

Development of communicative competencies among junior schoolchildren with learning difficulties in e-learning conditions

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Abstract. The article reviews the problem of forming communicative competencies among junior schoolchildren with persistent learning difficulties. Features of speech development of this category of students are disclosed. Modern scientific ideas about the structure of communicative universal educational actions are considered. Speech and socio-psychological skills are defined, which form the basis of each structural component of communicative universal educational actions. Method of diagnostics of communicative universal actions in students with persistent learning difficulties and peculiarities of development of communicative universal educational actions identified in them during diagnostics are presented. The stages of pedagogical activity on formation of communicative universal educational actions in junior schoolchildren with persistent difficulties in learning are indicated.

1 Introduction

Modern society has moved to a new stage - information and this has led to significant changes in the education system. The main task of the modern education system is defined as the development of students - cultural, personal, and cognitive. And the most important, key competence that is formed in the learning process is the ability to learn. [1]

In practice, elementary school teachers often face the problem of children's inability to work with an ever-increasing amount of information, with its systematization and presentation. In this regard, failure to complete tasks, a decrease in the quality of knowledge in the subject and, as a result, problems with academic performance. A child, even when he has knowledge of the subject, may experience difficulties in formulating his thoughts, a child may find it difficult to evaluate his activities (cannot see mistakes, understand the reasons for their occurrence, determine what needs to be done to avoid similar mistakes in the future. In other words, in the process of learning activity, the student must master universal learning activities that ensure the mastery of key competencies that form the basis of the ability to learn.

In the group of universal learning activities, communicative universal learning activities are of particular importance. Mastering communicative universal learning activities, the

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younger student learns to take into account the opinion of the interlocutor, which is different from his own; justify your own position; make a common decision in the process of cooperation; resolve conflict situations, taking into account the positions of the interlocutors; transfer information to the interlocutor in order to create guidelines for building actions; formulate and ask questions; solve communication problems using speech means. [4] Communicative universal learning activities are the basis of successful learning, because without communication with the teacher and students it is impossible to talk about the effectiveness of learning. The issue of developing communicative universal learning activities is of particular relevance for children experiencing persistent learning difficulties. The low level of communicative competence of such students is one of the reasons for learning difficulties.

In the studies of E.V. Rudensky, the definition of communicative competence is given. The author defines it as a generalizing communicative property of a person. It combines communication skills, knowledge, and also includes sensory and social experience of communication. E.V. Rudensky notes that for the successful implementation of communication, it is necessary to master socio-psychological skills (the ability to enter into and maintain communication), psychological skills (the ability to relieve excessive tension in communication) and speech skills (possession of verbal and non-verbal means of communication, knowledge and application of the norms of speech etiquette, the ability to communicate at the level of dialogue or polylogue in various forms of activity). [3]

According to the concept of communicative universal learning activities, the authors are A.G. Asmolov, N.G. Salmina, G.V. Burmenskaya, O.A. Karabanova, I.A. Volodarskaya and S.V. Molchanova, conventionally identified three aspects of communicative activity: communication as interaction; communication as cooperation and communication as a condition of internalization. [1].

Table 1. Criteria for evaluation communicative universal educational activities.

Communicative action groups	Criteria for evaluation communicative universal educational activities	
	Criteria for assessing speech skills	Criteria for assessing socio-psychological skills
Communication as interaction	- the ability to convey in speech the essential guidelines of the action that are understandable to the interlocutor; - the ability to obtain the necessary information by asking questions;	- the ability to come to a common decision in the distribution of functions and roles in joint activities; - emotional attitude to joint activities;
Communication as cooperation	- the ability to convey in speech the essential guidelines of action that are understandable to the interlocutor; - the ability to obtain the necessary information with the help of questions; - the ability to formulate their difficulties;	- the ability to come to a common decision in the distribution of functions and roles; - the ability to take initiative in the process of cooperation, solving various kinds of problems; - the ability to ask for help, as well as offer help and cooperation;
Communication as a condition of internalization	- the ability to build statements that are understandable to the partner; - the ability to obtain the necessary information with the help of questions; - the ability to conduct oral and written dialogue, corresponding to the grammatical and syntactic norms of the Russian language.	- understanding of various positions and points of view, orientation to the positions of other people, different from their own; - ability to formulate own opinion and position.
The productivity of joint activities (reflects the generalized result for all three groups of communicative actions).		

In the course of the preliminary study, we identified and differentiated speech and socio-psychological skills that form the basis of each of the three named aspects of communicative universal educational activities. These skills, presented in Table 1, can serve as criteria for diagnosing the development of universal learning activities in students with persistent learning difficulties. [11].

The formation of communicative universal educational actions of students with persistent learning difficulties is complicated by their speech development disorders. This is explained

by the fact that the main group of students with persistent learning difficulties is children with mental retardation.

The psychological and pedagogical characteristics of children with mental retardation and the characteristics of their special educational needs are based on scientific research on the features of the development of the cognitive and emotional-personal spheres of this category of children, presented in the works of psychologists and defectologists V.I. Lubovsky, L.V. Kuznetsova, Kulagina I.Yu., Puskaeva T.D., G.I. Zharenkova, T.V. Egorova, N.G. Poddubnaya [11]. According to the research of G.I. Zharenkova, all junior schoolchildren with mental retardation are characterized by a decrease in the stability of attention and working capacity. Research T.V. Egorova revealed a decrease in indicators of both short-term and long-term memory - due to reduced cognitive activity and insufficient curiosity, children with mental retardation require a longer period of time to memorize. Particular attention should be paid to the peculiarities of the speech development of children. In accordance with the works of V.I. Nasonova, the majority of children with mental retardation have "blurring of speech" due to articulation deficiencies and defects in phonemic hearing [11]. Special studies of the vocabulary of children with mental retardation, conducted by E.S. Slepovich, O.N. Kovalenko, showed the poverty of the vocabulary, especially the active vocabulary. N. Yu. Boryakova, S. V. Zorina, R. I. Lalayeva noted the underdevelopment of the functions of inflection, word formation, and the syntactic structure of the sentence. The studies of N. Yu. Boryakova, E. S. Slepovich, R. I. Lalayeva in the field of coherent monologue and dialogic speech show that the level of formation of this side of speech is at a low level compared to the norm and is distinguished by specific features [3].

As for the dialogic coherent speech, E.S. Slepovich notes that children with mental retardation are characterized by low speech activity compared to their peers with normative development; it is significant for them to maintain and start a dialogue [12]. When compiling a retelling and a story based on plot pictures, the volume of text in children with mental retardation is very small, the sequence of sentences is violated, pauses and repetitions are noted.

Secondary, associated with speech deficiencies, difficulties arise in younger students with mental retardation in mastering reading and writing. Attention is drawn to this in the works of E. Mateichik, I. A. Simonova, I. A. Smirnova, N. A. Tsykina, R. D. Triger, E. V. Maltseva, E. A. Loginova. [11] According to N.A. Tsykina, children with mental retardation have difficulty in understanding what they read - children have difficulty understanding the meaning of certain words, figurative expressions, and figurative meanings of words. The reading technique is also impaired, which manifests itself in a slow pace, skipping, rearranging, and replacing letters. These features of mastering reading are closely related to the appearance of writing disorders in children with mental retardation. R.D. Triger notes that in the written speech of younger students with mental retardation, there are errors such as omissions, additions, rearrangements of letters and syllables associated with inaccurate perception of phonemes; continuous spelling of words associated with the lack of formation of the analysis of the structure of the sentence; replacement of graphically similar letters [3]. Thus, all of the above disadvantages of speech and socio-psychological development directly affect the communication of children, in particular, the formation of communication skills, which are an important condition for the successful development of the educational program and the socialization of younger students with mental retardation.

2 Materials and research methods

The experimental study was aimed at studying the features of the formation of communicative universal educational activities of children of primary school age with mental retardation. The experiment involved 50 students aged 8-10 years old, studying at schools of

Rostov-on-Don and the Rostov region. When developing the methodology, we based on the research of A.G. Asmolova, G.A. Zuckerman, G.V. Burmenskaya, as well as on the criteria we have identified for assessing speech and socio-psychological skills for each of the three aspects of communicative universal educational activities presented above.

According to three components of communicative universal educational activities, we carried out diagnostics in three directions:

I direction: assessment of communicative-speech actions to transfer information and display the subject content and conditions of activity (communication as a prerequisite for internalization).

II direction: assessment of communicative actions aimed at organizing and implementing cooperation (communication as cooperation).

III direction: assessment of communicative actions aimed at taking into account the position of the interlocutor or partner in activities (communication as interaction). When diagnosing for each of the selected areas, we paid attention to the formation of speech and socio-psychological skills, in accordance with the criteria and levels of their development that we have identified.

The main methods for studying communicative training universal action of younger schoolchildren with mental retardation were: observation of the process and the result of the interaction of children in the process of performing diagnostic tasks. For this purpose, we used the methods proposed by G.A. Zuckerman, for the study of communicative training universal action - "Mitten", "Dictation pattern", "Who is right?".

To assess the communicative-speech actions to transfer information and display the subject content and conditions of activity (communication as a prerequisite for internalization), we used the technique of G.A. Zuckerman "Dictation pattern". The purpose of the technique is to assess the level of the ability to identify and display in speech the essential guidelines for action, as well as to convey (inform) them to a partner, an assessment of the planning and regulatory functions of speech. Examination procedure - two children are seated opposite each other at a table partitioned off by a screen, one is given a sample pattern on a card, the other is given chips from which this pattern must be laid out. The first child dictates how to lay out the pattern, the second - acts according to his instructions. He is allowed to ask any questions, but he is not allowed to look at the pattern. After completing the task, the children switch roles, laying out a new pattern of the same level of complexity. According to the 2nd direction, when examining the level of development of communicative actions aimed at organizing and implementing cooperation (communication as cooperation), we applied the methodology of G.A. Zuckerman "Mitten". The purpose of the methodology is to identify the level of formation of communicative actions to coordinate efforts in the process of organizing and implementing cooperation. Examination procedure - children sitting in pairs are given one image of mittens and asked to decorate them so that they make up a pair, i.e. would be the same.

According to the 3rd direction, related to the diagnosis of communicative actions aimed at taking into account the position of the interlocutor or partner in activities (communication as interaction), we applied the methodology of G.A. Zuckerman "Who's right?". The purpose of the methodology is to identify the level of formation of actions aimed at taking into account the position of the interlocutor (partner). Examination procedure - the child, sitting in front of the adult conducting the examination, is given in turn the text of three tasks and questions are asked.

Quantification was carried out on a progressive scale. A preliminary analysis of the results obtained helped us to identify quantitative indicators of 3 levels of performance of each task according to all criteria - high, medium and low levels.

The examination of younger schoolchildren was carried out in the conditions of the educational and spatial environment of an educational organization familiar to children in the form of pair and individual work.

3 Results

The evaluation of communicative-speech actions to transfer information and display the subject content and conditions of activity (communication as a prerequisite for internalization) was carried out using the diagnostic methodology of G.A. Zuckerman "Dictation pattern". The following features were identified.

Children with mental retardation in most cases could not clearly formulate instructions for completing the task, replacing it with separate inconsistent phrases. Questions asked by schoolchildren in order to obtain information to complete the task were inaccurate, incomprehensible to the interlocutor, or were formulated off the point. When trying to agree on the distribution of roles and functions in the process of completing the task, a dispute arose: who would be the leader, who would come up with a pattern on the mitten, etc.

The assessment of communicative actions aimed at organizing and implementing cooperation (communication as cooperation) was carried out using the methodology of G.A. Zuckerman "Mitten". The diagnostic results revealed significant features characteristic of children with mental retardation.

The instructions of the younger schoolchildren did not contain the guidelines necessary for the interlocutor to complete the task and were formulated incomprehensibly. The children built the message in simple single sentences with indications of only a part of the necessary guidelines. Questions asked by schoolchildren in order to obtain information to complete the task were formulated away from the point, were incomprehensible to the partner, or were not formulated at all. When formulating difficulties, it was difficult for children to build understandable statements, as a result of which the presentations of schoolchildren were fuzzy, contained grammatical and syntactical errors. When completing the task, students had to resort to the help of a teacher in order to distribute roles. The students did not come to a common decision. The children completed the task on their own, without agreeing with the interlocutor, or cooperated out of necessity if a problem arose when solving different tasks.

The assessment of communicative actions aimed at taking into account the position of the interlocutor or partner in activities (communication as interaction) was carried out using the methodology of G.A. Zuckerman "Who's right?". The diagnostic results showed the following. Children's utterances usually consisted of a set of several words, grammatically and syntactically unrelated. Questions asked by schoolchildren in order to obtain information to complete the task were formulated not to the point, were incomprehensible to the interlocutor. Some children did not ask questions, and their answers to the adult's leading questions were no more than "yes - no." Dialogue in most cases was not observed, the statements were short, incoherent, did not correspond to the norms of the native language. Most often, children took into account the possibility of different grounds for evaluating the same subject or choice, excluded the possibility of different points of view, considering a different position to be incorrect.

4 Discussions

Summarizing the results of the study, we were able to identify the following features that are characteristic of the mastery of communicative universal educational actions in elementary school students with persistent learning difficulties.

The lowest indicators were revealed in the study of such components of communicative universal educational activities as communication as cooperation and communication as a prerequisite for internalization. The main difficulties of schoolchildren from the experimental group were related to difficulties in formulating their difficulties, and often in understanding the instructions given by the task partner. The students were characterized by a passive position in solving various kinds of problems, the inability to agree on the distribution of roles and find a common solution. Therefore, children with learning difficulties often performed tasks without taking into account the instructions of the interlocutor.

In the study of communication as an interaction, the lowest indicators were characteristic of such criteria as the ability to build statements that are understandable to the interlocutor, conduct an oral dialogue in accordance with the norms of the Russian language, and formulate one's own opinion. Children experienced difficulties in formulating their own position, as their speech capabilities did not allow them to build a detailed, logical statement that was understandable to the interlocutor. During the dialogue, children with learning difficulties used one-word answers, or short, uninformative phrases, which did not allow them to build an oral dialogue with the interlocutor. In addition, a characteristic was the desire to express their own position, and not engage in a dialogue with another student when completing the task.

The analysis of the results obtained during the diagnostics allowed us to determine the directions and sequence of correctional and pedagogical work aimed at the formation of communicative universal educational actions in younger students with persistent learning difficulties. Correctional and pedagogical work is carried out in stages, in each of three stages; work is carried out to develop speech and socio-psychological skills that form the basis of all aspects of communicative universal educational activities. [12] At each stage, work is also carried out to develop higher mental functions, since children have insufficient development of perception, attention, memory, which ensure the formation of prerequisites for the successful mastery of communicative activity. At the first stage, the leading direction was the development of higher mental functions. Within the framework of this direction, the tasks of the development of fine motor skills, the formation of educational motivation were solved; sensory development; the development of intellectual processes - concentration, stability and switching of attention, conscious perception, abstract-logical and figurative thinking.

The work on the formation of speech skills at the first stage was aimed at developing the ability to ask questions, expanding vocabulary.

The formation of socio-psychological skills at this stage presupposed the development in children of an emotionally positive attitude towards joint activities; the ability to ask for help, the ability to understand different positions and points of view. [12]

At the second stage, the leading direction was the development of speech skills and speech activity of younger schoolchildren with mental retardation due to the vocabulary formed at stage I. Within the framework of this direction, the tasks of developing dialogical speech were solved; formation of the ability to obtain the necessary information with the help of questions; build clear statements for the interlocutor; articulate your concerns clearly.

In the course of the development of socio-psychological skills, the following tasks were solved: to form the ability to be active in solving various kinds of problems during interaction; ask for help, as well as offer help and cooperation;

The development of higher mental functions as the basis for the formation of speech and socio-psychological skills in the structure of communicative universal educational activities at this stage involved the solution of the following tasks: the development of verbal-logical thinking - the processes of analysis, synthesis, comparison, generalization, classification, inference, as well as the development of hand motility. [12]

At the third stage, the direction of correctional and pedagogical work associated with the development of socio-psychological skills comes to the fore. Here, tasks are solved to form the ability to agree on the distribution of functions and find a common solution; to formulate own opinion and position; agree on the distribution of functions and roles in joint activities. Students with mental retardation master all these skills on the basis of the speech skills formed at the previous stage. This allows the focus to move from the selection of words and the construction of the structure of the phrase, to the ability to interact in the process of various activities.

The development of speech skills at the third stage is aimed at developing the ability to display in speech the essential guidelines of action that are understandable to the partner; conduct oral and written dialogue in accordance with the grammatical and syntactic norms of the Russian language; development of monologue speech.

In the course of the development of higher mental functions as the basis for the formation of speech and socio-psychological skills in the structure of communicative universal educational activities, at the third stage, the tasks of developing verbal-logical thinking and mastering the system of scientific concepts continue to be solved. [12] The above stages of the formation of communicative universal educational activities in children with learning difficulties involve the selection of appropriate activities, forms of organization of classes and teaching methods, including innovative ones, which will allow all participants and, in particular, children with persistent difficulties to get involved in the educational process as much as possible. in learning.

Of particular importance is the work on the formation of communicative universal educational actions in the course of distance learning for schoolchildren, which involves interactive, non-contact interaction between the teacher and students, as well as the use of information resources in the learning process. [2].

The problems of distance learning began to be studied relatively recently by such researchers as Polat E.S., Morev I.A., Andreev A.A. and many others.

In the process of distance learning, the possibilities of the information environment are actively used. This is the search for the necessary information, and online interaction with the teacher and students during the lesson, and the performance of tasks in the digital space with audio, video and graphic accompaniment; comply with the norms of information selectivity, ethics and etiquette. [4].

Speaking about the development of communication skills of younger students with learning difficulties, it is not effective to use only distance methods. It is quite difficult to form skills such as the ability to agree on the distribution of functions and roles in joint activities, the ability to seek help, as well as offer cooperation and an emotionally positive attitude towards joint activities, only with the help of distance learning. In this case, it is appropriate to speak of blended learning.

Blended learning allows you to combine direct personal interaction between a teacher and a child and a distance format of communication using an information and educational environment, online resources. [10] Currently, quite a lot of blended learning models are known, depending on the ratio of the volume of full-time education and training using information and communication technologies [7].

One of these models that contribute to the development of communication skills are the models of the Rotation group. These include the models "Autonomous group", "Flipped Classroom", "Change of work areas" [8].

The model "Autonomous group" can be effective in conditions of significant differentiation of class students in terms of the level of knowledge of information and communication technologies, the ability to organize their activities, and the characteristics of cognitive activity. In this case, the class is divided into groups. One group of students is mainly engaged online, and personal interaction with the teacher is carried out for

consultations. The second group is trained full-time; the distance learning format is used mainly to consolidate the acquired knowledge and skills. [5] This option is most suitable, in our opinion, for children with mental retardation and learning difficulties.

The "Flipped Classroom" model can be focused on the educational team, in which students differ slightly in terms of the level of information and communication skills, self-organization skills, and features of cognitive activity. This model assumes the integrity of the educational team and the alternation for all students of full-time education and online education. Online learning within this model is carried out outside the school. [9]

The Model "Change of work areas" assumes the presence of several study groups in the classroom. The number of groups depends on the types of learning activities - work with a teacher, independent work, and online classes. At the same time, one or another type of activity is assigned to a certain zone. It is assumed that due to such an organization of educational activities, students will have less time to complete educational tasks. [6]

Due to the fact that younger students with learning difficulties have an underdevelopment of the socio-psychological component of communication, which manifests itself in the insufficient formation of emotional-volitional, personal and motivational spheres, the most suitable for the formation of their communication skills is the model of blended learning "Autonomous group", when the main training is conducted in the traditional form, and the online learning component is used to support and develop skills.

5 Conclusion

Thus, having studied the problem of developing communication skills in younger students with persistent learning difficulties in distance learning, we came to the following conclusions.

Difficulties in the formation of communicative universal educational actions in younger students with mental retardation are due to specific disorders of speech development (poor vocabulary, underdevelopment of the functions of the grammatical structure of speech, deficiencies in phonemic processes, low level of development of monologue and dialogic speech). Therefore, children find it difficult to express their own position, participate in a dialogue, could not ask questions and coordinate their actions. They used mostly one-word answers or short, uninformative phrases. The speech capabilities of the children of this group did not allow them to construct a detailed, logical statement that was understandable to the interlocutor.

In addition to the underdevelopment of the speech sphere, children are distinguished by the lack of formation of the emotional-volitional and personal spheres - the inability to make contact with the interlocutor, psycho-emotional disinhibition, or, conversely, fears and insecurity, the desire to express their own position, to act independently, without focusing on the position and actions of another.

This indicates that children with persistent learning difficulties have special educational needs in the development of communication skills and require the use of special methods, forms of organization of training sessions and activities. Distance learning, which has become very relevant recently, can be an additional form of interaction between a teacher and younger students with mental retardation. This form of training can be successfully used in the process of developing and consolidating communication skills acquired during face-to-face classes.

Regular use of digital visual aids, presentations and training video materials makes it possible to improve the level of work performed in a distance format, enriches the professional experience of students. In addition, visibility allows for more optimal communication in remote conditions. This is an important mean of stimulating learning motivation. The gain of experience in the remote use of visual aids can stimulate their more active and diverse use in further work after returning to full-time draw learning.

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