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Nonverbal encoding and decoding of nonverbal communication means as a condition of reflection development in communication in children with speech underdevelopment

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Abstract

The purpose of this article is to elucidate a development problem of nonverbal means of communication as a condition of reflection formation in communication in children with speech underdevelopment. A research technique to characterise nonverbal encoding and decoding of nonverbal means of communication has been offered by the authors. Experimental study of nonverbal encoding and decoding is carried out, and also the analysis of the obtained experimental data is provided.

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1. Introduction

In the Russian speech therapy the problem of research and correction of child speech underdevelopment is presented rather widely. However, despite the correctional and speech therapy work with children, speech violations have the steady form and continue to remain at older age quite often. Thus, there is an objective need for improving existing techniques of speech underdevelopment correction and new contents development aimed at formation such skills as self-control, self-checking, children's perception themselves as the subjects of own activity. The analysis of psychological and pedagogical literature has allowed to define a communicative reflection as means of formation of the abilities given above.

The reflection in communication is defined as a basic condition and at the same time the mechanism of more effective and productive people interaction (E.V. Lushpayeva) [1].

According to F.A. Sokhin et al. [2] reflection development up to the senior preschool age leads to changes in the system of values and notions, to easier child adaptation to external conditions, to self-regulation and self-checking of behavior. Within the intercourse mediated by a reflection and interaction with people the senior preschooler considers, estimates, accepts or rejects the certain values and standards of behavior peculiar to a family, peers, and significant persons. And it finally identifies success of his/her interaction with society.

In this context the study of nonverbal communication in children with speech underdevelopment as a condition of reflection formation in communication obtains the special importance. It is proved in modern science that successful nonverbal encoding and decoding of nonverbal signs determines the development of communicative speech intention, emotional expression of speech and probabilistic forecasting, and they also are factors which stimulate the progress of speech mechanisms and the formation of a full speech activity.

The available information about the status of nonverbal means of communication in children with speech underdevelopment is insufficient and contradictory in speech therapy: on the one hand there is evidence that the compensatory development of nonverbal communication in children with alalya; on the other hand, deficits of nonverbal means of communication in children with speech underdevelopment are noticed. From the methodological point of view nonverbal means of communication are discussed in speech therapy, firstly, as a means of compensating for the difficulties of communication with limited linguistic resources, and secondly, as a kind of before speech, before communicative preparation of children with speech underdevelopment. In general, the fact that nonverbal means of communication can have a positive effect on the mental development of the child is recognized in the modern Russian speech therapy. However, conflicting reports about the nonverbal communication of children with speech underdevelopment and inadequate methodological elaboration of the issue cannot determine the content, organisation, and methods of usage of nonverbal means of communication in the correctional and speech therapy work.

2. Method

Based on the theoretical analysis of the problem, we can make a conclusion that experimental investigations of nonverbal of encoding and decoding of nonverbal means of communication of children at the age of 5-6 years old with speech underdevelopment is necessary. I.N. Gorelov's [3] concept about nonverbal means of communication as functional basis of speech and the concept of N.I. Zhinkin [4] about code transitions in inner speech are put in a basis of our work. Representation of children with speech underdevelopment and allocation of such children from groups of children of the same age is performed due to the concept of R.E. Levina [5] about the general underdevelopment of speech and its levels.

The authors' diagnostic technique, consisting of observations and special diagnostic tasks was designed to conduct the research. Observation allowed us to define the peculiarities of nonverbal signs in the free communication and to evaluate the impact of nonverbal components of communication of surrounding people on a child's behavior. Diagnostic tasks were aimed at creating situations in which the child could demonstrate

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