

# Case Study of Communication Issues Influence on Self-Esteem in Learners with ID

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**Abstract:** Nowadays, the lack of knowledge of bilingualism due to the changed volume ratio in the teaching of writing is becoming more and more obvious, especially to learners with intellectual disabilities. The emergence of complex processes marks this fact as interference and convergence of speech, which are better speaking and writing sources 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 research subject is the process of preventing and overcoming problems in the bilingual conditions of teaching children with speech and ID function deficiency.

**Keywords:** Case study, bilinguals, aspects, learners, special needs, ID.

## INTRODUCTION

The role of communication skills in our lives is extremely important. Through communication, a person learns the language, knowledge about the surrounding world, cultural and moral values, and norms accepted in society. In the process of communication, there is an entry into the team, socialization. The lack of basic communication skills makes it difficult for a child to communicate with peers and adults, leads to increased anxiety, and disrupts the communication process completely. The formation of communication skills in primary school age is of particular importance. At this age, the child experiences his uniqueness; he realizes himself as a person and strives for perfection. This is reflected in all areas of the child's life, including in relationships with peers. Educational activities are of a collective nature, so when entering school, the child must be able to contact other people, possess the necessary communication skills, thanks to which he can quickly join a group of peers.

Communication skills act as necessary universal abilities that characterize the holistic development of a primary school student. They are an important indicator of the student's readiness to participate in the educational process, receive and transmit information during the assimilation of subject knowledge, and successfully form available skills [1].

It is the development of communication skills necessary for the success of educational activities, the most important direction of the child's social and personal development [2, 3].

However, not all children easily pass the stage of formation of communication skills. It is very difficult for children who have limited health opportunities because they already initially have difficulties in verbal communication.

The category of children with disabilities includes people who have various mental or physical abnormalities that cause disorders of general development and do not allow children to lead a full life. Children with disabilities also include children with intellectual disability (mental retardation).

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Despite the fact that most of the works of Russian speech pathologists, in one way or another, address the problem of communication of persons with mental retardation, the special literature practically does not address issues related to the study of communication skills in primary school students with severe mental retardation. We have accumulated extensive experience in studying and forming the communicative sphere in children with intellectual disabilities. And the authors state the possibility of using various means of supporting and alternative communication, but we could not find any works on the study of communication skills in younger schoolchildren with severe mental retardation and their formation through alternative communication in this category of children.

It was only possible to find the work of O. A. Sinitsyna, in which the author notes that children with severe mental retardation have gross underdevelopment of speech and its functions (communicative, cognitive, regulatory), which prevents the full formation of communication skills. More than 40% of children with moderate to severe mental retardation do not have conversational skills or use their own "speech" during communication, which is often incomprehensible to others [4].

In connection with the above, the relevance of the work is due to an increase in the number of children with severe mental retardation, an insufficient degree of knowledge of the features of communication skills, and possible ways of their formation in younger schoolchildren with severe mental retardation.

**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 ages ranged from 16 to 20.

In accordance with the designated purpose and tasks, the following research methods were used in 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 of my group.
The strategies I used helped me write with other members of my group more easily and thoughtfully.
The writing strategies I found most helpful were
The writing strategies I found difficult to use were

**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 secondary school number 1 of KZ enrolled in the education program of national minorities.

Training takes place mainly in two languages; 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 disgraphics with children in the context of bilingualism are scientifically substantiated and defined.

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).

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);

The rationale for using critical thinking methods in the lessons of the native language (innovative corrective is pedagogical approach) [5,7].

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 corrective 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 selecting teaching methods, the profile of hemispheric asymmetry is taken into account (relatively speaking, the severity of left is handedness or Ambistria) [6,8].

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 the same percent (58%, 59%) of students agree that some people are bored with a special ability which helps them learn a foreign language. Also, 76% of students from GROUP 1 and 74% of 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, a very smaller number of students, like 15% and 29%, agree that people who are good at math and science are not good at learning a foreign language. 78% from GROUP 1 and 74% 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.

The effectiveness of the process of learning to interact with children with disabilities in an inclusive educational environment was evaluated using the following methods of psychological diagnosis:

- rapid diagnosis of social isolation (D. V.). Russell and M. Ferguson)
- diagnostics of interactive orientation (N. E. Shchurkova, N. P. Fetiskin) [9].

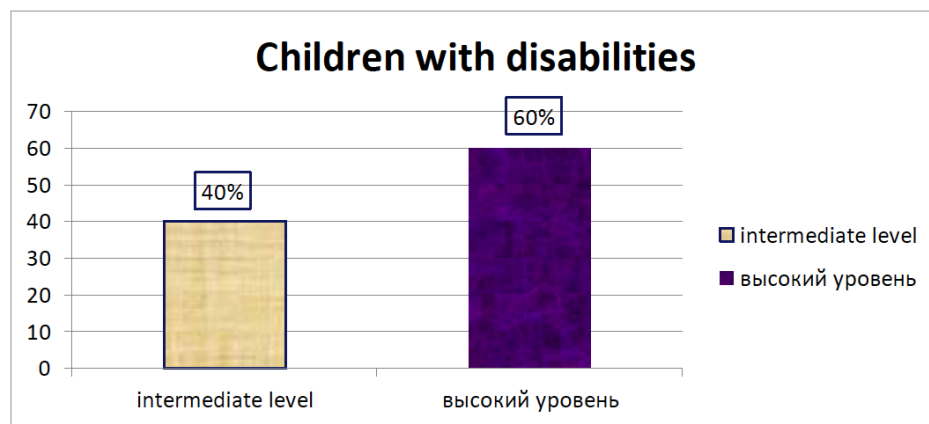
A characteristic of the interactive orientation of a child with disabilities is the type of orientation to interact with other people. The criteria for this are the presence and nature of personal needs and claims, attitude to the values and goals of other people, the presence of interest in joint activities with other people, behavioral reactions [13].

According to the results of the formative experiment, the average level of social isolation was recorded in 40% of children with disabilities, high-in 60 % of children with disabilities, which is 20% different from the indicators of the ascertaining experiment (Figure 1).

**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 bored with a 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
23. People who are good at math and science are not good at learning a foreign language.	*GROUP 1	15%	73%	3.69	1.15
	#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 to 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.



**Figure 1:**

In the experimental group, these indicators were as follows: a high level was found in 20% of the participants, and an average level was found in 80%. The number of children with disabilities with an average level of social isolation has increased slightly. This can be explained by a small network of social contacts and its stability (Figure 2) [14].

In the qualitative assessment of the nature of social isolation at the stage of the ascertaining experiment, the leading factors that cause social isolation were identified:

- lack or limited communication – this factor was called the leading 30 % of respondents;
- inability or unwillingness to interact with people – this factor was named the leading 20 % of children with disabilities;
- performing activities alone – this factor was identified as leading in 10 % of children with disabilities;
- lack of mutual understanding (ignorance of other people, lack of common ground) is the main factor among 10 % of children with disabilities;

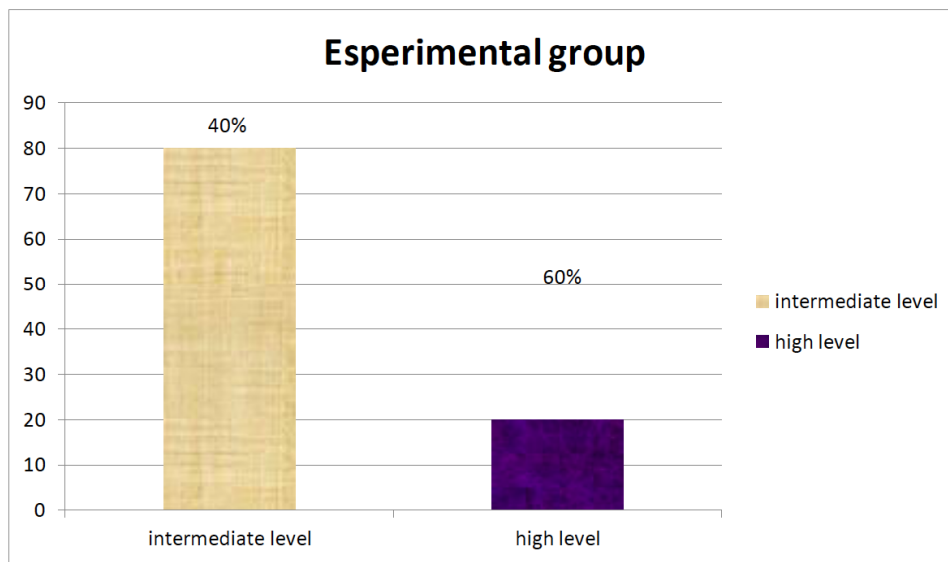


Figure 2:

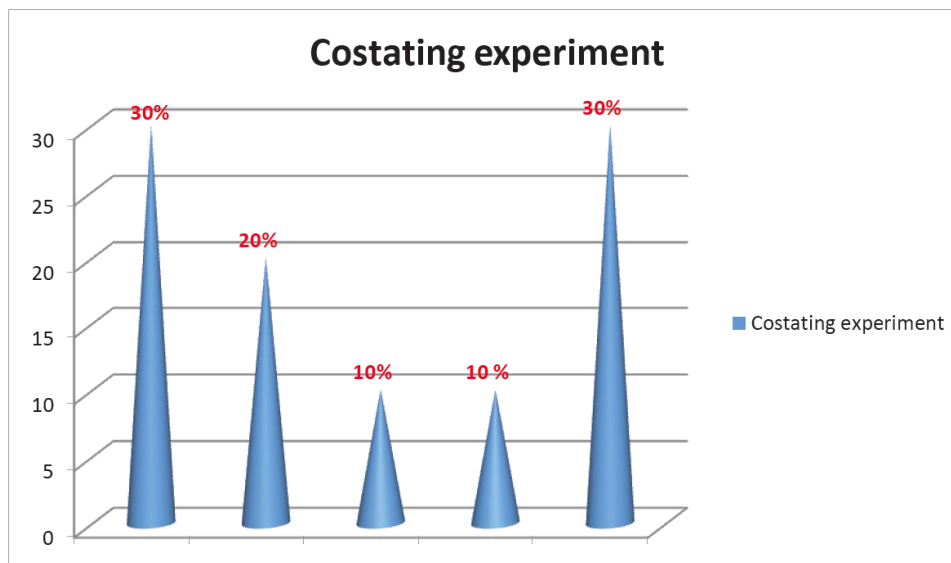


Figure 3:

- the experience of loneliness was named the leading one in 30 % of respondents (Figure 3) [15].

For all children with disabilities (from the experimental group) both at the stage of the ascertaining and at the formative experiment stage, several factors causing social isolation were recorded. At the stage of the formative experiment, a fact was recorded indicating a decrease in the number of factors causing social isolation, and this was recorded in 80% of children with disabilities from the experimental group; of the six factors, four remained, among them: limited communication, unwillingness to communicate, experiencing feelings of loneliness, lack of mutual

assistance (both with peers with disabilities and with healthy people) [16].

According to the results of the ascertaining experiment, the orientation to the satisfaction of their own (egoistic) interests prevailed in children with disabilities.

After the formative experiment, the number of children with disabilities (from the experimental group) with an interactive orientation increased by 40%. In the experimental group, less often than in the control group, there is an orientation to selfish interests, the orientation to interaction is the leading one. A comparative analysis of the quantitative and qualitative

characteristics of the interactive orientation of children with disabilities in the experimental and control groups allows us to conclude that interaction training, speech development, and an increase in the circle of contacts contribute to the formation of a focus on interaction regardless of age, type, and nature of developmental disorders.

A qualitative analysis of the data obtained shows that interaction skills in children with disabilities are formed in the process of specially organized pedagogical activities faster than in spontaneous interaction. When comparing the indicators of children with disabilities who study in a regular or inclusive group, it was found that the rate of formation of interaction skills is faster in children with disabilities who are brought up in an inclusive group than in those children with disabilities who attend a traditional (differentiated) group. In children with disabilities who attend an inclusive educational group, the skills of interaction with adults and people with the same developmental disabilities are formed faster than with healthy peers [12].

## DISCUSSION

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

1. Analysis of scientific literature in the field of logopedic 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 the 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 logopedic neuropsychological correction. This is important not only in terms of bilingual but also monolingual education.

4. A system has been developed to prevent and overcome dysgraphia in bilingual children, which is productive, provided that it includes renowned methods of speech therapy correction and those aimed at strengthening both language systems and eliminating language interference phenomena in the letter.
5. Testing the correctional education system provided a positive result, which consists of reducing the number of specific and non-specific dysgraphia errors and improving the performance of children [10].

Thus, as a result of the study, the validity of the hypothesis confirmed, all the tasks were 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 are the method of global reading. The first can be called the left hemisphere, and the second is the right hemisphere. Although it did not set a special task to study the peculiarities of teaching children with different ratios of functional hemispheric activity, our study confirmed that some children, not knowing the letters, easily recognize familiar words and even sentences in books. Some learners, even if they did not learn all letters, started to read 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. [11]

## 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. 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.

To successfully prevent 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, 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 consider 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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