

Psychosocial Aspects in Teaching Communication Issues of Learners

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Abstract---*Nowadays, the fact of lack of knowledge of bilingualism due to the changed volume ratio in the teaching of writing is becoming more and more obvious, specially to learners with intellectual disabilities. This fact is marked by the emergence of complex processes is interference and convergence of speech, which are sources of better speaking and writing in bilingualism. The purpose of the study is to identify the specific difficulties of teaching writing to younger bilingual schoolchildren with ID and to develop a productive speech therapy system for the prevention and correction of violations of higher mental functions that they have. The object of research is the features of teaching children with speech deficiency and with ID to writing in bilingual conditions. The subject of the research is the process of preventing and overcoming problems in the bilingual conditions of teaching children with speech and ID functions deficiency.*

Key words---*Case study, bilinguals, aspects, learners, special needs, ID*

I. Introduction

It has been said many times in many ways that communication is the essence of life. One can see it when an individual glances or gestures to share feelings with a family member or uses a microphone to lecture audience.

The study of models of adequate sociocultural behavior in various communicative situations should be a matter of priority. Successful verbal communication implies appropriate usage and proper combination of various linguistic units in speech. When combining words from different languages, we essentially combine the worlds of the native speakers and their language-based world view. That is why the setting of appropriate context for crosscultural communication as well as the development of sociocultural and communication skills along with the language skills are among the integral components of cross-cultural communicative competence. Knowledge of vocabulary of advanced level and efficient use of grammar rules are not enough to actively use the language as a means of communication. [1]

These two major purposes of communication - Socialization and information transfer – can be accompanied by individuals with a wide range of abilities and disabilities not only through natural speech and writing, but also through Augmentative and Alternative Communication (AAC). In recent years AAC, which is the supplement or replacement of natural speech and /or writing, has allowed many individuals with disabilities to more fully realize their potentials and enjoy the essence of life. It is important to note that there is not just one type of AAC. Rather, AAC encompasses a whole range of different activities which includes facial expression, eye pointing, gesture, signing symbols, spelling out a message on a

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letter board or computer, electronic speech output aids etc. Augmentative Communication is an alternative way to help students and adults with language disorders use expressive language or receptive language. Augmentative communication can be accomplished through assistive technology devices such as computers or hand held devices. Low technology such as picture communication systems can also be used as Augmentative Communication. We communicate to satisfy our needs which keep on changing from time to time. We need to satisfy our needs, get information, and interact with people and so on. This exchange of information is not possible without a tool which should be common to both speaker and listener. Man invented language for this purpose. Language makes communication easier. There is dynamic relationship between children's language and their needs, regulate their own and other people's behaviour. Children with developmental language or speech disorders frequently benefit from augmentative and alternative communication (AAC) strategies. These children have severe expressive or receptive communication disorders or both which sometimes occur in isolation, or as part of a global developmental disorder, developmental apraxia of speech, autism, Down syndrome, or other types of developmental disabilities may need to use AAC strategies to supplement or enhance their language development. Today, professionals realize that AAC strategies can provide children who have developmental delays with an immediate means of communication; can facilitate expressive and receptive language development until other communication modalities improve(i.e. speech); and can serve as a bridge to future spoken language development

For individuals with Intellectual Disabilities, chronological age is often linked to language development level and together these two factors may influence the outcomes of AAC interventions in complex ways. The majority of research about individuals with Intellectual Disabilities who employ AAC are at least school aged. There has been little empirical investigation about the use of AAC intervention at very young age. The more significant the developmental delay, the more important it may be to initiate intervention early in childhood to ensure steady developmental progress [2].

For children, education must foster acquisition of not only academic skills, but also language and communication, socialization and adaptive behaviour. Practices in education of children with Intellectual Disabilities emphasize need based use of AAC strategies to facilitate communication and social participation. The result of the study conforms to above findings. AAC training and usage were effective in enhancing language and communication and also social behaviour of children with Intellectual disabilities. [2]

II. Methods

Participants

The study was done on a group of a hundred Kazakh undergraduate learners in two schools in Almaty city.

Most of the learners were juniors 66 %), (34%) were seniors. In terms of gender, the learners did not balance with 87 Females (87%), 13 males (13%) and their age ranged from 16 to 20.

In accordance with the designated purpose and tasks, the following research methods were used in the work:

Organizational (comparative, complex); empirical (observation, test tasks, teaching and control experiments);

Statistical (quantitative and qualitative analysis, synthesis of research results).

Table 1: A self-assessment tool of writing skills (questionnaire)

Date	
Name	
Topic of writing	

I used a repertoire of strategies to write with other members in my group.	
The strategies I used helped me write with other members in my group more easily and thoughtfully	
The writing strategies I found most useful were	
The writing strategies I found difficult to use were	

III. Results

The contingent of children studied was made up of secondary school learners from families where the native language is different. The study was conducted because of secondary school number 1 of KZ, enrolled in the program of education of national minorities.

Training takes place mainly in two languages, that is, in mastering the educational material, the native and foreign languages are equally used. Native language and 3-4 academic subjects are taught in the native language.

The experimental study covered: 100 children of the second and third grades, among which, based on the analysis of the letter

The theoretical significance of the study is determined by the following:

- The existing theoretical ideas about the brain mechanisms of mastering the letter in terms of bilingualism were expanded;

- the principles, directions, methods and conditions of the speech therapy work to overcome the dysgraphics with children in the context of bilingualism are scientifically substantiated and defined.[3]

The practical significance of the study is that the data obtained in the study expand and clarify the ideas of practical specialists (speech therapists, teachers) about the nature of the difficulties children experience in learning to write and ways to overcome them (in addition to those contained in the available literature). [4]

It is also important that, thanks to the research, it became possible to develop guidelines for preventing and overcoming h dysgraphia in bilingual children, which contains:

A system of corrective exercises to improve the basic writing functions that determine the degree of readiness of children to learn writing;

Methods of developing the necessary acoustic, phonetic is phonemic, phonemic is graphic and other internalizes differentiations; ways to reduce the level of language interference (letter mixing, highlighting the differential features of sound is letter associations characteristic of both languages); [5]

The rationale for the use of critical thinking methods in the lessons of the native language (innovative corrective is pedagogical approach). [6, 7]

The completed study has confirmed the existing ideas about dysgraphia and dyslexia and allowed them to reveal their specific features in bilingualism. In addition, it showed the importance of preventing speech development disorders. It is that necessary:

Timely identification of risk groups, which include children:

- With a number of perils is and postnatal effects;
- With late and abnormal development of oral speech;
- With mental retardation;

- With pronounced immaturity of visual abilities;
- Unavailability of bilingualism.

With these children, it is necessary to carry out correctional and preventive work in the following areas:

- Correction of phonetic and phonemic disorders;
- The formation of a functional basis of writing;
- Individualization of the pace and methods of teaching writing.

In addition, prevention is that in the selection of teaching methods the profile of hemispheric asymmetry taken into account (relatively speaking, the severity of left is handedness or ambistria). [8]

Items 1, 11, 16, 19, 22, 23, 29 and 31 cover about foreign language aptitude. Item 16, 19, 22 and 31 address the concept of special abilities for language learning. Items 1, 23 and 11 address the characteristics of potentially successful language learners. Table 2 shows the participants' responses to the items in this category. Both GROUP 1 and GROUP 2 students reported somewhat similar opinions. For instance, 92 percent of the students from GROUP 1 and 96 percent of the GROUP 2 students felt that it is easier for children than adults to learn a foreign language.

Almost a quarter of both groups believed that women are better than men at learning foreign languages. However, nearly same percent (58%, 59%) students agree that some people are bore with special ability which helps them learn a foreign language. Also 76% students from GROUP 1 and 74% students from GROUP 2 agree that it is easier for someone who already speaks a foreign language to learn another one. Almost three quarters of students from both schools believe that they have foreign language aptitude. Interestingly, very a smaller number of students likes 15% and 29% from both schools agree the idea of people who are good at math and science are not good learning foreign language, 78 percent from GROUP 1 and 74 percent from GROUP 2 agree with the beliefs about people who speak more than one language well are very intelligent. Nearly all students from both universities (90%, 92%) believe that everyone can learn to speak a foreign language.

Table 2: Survey results: Foreign language aptitude

Item	Source	AG	DA	M	SD
1. It is easier for children than adults to learn a foreign language.	*GROUP 1	92%	4%	1.76	0.70
	#GROUP 2	96%	4%	1.61	0.70
11. Women are better than men at learning foreign languages.	*GROUP 1	15%	50%	3.5	0.97
	# GROUP 2	25%	39%	3.22	1.23
16. Some people are bore with special ability which helps them learn a foreign language.	*GROUP 1	58%	24%	2.56	1.09
	#GROUP 2	59%	14%	2.44	1.05
19. It is easier for someone who already speaks a foreign language to learn another one.	*GROUP 1	76%	6%	2.13	0.75
	#GROUP 2	74%	11%	2.15	0.94
22. I have foreign language aptitude.	*GROUP 1	78%	4%	2.2	0.66
	#GROUP 2	68%	5%	2.2	0.78
	*GROUP 1	15%	73%	3.69	1.15

23. People who are good at math and science are not good learning foreign language.	#GROUP 2	29%	52%	3.34	1.3
29. People who speak more than one language well are very intelligent.	*GROUP 1	78%	7%	2.00	0.87
	#GROUP 2	74%	11%	2.19	0.94
31. Everyone can learn speak a foreign language.	*GROUP 1	90%	2%	1.54	0.79
	#GROUP 2	92%	3%	1.64	0.77

Note: AG=agree, DA=disagree. The percentages (%) have been rounded to the nearest tenth.

IV. Discussion

The study, including the recital and the forming experiments, gives grounds for conclusions:

1. Analysis of scientific literature in the field of logo neuropsychology allowed us to identify key approaches to the study: pedagogical (speech therapy), linguistic, neuropsychological and develop a comprehensive system for examining children to study their readiness for mastering writing in bilingual conditions.

2. The specificity of the pattern of violation of the letter in bilingual children consists in: a) eclecticism, i.e. the presence of distortions typical of various generally recognized forms of dysgraphia; b) the presence of errors due to linguistic interference resulting from the lack of mastery of none is native language in which learning conducted. [9]

3. According to the neuropsychological study of children, among the factors that complicate their learning in the bilingual environment are those that are insufficiently formed for the higher mental functions that are basic for mastering the letter. The presence of primary gnostic and paraxial functions in children of primary school age makes it necessary in addition to a logaedic neuropsychological correction. This is important not only in terms of bilingual, but also monolingual education.[10]

4. A system has been developed for preventing and overcoming dysgraphia in bilingual children, which is productive, provided that it includes renowned methods of speech therapy correction, as well as those aimed at strengthening both language systems and eliminating language interference phenomena in the letter.

5. Testing the system of correctional education provided a positive result, which consists in reducing the number of specific and non specific dysgraphia errors and, accordingly, in improving the performance of children. [11]

Thus, as a result, of the study, the validity of the hypothesis confirmed, all the tasks set solved; their compliance with the purpose of the study proved.

Recently, experience has been gained that testifies that it is easier for some children to learn to read using the traditional method is analytical, or otherwise alphabetic is alphanumeric, and others is the method of global reading. The first can be called left hemisphere, the second is right hemisphere. Our study, although it did not set a special task to study the peculiarities of teaching children with different ratios of functional hemispheric activity, confirmed that some children, not knowing the letters, easily recognize familiar words and even sentences in books. Some of them, without having overcome all the letters, begin to read rather fluently. Among such children, there are a lot of obvious (not hidden) left-handers and ambidexters. Other children are not capable of this method. It is easier for them to memorize individual letters, put them in

syllables, syllables in words. At the beginning of training, it is very important to follow the innate features of the brain organization of mental functions. [12]

The content of vocational teacher education has its specifics and differs significantly from vocational training in any other university. An analysis of the pedagogical literature suggests that the content of the training of future teachers at the French Pedagogical Institute is determined by the requirements of the current stage of development of society, the level of development of pedagogical science, and the characteristics of pedagogical activity. [13]

V. Conclusion

Thus, it is advisable to carry out a preliminary diagnosis of which of the cerebral hemispheres should be the leading one at the initial stage of learning to read, and accordingly this or that pedagogical tactic should be applied. Subsequently, both groups of children must master both analytical and global reading. The question is to choose one of them as the initial one.

For the successful prevention of dysgraphia and dyslexia in children, it is necessary to identify the prerequisites for the child. In this regard, it is necessary to determine:

1. The state of auditory differentiation of acoustically close sounds, the violation of which is considered as a prerequisite for acoustic dysgraphia (or dysgraphia based on a violation of phonemic recognition).
2. State of sound pronunciation (especially in terms of complete sound replacements, which are a prerequisite for articulatory is acoustic dystrophic).
3. The formation of elementary types of phonemic analysis of words available to children of preschool age. Its absence is the prerequisite for discord based on the incomplete form of phonemic analysis and synthesis of words.
4. Formation of visual is spatial representations and visual analysis and synthesis, the insufficiency of which indicates the presence of prerequisites for optical dysgraphia.
5. The state of vocabulary and grammatical structure of speech, a pronounced lag in the development of which is a prerequisite of aromatic dysgraphia.
6. To take into account that children who have changed the language of instruction are at risk of dyslexia and dysgraphia and should receive individual assistance in mastering a second language.

Thus, as a result, of the conducted research, the validity of the hypothesis was confirmed, the tasks were solved; their compliance with the purpose of the study was proved.

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