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Communicative competence of the teacher as the factor of personal development of the child with speech infringement

Communicative competence of the teacher is considered as the significant factor of personal development of the child with speech infringements. It is shown that modelling of the positive communicative environment renders фасилицирующее influence on development emotional and когнитивной spheres. The results of empirical research characterising features of influence of communicative competence of the teacher on development of the child with infringements of speech are resulted.

Key words: *communicative competence of the teacher, the communicative environment, the child with speech infringements, the personal development, the complicated dialogue, uneasiness factors, фрустрация requirements for success achievement, empathy, style of pedagogical dialogue.*

Communicative competence of the teacher of modern psychology is considered as the significant factor of development of the person of the child. Now one of the key moments in psychological researches is experimental studying of concrete directions of influence of competence of the adult on development and social adaptation of the child with the limited possibilities of health. It is caused, first of all, by that the percent of children with deviations in development constantly increases, and requirements to social adaptation of the child increase. According to the statistical data the CART over the last ten years the quantity of such children has increased by 32 %. From them only the number of children has increased by 13 % with speech infringements [1].

So the idea of creation of uniform educational space, integration of children with the limited possibilities of health in comprehensive schools for the purpose of them инклюзивного training and education consistently affirms as public consciousness.

As the comment specifying in gravity and the importance of a problem it is possible to give of a word of the doctor of psychological sciences So-called ShCherbakovoј: «In modern социореальности which is characterised энтропийностью, the discrepancy raised by complexity of communications and relations, the problem of transfer of cultural wealth, models of constructive interaction with the world, a world positive image in interaction space “the child – the adult” becomes aggravated. Communicative competence of the teacher as subject of professional work promotes the organisation of certain pedagogical interaction, фасилицирующего personal growth, mutual personal development of the teacher and the pupil» [2, p. 3].

Today the role of special educational institutions is essentially reconsidered, their orientation to development of social activity, trust to itself, confidence of the future of children having deviations in development is underlined. Communicative competence of the teacher is a condition of effective psychological support of development



of the child with infringements of speech of younger school age as its maintenance and expressiveness of indicators defines degree of comfort and safety of a situation of dialogue for the child, flexibility and adequacy of transformations of a situation of dialogue with the account of character of defect and specific features of pupils gives the chance вариативного reports of the educational information, allows to induce and correct communicative behaviour of the child.

Research of communicative competence of the teacher assumes studying of a complex of the parametres characterising style of pedagogical dialogue, a way of the organisation of the behaviour in dialogue situation, ability to supervise the behaviour in a situation of interaction, feature of behaviour in the conflict and an exit from it, readiness for pedagogical cooperation, feature of confidential system of relations, and as specificity of representations of children about the teacher, as the subject of pedagogical interaction.

High level of communicative competence promotes optimisation of development of younger schoolboys with speech infringements, low – produces risks. In the course of dialogue with the teacher of high level of communicative competence development of informative sphere is optimised, uneasiness level decreases, the self-estimation is stabilised, the motivation to dialogue, positive perception of and behaviour self-control raises.

The operational experience in a boarding school for children with heavy infringements of speech has shown that personal development of the child with a speech pathology is characterised by backwardness of properties of the subject of dialogue, activity and consciousness and inadequate activity corresponding to them in interaction with an environment. Subjectively these features of the person are endured by the child with speech infringements as a special image «!» and expressed in an inadequate self-estimation and a dissatisfaction. In emotional sphere it is often shown that the child is aggressive, unduly irritable, disobedient, whining, disturbing.

During performance of dissertational research by an empirical way it has been proved that level of communicative competence of the teacher really makes direct impact on indicators of personal development of the child with a speech pathology at the expense of modelling of the positive communicative environment. A special role such parametres of communicative competence as play ability of the teacher to empathy and style of pedagogical dialogue with pupils in the course of training.

The analysis of the empirical data in classes has shown, where teachers with the developed level of empathy work, at pupils low uneasiness under the following factors of uneasiness allocated in «Test of school uneasiness of Phillips» is observed: the general uneasiness at school; experience of social stress.

In 1-v class where at the teacher high level эмпатийных abilities (corresponds to a high level of development of communicative competence) is marked, low uneasiness at pupils on the named scales has been revealed: 77,8 % and 75 % accordingly. The raised uneasiness was observed at 22,2 % and 25 %. High level of uneasiness it has not been revealed. In 1«Г»a class the teacher also possesses the developed ability to



empathy; indicators of low uneasiness on scales of 80 % and 70 % accordingly. The raised uneasiness – at 20 % and 30 % uch – accordingly. High level of uneasiness it was not observed. In 1-a and 1-b classes teachers, according to the diagnostic data, have lower level of ability to empathy (that corresponds to an average level of development of communicative competence). Indicators of low uneasiness on the above-stated scales: 1-a – 70 % and 60 %; 1-b – on 66,7 % accordingly. The raised uneasiness: 1-a – at 30 % and 40 % uch-; 1-b – on 33,3 % accordingly. High level of uneasiness it was not observed.

Such indicators of uneasiness of the child depend on style of pedagogical dialogue at school as: a fear problem in relations with teachers, fear of a situation of examination, fear not to correspond expectations of associates, frustration requirements for success achievement.

By results of empirical research in 2-a class at the teacher democratic style of dialogue that corresponds to a high level of development of communicative competence prevails. Low uneasiness on scales a fear problem in relations with teachers and fear of a situation of examination of «the Test of school uneasiness of Phillips» is marked at 90,9 % and 72,7 % of pupils accordingly. The raised uneasiness: – at 9,1 % and 27,3 % uch – accordingly. High level of uneasiness it was not observed. On scales the fear not to correspond and frustration requirements for achievement of success at pupils 2-a class as is observed by expectations of associates low uneasiness: 81,8 % and 90,9 % accordingly. In 2-a class the teacher, according to diagnostics, prefers popusnel'skiy style of dialogue (corresponds to an average level of development of communicative competence). Low indicators of uneasiness on the allocated scales: 66,7 % and 55,6 % accordingly. Test the raised uneasiness of 38,3 % and 44,4 % of pupils accordingly. High level of uneasiness it was not observed. On scales fear not to correspond and frustration requirements for achievement of success at pupils 2 classes would be observed by expectations of associates low uneasiness on 77,8 % accordingly. At authoritative style of dialogue of the teacher with the pupils, corresponding to a low level of development of communicative competence, uneasiness indicators on the allocated four scales worsen. So, in 4-v class where by results of empirical research the teacher prefers authoritative style of dialogue, following indicators under the allocated factors of uneasiness «Test of school uneasiness of Filip'sa» are observed: a fear problem in relations with teachers: low level of uneasiness – at 55,6 %, the raised uneasiness – at 44,4 % of pupils; fear of a situation of examination: low level of uneasiness – at 55,6 %, the raised uneasiness – at 44,4 % of pupils; Fear not to correspond expectations of associates: low level of uneasiness – at 66,7 %, the raised uneasiness – at 33,3 % of pupils; frustration requirements for success achievement: low level of uneasiness – at 66,7 %, the raised uneasiness – at 22,2 % of pupils, high uneasiness – at 11,1 % of pupils.

As at authoritative style of dialogue indicators of level of emotional perception the child of in micro-society worsen. And the emotional perception the child in itself in micro-society, its relation with contemporaries and adults in many respects predetermines quality indicators of personal development. In 4-v class (authoritative style of



dialogue; corresponds to a low level of development of communicative competence) at 11,1 % of pupils low level of emotional perception of in micro society, while in 4-a (popusninel'skiy style of dialogue is marked; corresponds to an average level of development of communicative competence of the teacher) and in 4 (democratic style of dialogue; corresponds to a high level of development of communicative competence) low indicators of emotional perception by the child of in micro society it is not observed.

The resulted results of diagnostic researches visually confirm dependence between level сформированности communicative competence of the teacher and indicators of personal development of younger schoolboys with a speech pathology.

Thus, communicative competence allows the teacher not only to establish mutual understanding with the pupil, to organise the subject-subject interaction, to achieve positive effects of its personal development by modelling of the positive communicative environment, but also is the basic the link forming sense in difficult process of socialisation and adaptation of the child with a heavy speech pathology to conditions of a modern reality. Only in this case the child with problems in development can overcome emotional barriers to dialogue and to become the high-grade citizen with the self-respect, grown on mutual understanding and support of adults.

References

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