessons, exercises and use of everyday

items will also produce important results. A mentally impaired child should be taught everything including laughing. It is known that laughing is not an inborn ability, it appears under influences of social factors. It is necessary to always communicate with mentally impaired children, they should be addressed quietly, with low and calm voice. It is necessary to talk to them more by describing and naming the performed actions. It is necessary always to support the actions performed by the child and the interest he is showing in environment. Ordinary people mentally impaired children meet every day in their life will also influence development of children as individuals. Mentally impaired children try to understand other people's speeches by their intonation, facial image, and stresses given to certain words. Development of communication processes in the lives of impaired children requires significant attention and patience from parents, teachers, psychologists. Teachers and parents should keep monitoring changes in speeches in the processes of a child's all activities, this will help develop the skills of starting communication.

According to Vigotsky, individual's cognitive processes develop based on mutual activities and communication. Defects in the communication process affect individual's development. Children find it difficult to understand themselves as an individual, which creates difficulties in starting mutual relations.

According to Petrova, mentally impaired children face difficulties in communicating in comparison with their healthy peers. This depends on several reasons. Firstly, the level of speech development of such children is low. The speech of mentally impaired children is not only retarded in development, but is also characterized to have specific speech defects. For this reason, the speech of a mentally impaired child weakens all his other activities, produces a negative impact on qualitative formation of his communicative function having affected development of communicative skills. Lack of speech initiative and defects in verbal thinking in pupils result in verbal negativism, aloofness, use of various speech templates and forms.

Analysis [1-7] of literature related to research into the problem and the results<sup>1</sup> of the conducted surveys showed the following:

<sup>1</sup>The results of the polls conducted with the teachers of primary education forms of specialized schools Nos. 25, 33, 36, 37, 52, 57, 66, 87, 105, 199 of Tashkent.

\*Corresponding author: Musaeva NS, Senior Researcher, Tashkent State Pedagogical, University by Nizami, Tashkent, Uzbekistan, Tel: +998974642906; E-mail: [nargiza.musaeva.83@mail.ru](mailto:nargiza.musaeva.83@mail.ru)

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- Communication is an important factor of child's mental development;
  - Communication is an important indicator of development of the important factors necessary for full development of a child's cognitive processes, for acquisition of knowledge at school;
  - There are mentally impaired pupils among pupils failing to master the secondary general education school syllabi,
  - For this reason, it is necessary to promptly identify such pupils, study their specific features and send them to specialized schools;
  - Mental defects are the result of organic injury of the brain, in such cases not only deficiencies can be observed in children's intellect, but also in mental, physical and emotional development;
  - Full development of a mentally impaired child can be achieved by creating favorable conditions between the child and adults, the child and his peers.
  - Development of the communication process of mentally impaired pupils requires from teachers much work and responsibility. While working with mentally impaired children, teachers should carry out the following activities:
  - speech pathologists should regularly hold seminars and consultations with primary school pupils and parents on development of communication skills of mentally impaired primary school pupils;
  - discuss jointly the results of psychological/pedagogical diagnosis and select the positive correction method so that each child's every day education passes efficiently;
  - create conditions for corrective activities for development of child's communicating skills: hold exercises and training sessions aimed at development of communicating skills, use of audio/relaxation music during exercises and breaks, have children participate in psychologists exercises;
  - ensure that all children take an active part in games and exercises so that they can correctly assess their own performance;
  - The teacher should directly participate in games, participation of the teacher is determined based on the game rules and children's speech capabilities. It is necessary to correct any verbal mistakes, conduct required corrective activities, encourage children's performance with remarks on their achievements.
- Parents should always keep encouraging their children. Try to give the child the leading role in performing the tasks, develop the feeling of self-confidence in children;
  - Parents should not compare the work performed by the child with the work performed by other children, but keep encouraging the child by mentioning his achievements against his past performance;
  - Parents should not leave the child to his own devices in doing whatever it wants to do, and should not restrict all his actions and decide with the other members of the family what he can be allowed to do and what cannot.
  - Parents should regularly take their child to various cultural events, this will also help enhance the child's imagination and comprehensively develop;
  - Parents should read various interesting books to their child and arouse in the child the sense of love for books;
  - Child should always know that his parents love him. Be a support to him by mentioning his achievements. Child should feel that he is dear to his parents.

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Also, much work, responsibility is required from parents in development of communicating skills of mentally impaired pupils. The parents of mentally impaired pupils should carry out the following:

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