

Influence of the teacher's communicative competence on the development of children with speech impairments

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AT Nowadays, research into the personality of children with psychophysical developmental disabilities in inclusive education is gaining particular relevance....

Zhizneva N.V... considers communicative competence as a significant factor in the development of the personality of a child with speech disordersteachers.



- **The purpose** Her research was the study of the communicative competence of a teacher as a condition for effective psychological support of the development of primary schoolchildren with speech impairments in an educational institution.

- In the course of the study, it was empirically proved that the level of the teacher's communicative competence really has a direct impact on the indicators of the personal development of a child with speech pathology. ***by modeling a positive communicative environment.***
- A special role is played by such parameters of communicative competence as ***teacher's ability to empathy and the style of pedagogical communication with students in the learning process.***

Compliance of the style of pedagogical communication with the level of the teacher's communicative competence

High level of communication competence

Democratic style

Average level of communication competence

Liberal style

Low level of communication competence

Authoritarian style

In the course of the study, the influence of the teacher's pedagogical communication style on the indicators of a child's anxiety at school was studied, such as:



- fear in relationships with teachers,
- fear of a knowledge test situation,
- fear of not meeting the expectations of others,
- frustration of the need for success.

Democratic communication style of the teacher

Communication with teachers	Low level of anxiety in children with speech impairments 99.9%	Increased anxiety 0.1%
Knowledge check	Low level of anxiety in children with speech disorders 72.7%	Increased anxiety 27.3%
Failure to meet expectations surrounding	Low level of anxiety in children with speech disorders 81.8%	Increased anxiety 18.2%
The frustration of needing to succeed	Low level of anxiety in children with speech impairments 90.9%	Increased anxiety 9.1%

Liberal communication style of the teacher


Communication with teachers	Low level of anxiety in children with speech disorders 66.7%	Increased anxiety 38.3%
Knowledge check	Low level of anxiety in children with speech disorders 55.6%	Increased anxiety 44.4%
Failure to meet expectations surrounding	Low level of anxiety in children with speech disorders 77.8%	Increased anxiety 22.2%
Frustration of the need to achieve success	Low level of anxiety in children with speech disorders 77.8%	Increased anxiety 22.2%

The teacher's authoritarian communication style

Communication with teachers	Low level of anxiety in children with speech disorders 55.6%	Increased anxiety 44.4%
Knowledge check	Low level of anxiety in children with speech disorders 55.6%	Increased anxiety 44.4%
Failure to meet expectations surrounding	Low level of anxiety in children with speech disorders 66.7%	Increased anxiety 33.3%
The frustration of needing to succeed	Low level of anxiety in children with speech disorders 66.7%	Increased anxiety 22.2% High anxiety 11.1%

- An analysis of empirical data showed that in classes where teachers with a developed level of empathy implementing a democratic style of communication (corresponds to a high level of development of communicative competence), children with speech disorders have a low level of anxiety on all 4 of the above scales...
- At the same time, when teachers use a liberal and especially authoritarian style of communication, the level of anxiety in children increases.

- The study showed that with an authoritarian style of communication, indicators of the level of the child's emotional perception of himself in microsocium (his relationships with peers and adults are deteriorating).
- Low level of emotional self-perception in microsocium was noted by **11.1%** children with speech disorders and only with a low level of the teacher's communicative competence.

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- The presented results of diagnostic studies clearly confirm the relationship between the level formation communicative competence of a teacher and indicators of personal development of younger schoolchildren with speech pathology.

- In the course of the dissertation research, it was empirically proved that the level of the teacher's communicative competence really has a direct impact on the indicators of the personal development of a child with speech pathology by modeling a positive communicative environment. A special role is played by such parameters of communicative competence as the teacher's ability to empathy and the style of pedagogical communication with students in the learning process.