

THE FORMATION OF COMMUNICATIVE-SPEECH BEHAVIOR OF STUDENTS WITH HEARING IMPAIRMENT IN CORRECTIONAL SESSIONS "SOCIAL ORIENTATION"

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Object of study - the process of formation of communicative-speech behavior of students with hearing impairment.

The subject of the study is the content of the work on the formation of communicative-speech behavior of adolescents with hearing impairment in correctional sessions "Social orientation".

The purpose of the study is to scientifically substantiate and determine the content of the work on the formation of communicative-speech behavior of adolescents with hearing impairment in correctional sessions "Social orientation".

RESEARCH OBJECTIVES:

1. to reveal the essence of the concept of “communicative-speech behavior” and determine the theoretical foundations of its formation in correctional sessions "Social orientation";
2. substantiate and develop a methodology for studying the communicative-speech behavior of adolescents with hearing impairment;
3. to identify the features of communicative and speech behavior of adolescents with hearing impairment;
4. to develop and test the content of the work on the formation of communicative-speech behavior in adolescents with hearing impairment in correctional sessions "Social orientation";
5. to develop guidelines for the implementation of the content of the work on the formation of communicative-speech behavior of adolescents with hearing impairment in correctional sessions "Social orientation".

1st position for the defense:

The essence of the concept of "communicative-speech behavior." Communicative-speech behavior is a socially-communicative situationally and personally determined characteristic of the ways of solving communicative problems in the communication process, which is a combination of linguistic, social and psychological characteristics of the use of speech in a communication situation. It is realized through practical - communicative-speech - skills that allow you to successfully carry out verbal communication in a specific communicative situation.

INTERDISCIPLINARY CHARACTER OF CONCEPT “COMMUNICATIVE SPEECH BEHAVIOR”

SOCIOLINGUISTICS

- studies the social conditioning of the choice of language (language option) to build a socially acceptable statement

PSYCHOLINGUISTICS

- studies the general patterns of speech activity characteristic of humans as a biological species

ETHNOPSYCHOLINGUISTICS

- studies the national specifics of communicative-speech behavior of representatives of a particular national-linguistic-cultural community

SOCIAL PSYCHOLINGUISTICS

- considers the socio-psychological conditionality of differences in the use of language options

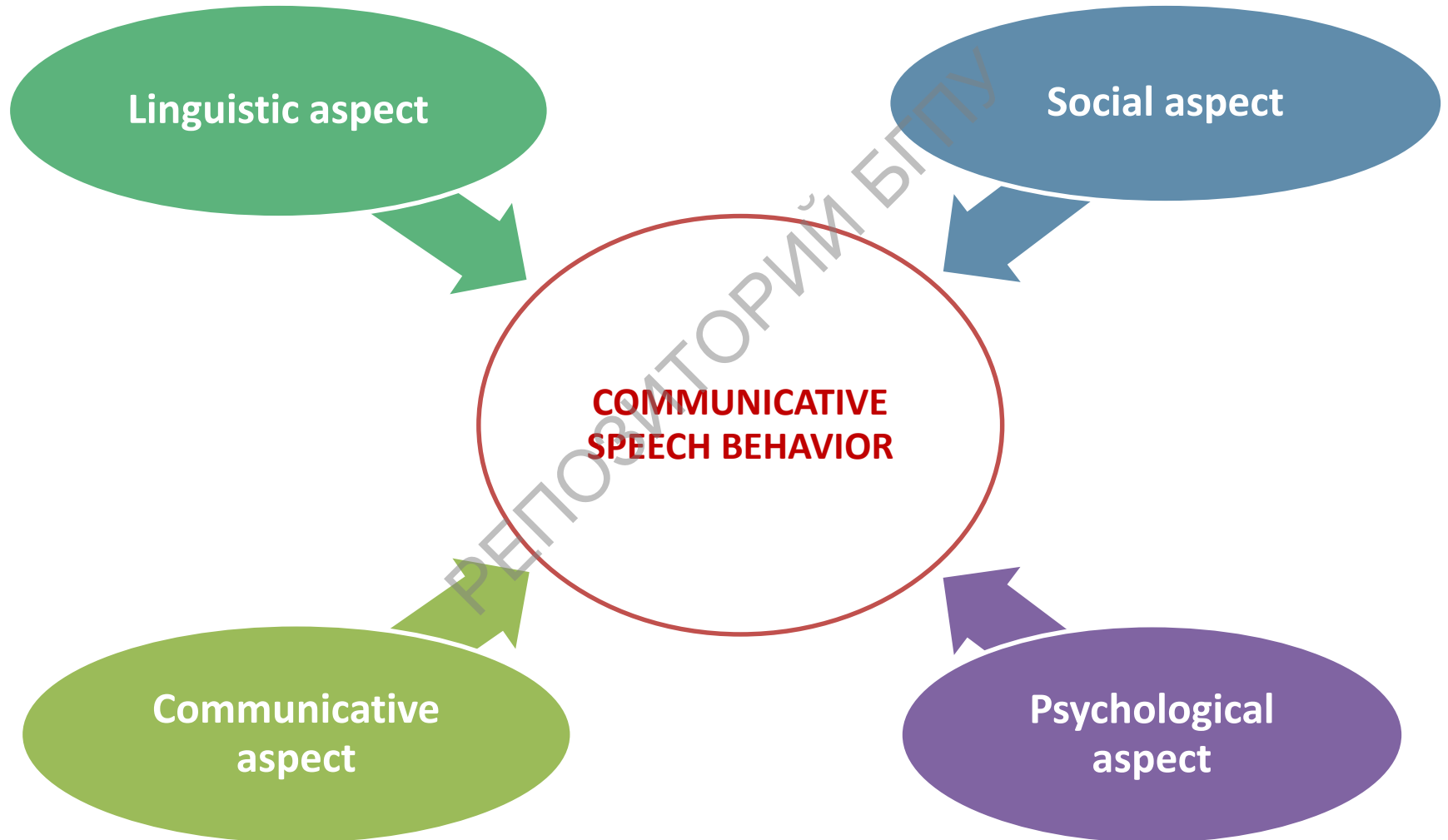
PSYCHOLOGY OF COMMUNICATION

- studies the psychological features manifested in communicative-speech behavior, due to individual-personality, age, gender, status-role, etc. factors

PHILOLOGY

- studies the features of using language tools in terms of language levels by different groups (professional, gender, age, etc.)

ASPECTS OF STUDYING COMMUNICATIVE-SPEECH BEHAVIOR



GROUPS OF COMMUNICATIVE-SPEECH ABILITIES ALLOWING TO CARRY OUT SPEECH COMMUNICATION:

INFORMATION - COMMUNICATIVE

- associated with the receipt and transmission of information

AFFECTIVE- COMMUNICATIVE

- convey the expression of various feelings and emotional states

REGULATORY COMMUNICATIVE

- aimed at regulating the behavior of the interlocutor and the organization of joint activities

ETIQUETTE

- embody norms of polite communication in speech

Andreeva G.M., Bodalev A.A., Grigoryeva T.A., Lomov B.F., Mudrik A.V. and etc.

2nd position for the defense:

The methodology for studying the communicative-speech behavior of inaudible adolescents includes the diagnosis of the following components:

- ability to navigate in a communicative situation;
- the ability to implement communicative tasks of various types, taking into account the conditions of the communication situation;
- the ability to use speech means to implement various types of communicative tasks, taking into account the conditions of the communicative situation.

Diagnostic tools are problematic communicative situations.

METHOD OF STUDYING COMMUNICATIVE-SPEECH BEHAVIOR OF STUDENTS WITH HEARING IMPAIRMENT

The goal is to identify the features of communicative-speech behavior of students in grades 5-8 studying in the program of the second department of a special comprehensive school for children with hearing impairment.

Objectives:

- to identify the specifics of the implementation of various types of communicative tasks (information and communication, affective and communicative, regulatory, communicative and etiquette) among inaudible adolescents in comparison with hearing peers;
- to identify the features of the use of speech-impaired teens to solve various types of communicative tasks, taking into account the conditions of the communicative situation;
- identify the orientation features of inaudible adolescents in a communicative situation.

PARTICIPANTS OF THE CONSTITUTING EXPERIMENT:

- **45 students with hearing impairment grades 5-8**
- **49 normally hearing students in grades 4-7**

РЕПОЗИТОРИЙ БГПУ

DIAGNOSTIC TOOLS FOR THE STUDY OF COMMUNICATIVE-SPEECH BEHAVIOR OF OF STUDENTS WITH HEARING IMPAIRMENT

COMMUNICATIVE TASKS

➤ COMMUNICATIVE SITUATIONS



➤ COMMUNICATIVE TASKS

information - communicative

- information message
- question

affective- communicative

- expression of joy
- grudges
- consolation, sympathy
- indignation

regulatory - communicative

- request
- renouncement
- disagreement

etiquette

- congratulation
- wish
- thanks
- apology

EVALUATION CRITERIA FOR TASKS

- ✓ the correctness and completeness of understanding the conditions of the communicative situation;
- ✓ the nature of the speech impact on the interlocutor in the proposed situation, its relevance to the communicative task and the communicative situation;
- ✓ completeness of the implementation of the communicative task;
- ✓ the adequacy of the used speech means (by purpose, content and communication conditions) for the implementation of the communicative task;
- ✓ the variety of speech tools used to implement the communicative task.

3rd position for the defense:

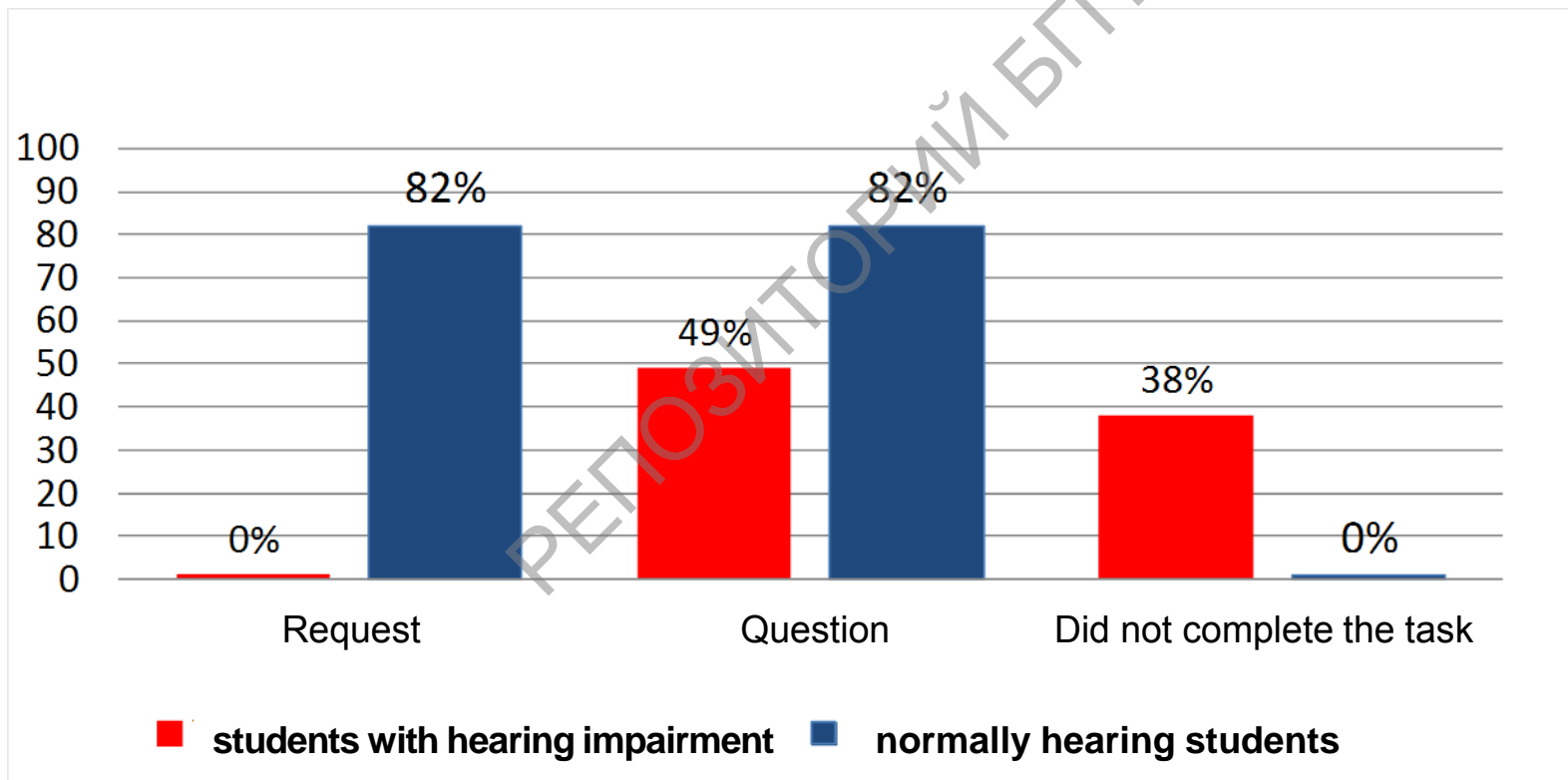
Features of communicative-speech behavior of inaudible adolescents. The implementation of affective-communicative and etiquette communicative tasks is least represented in the real communicative-speech behavior of inaudible adolescents.

The state of communicative-speech behavior of most teenagers with hearing impairment is characterized by the limited use of speech means to solve communicative problems (especially affective-communicative and etiquette).

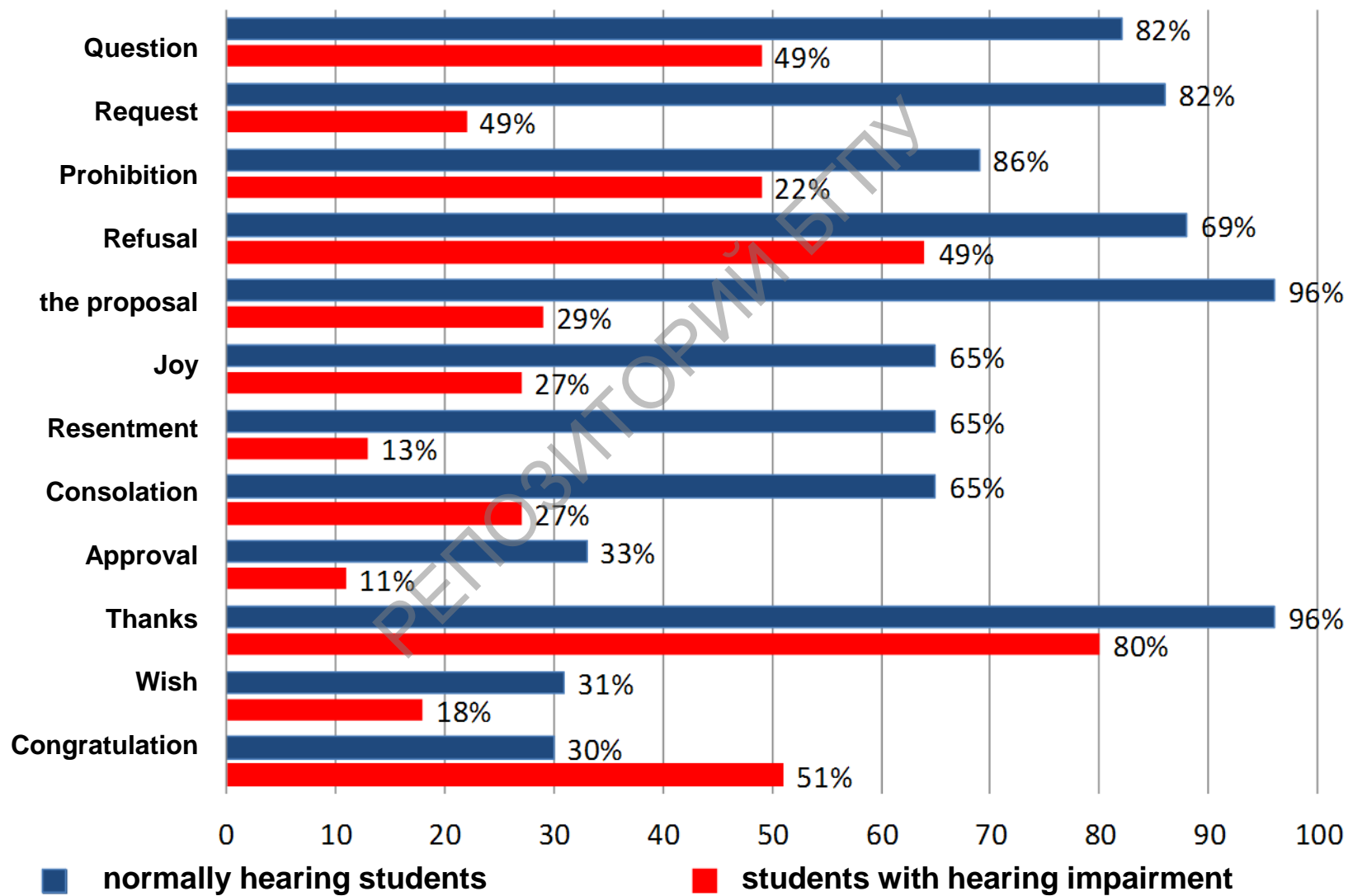
A low degree of understanding of the conditions of the communication situation by inaudible adolescents is one of the main causes of inadequate speech reaction (or its absence), as well as the use of inadequate speech means to solve a communicative problem.

EXPERIMENTAL DATA ANALYSIS

EXAMPLE. You need to find out where the street is. How do you turn to a passerby with a question?



IMPLEMENTATION OF VARIOUS TYPES OF COMMUNICATIVE TASKS



Examples of using speech tools

Ways of verbal expression of emotions	Speech products used by adolescent hearing impaired	Speech remedies used by normally hearing teens
<p>Lexical methods: - emotionally-colored vocabulary; - evaluative, emotionally evaluative vocabulary.</p>	<p><u>Nouns:</u> ужас; мужик, молодец; уважение.</p> <p><u>Verbs:</u> ругала, устала.</p> <p><u>Adjectives:</u> плохой, хитрый.</p> <p><u>Adverbs:</u> хорошо, жалко, обидно, скучно, вредно, вежливо, обязательно.</p> <p><u>Interjections:</u> ого.</p> <p><u>Particles:</u> ладно.</p>	<p><u>Nouns:</u> достижение; дурак, баба, мошенник, молодец.</p> <p><u>Verbs:</u> заботятся, чувствовал, понравился, испугалась, не растерялась; потерпи, стремись; вылезу.</p> <p><u>Adjectives:</u> замечательный, прекрасный; классный, хороший, лучшие, огромное, глупый. Недоволен, рад, осторожен, уверен, расстроен.</p> <p><u>Adverbs:</u> стыдно, опасно, немедленно, вредно, полезно, глупо, ничего, супер, по-хорошему, круто, нечестно, равнодушно.</p> <p><u>Interjections:</u> Ура! Блин. Да. Просто. Окей. Нет слов.</p> <p><u>Particles:</u> все равно, же, даже, ну, ладно, конечно. Ну, блин. Ну, ладно. Ну, пожалуйста.</p> <p><u>Figurative use of words:</u> черепаша; живое (о дереве).</p> <p><u>Phraseological combinations:</u> писк моды; все в порядке, хотели как лучше, не больно ни капельки, нюни распустил.</p>

Examples of using speech tools

Communicative task	Speech Label Formulas Used by Hearing Impaired Students	Speech label formulas used by normally hearing students
<i>Apology</i>	«Извините, (я опоздал на урок)» (64). + объяснение причины (26).	«(Здравствуйте) извините (пожалуйста) за опоздание» (96). + объяснение причины (19).
<i>Invitation, offer</i>	«Садитесь, пожалуйста» (29).	«Садитесь / присаживайтесь (пожалуйста)» (96), «...я могу постоять / я постою» (12).
<i>Congratulations Wish</i>	«Поздравляю тебя с...» (51). «Желаю счастья (9), здоровья (2), хорошо учиться и помогать в школе (2), быть сильным духом (2), побеждать в соревнованиях (7)».	«Поздравляю тебя с...» (31). «Желаю здоровья (8), счастья (4), хорошей учёбы (2)». «Желаю успехов и побед в дальнейшем», «чаще занимать призовые места», «больших успехов в твоём виде спорта», «больших побед», «не останавливаться на достигнутом», «продолжать в том же духе» (75).
<i>Joy and support</i>	–	«Очень рад за тебя», «У тебя все получится» (18).
<i>Approval</i>	«Молодец» (11).	«Молодец», «Так держать» (33).
<i>Polite request</i>	«Пожалуйста, ...» (22).	«Пожалуйста, ...» (66), «Не могли бы Вы...», «Разрешите...», «Можно мне...» (20), «Не подскажите, ...», «Извините (пожалуйста), ...», «Подскажите (пожалуйста), ...» (82)
<i>Consolation, support</i>	«Успокойся» (10), «Не волнуйся» (4), «Не переживай» (4), «Не плачь» (4).	«Не волнуйся» (24), «Не плачь» (12), «Не переживай» (6), «Не бойся» (6), «Не расстраивайся» (4), «Не беспокойся» (4), «Не печалься» (4), «Не вешай нос» (2), «Не унывай» (2).

Analysis of the behaviors of deaf and hearing subjects in the proposed communicative situations

Example 1 You walk around the city and see a person lying on the road. What to do in such a situation?		
Offered different types of help.	34	77
Turned to adults (to passers-by)	22	33
Ignored ("pass by," "nothing")	2	12
Did not complete the task, the answer is "I do not know."	42	4



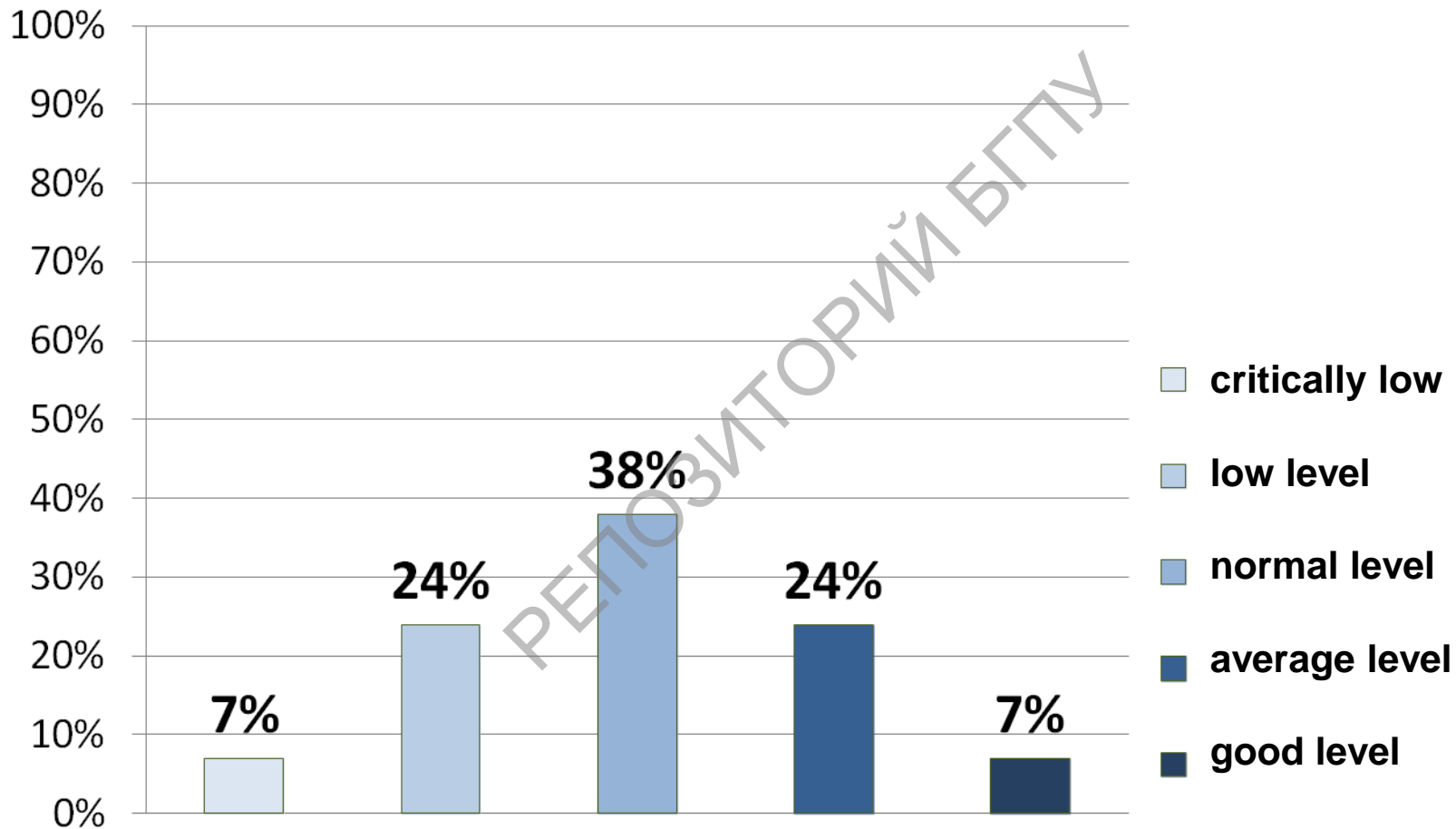
Example 2. Girls wanted to wish their grandfather a happy birthday and bought him a sweater. But the sweater was small. What to do in such a situation?		
Change to new, return	42	59
Buy another sweater / gift	24	27
Apologize to grandfather	-	20
Did not complete the task, the answer is "I do not know."	54	4



Example 3. You lagged behind the group and ended up alone in a foreign city. What to do in such a situation?		
We would go on another train.	9	18
Contacted an adult:	31	65
- to the policeman / attendant / cashier	29	27
- to passers-by, etc.	2	38
Phoned (wrote SMS)	-	39
Did not complete the task, the answer is "I do not know."	36	6



LEVEL OF COMMUNICATIVE-SPEECH BEHAVIOR OF STUDENTS WITH HEARING IMPAIRMENT



4th position for the defense:

The content of the work on the formation of the communicative-speech behavior of inaudible adolescents in correctional sessions "Social orientation" includes the sociocultural component (expanding the orientation of students in the context of a communication situation) and the communicative-speech component (developing the ability to realize various types of communicative intentions and use adequate speech means for their implementation). The content of the work on the formation of communicative-speech behavior, taking into account the different characteristics of the participants in communication, consists in the development of the learner's interaction skills in a microsocial and macrosocial environment. One of the fundamental conditions for the implementation of such content is the modeling and application of problem situations. A special place is occupied by the formation of the ability to realize affective and etiquette communicative intentions as the most relevant in adolescence and the least formed in adolescents with hearing impairment.

CONTENTS OF WORK ON THE FORMATION OF COMMUNICATIVE-SPEECH BEHAVIOR OF STUDENTS WITH HEARING IMPAIRMENT IN CORRECTIONAL SESSIONS "SOCIAL ORIENTATION"

SOCIO-CULTURAL COMPONENT

expansion of sociocultural experience as the basis for the formation of communicative-speech behavior

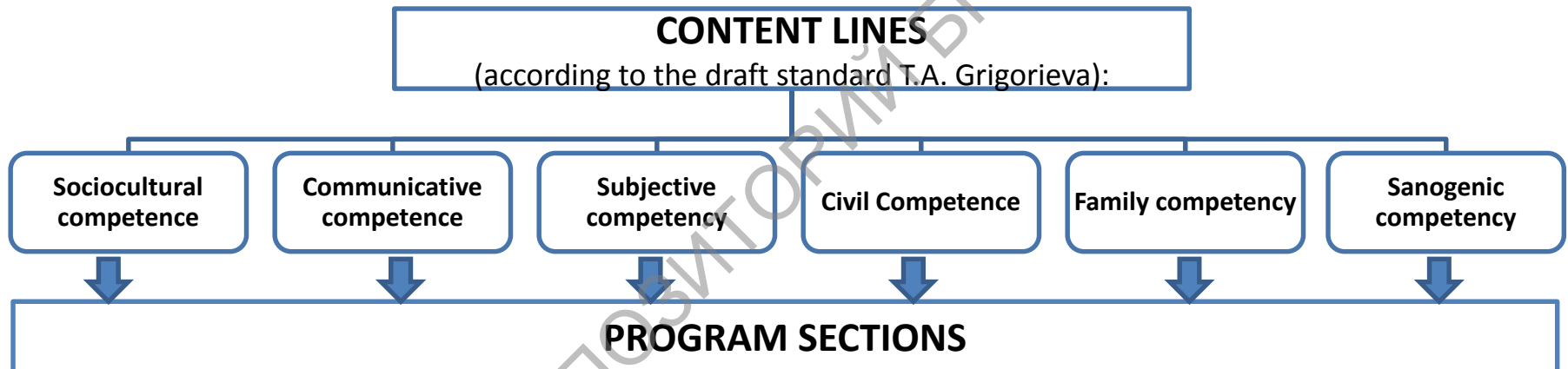
COMMUNICATIVE SPEECH COMPONENT

the formation of the ability to implement various types of communicative tasks

the formation of the ability to use speech means for the implementation of various types of communicative tasks

FIRST DIRECTION: expansion of sociocultural experience as the basis for the formation of communicative-speech behavior

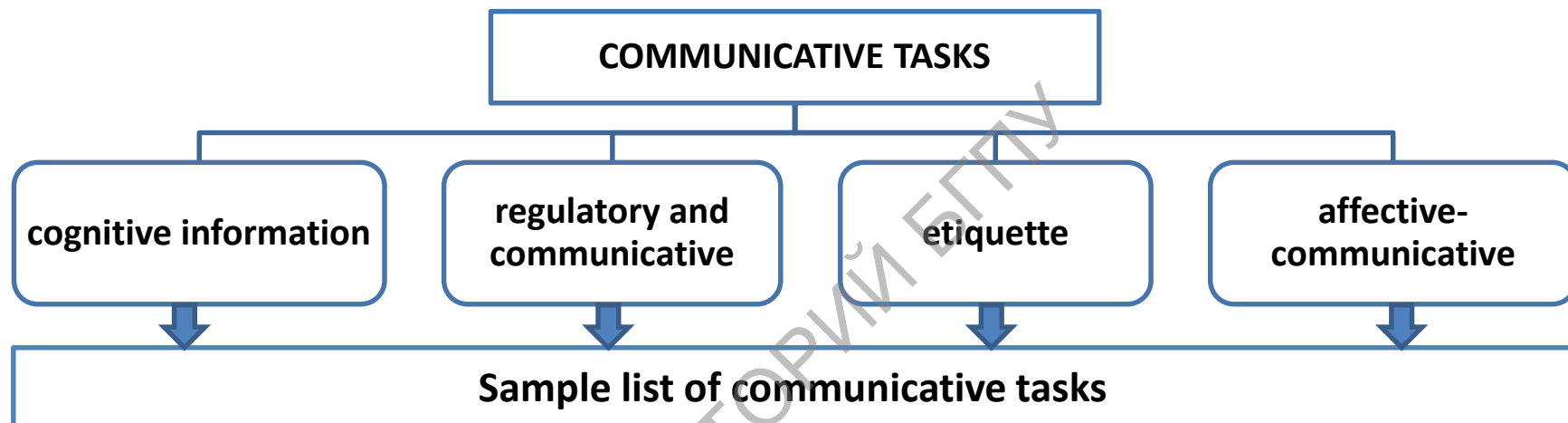
The approximate content of correctional sessions "Social orientation" for students in the second stage of general secondary education under the program of the second department of a special school for children with hearing impairment



- 1.A FAMILY
- 2.HOUSE AND HOUSING
- 3.HOUSEHOLD SERVICES
- 4.COMMUNICATION SERVICES
- 5.INTERNET AND SOCIAL NETWORKS
- 6.TRADE INSTITUTIONS
- 7.BASES OF FINANCIAL LITERACY
- 8.CITY. TRANSPORT. MOVEMENT
- 9.BEHAVIOR IN EMERGENCY SITUATIONS

- 10.HEALTHY LIFESTYLE. HEALTH CARE
- 11.SPIRITUAL LIFE OF A MAN
- 12.RECREATION. LEISURE. ENTERTAINMENT
- 13.CULTURAL INSTITUTIONS
- 14.COMMUNICATION IN HUMAN LIFE
- 15.BELARUSIAN DEAF SOCIETY
- 16.STATE. CITIZENSHIP
- 17.LOCAL GOVERNANCE BODIES.
- 18.WORK. EMPLOYMENT

SECOND DIRECTION: the formation of the ability to implement various types of communicative tasks



- Message information; informing about the action taken, about the event, about the circumstances of the situation;
- Introducing oneself, introducing another person, introducing an object;
- Question, answer to a question, interrogation, clarification;
- Request for help, support, service;
- Offer assistance, support, services, advice;
- Offer, acceptance, rejection
- Invitation, accepting an invitation, declining an invitation;
- Refusal, justification (explanation of reason) of refusal;
- Declaration of intent, explanation of intent;
- Statement of one's position, expression of one's opinion;
- Expression of consent, disagreement, doubt; ban;
- Expression of various feelings and experiences: joy, fear, indignation, anger, resentment, support, comfort, sympathy, compassion, condolences;
- Complaint; substantiation of complaint;
- Expression of gratitude, acceptance of gratitude;
- Apology, accepting an apology;
- Appeal; greeting and farewell; acquaintance;
- Compliment, acceptance of a compliment;
- Congratulation, wish; etc.

THIRD DIRECTION: the formation of the ability to use speech means for the implementation of various types of communicative tasks

Speech material for the work on the formation of communicative-speech behavior in correctional classes for social orientation

dictionary on thematic sections of the Program

list of speech etiquette formulas

dictionary of expression of emotions and feelings

phraseological dictionary of emotional states

FORMATION OF COMMUNICATIVE-SPEECH BEHAVIOR OF PUPILS WITH HEARING IMPAIRMENT IN CORRECTIONAL SESSIONS FOR SOCIAL ORIENTATION

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