

This is an open-access article under the CC BY-NC-ND license

Issue VI, 22 November 2023

e-ISSN 2707-9481

ISBN 978-601-323-356-7

Institute of Metallurgy and Ore Beneficiation, Satbayev University, Almaty, Kazakhstan

<https://doi.org/10.31643/2023.04>

G.T. Lyskova

Department of Psychology and Pedagogy, Perm State Humanitarian and Pedagogical University, 614000 Perm, st. Sibirskaya 24; Municipal autonomous educational institution "Lyceum 8" of the city of Perm, 62 a, Cosmonaut Leonov str., Perm, 614088, Russian Federation. Email: gusal-s@mail.ru, ORCID ID: <https://orcid.org/0000-0002-5276-1202>

M.R. Arpentieva

Russian Academy of Natural History, International Academy of Education, Honored Worker of Science and Education of the Russian Academy of Natural Sciences, Center for psychological, pedagogical, medical and social assistance "Assistance", Kaluga, 248000, Dostoevskiy str, 44, Russian Federation. Email: mariam_rav@mail.ru, ORCID ID: <https://orcid.org/0000-0003-3249-4941>

N.M. Safeek

Department of Educational Psychology, Faculty of Education, University of Colombo, Sri Lanka
Email: safeek@edpsy.cmb.ac.lk

K. Ponniah

Faculty of Languages and Communication, Sultan Idris Education University, Perak, Malaysia
Email: kartheages@fbk.upsi.edu.my

S.V. Koptyaeva

Department of Aesthetic Education and Literature on Art and Local History
STIC KR “Kaluga Regional Children's Library”, 74, Lenin str., Kaluga, 248001, Russian Federation
Email: assvet18@rambler.ru, ORCID ID: <https://orcid.org/0000-0003-4746-2969>

Features of the Development of communication skills of younger students in inclusive education

Abstract: A teacher working in an inclusive class needs to build communication in such a way as to ensure the inclusion of children with special educational needs (hereinafter referred to as SEN) in communication with normotypical children by developing their communication skills. The purpose of the article is to analyze research on the problem of the formation of communicative skills of younger students in the framework of the educational process in the context of inclusive education. The scientific novelty and theoretical significance of the study lie in the development of the foundations of an integrative approach to the study and formation of communicative skills of younger students in an inclusive class. The methodological basis of the study is a systematic and competence-activity approach to understanding the problems of the formation of communicative skills. Research methods include theoretical and empirical analysis of the problem and reflection of the results of the ascertaining and formative stages of experimental research. The results of the experiment indicate significant and numerous changes in various aspects of the communicative skills of schoolchildren, the need to introduce joint games and other forms of joint activities of schoolchildren from inclusive classes into the educational program, contributing to the harmonization of relations between them, the development of schoolchildren as individuals, partners, and students, improving performance and satisfaction with educational relationships. The prospect of the study is the further development of an integrative approach, the improvement of the system of means and conditions that contribute to the formation of the development of communicative qualities, communicative actions, and speech skills - the communicative skills of students in general, the development of a system of recommendations that allow future and working teachers to increase their aspirations and skills in the sphere of formation of communicative skills of schoolchildren.

Keywords: primary school student, communication skills, inclusive education, inclusive class, a student with SEN, special educational needs.

Cite this article as: Lyskova G.T, Safeek N.M., Arpentieva M.R., Ponniah K., Koptyaeva S.V. (2023). Features of the Development of communication skills of younger students in inclusive education. *Challenges of Science*. Issue VI, 2023, pp. 29-39. <https://doi.org/10.31643/2023.04>

Introduction

One of the priority goals of world education is the availability of quality education, and its compliance with the modern needs of society and every citizen, including in the process and as a result of creating and improving the educational environment that ensures the successful socialization of students with disabilities, providing for the expansion of their learning opportunities and education in non-specialized educational institutions. At the same time, the main goal of teaching children with disabilities today is their most complete socialization, which ensures integration into society: achieving the highest possible level of education and upbringing for each student, involvement in social dialogue and socially significant activity (educational and, later, professional activity). The state educational standards put a special emphasis on preparing children with disabilities for life in different countries and societies, active and parity interaction with it formulates the task of developing their social and subject competencies and identifies requirements for the level of competence formation, including communicative knowledge and skills (Kassymova, 2018; Gasanova et al., 2020).

The concept of modernization of national and world education emphasizes: in order to educate a person who strives for the maximum realization of his abilities, is open to the perception of new experiences, capable of making a conscious and responsible choice in various life situations, it is necessary, first of all, to teach the child to decide what is available to him in different areas and situations of communication, improved in the process of education and upbringing, by language means, various communicative tasks. It is, therefore, about how to form his communicative competence. The same task is served by the competence-based approach that underlies the modern concept of education. This approach is associated with the formation of a system of competencies of key competencies, one of which is communicative competence. Communicative competence acts as a set of complexly structured and interconnected communicative knowledge, skills, and abilities. In particular, communicative competence involves knowledge of the ways of communicative interaction with surrounding people and events and the ability to implement them, the skills to recognize and influence the psycho-emotional state of the interlocutor or interlocutors, the skills and abilities to work in a group, possession of verbal and non-verbal means of communication in the process of performing in collective of various social roles.

One of the main problems of organizing the educational process in the context of inclusive education is the need to take into account the individual needs and characteristics of each student, to ensure and improve the readiness and ability of future and working teachers to work in an inclusive environment, to find and implement ways to increase the effectiveness of this work. Inclusive education in itself requires additional knowledge and skills from teachers, which, when applied, provide high-quality, diverse, individualized support to each student, the general readiness and ability of the teacher to develop work with a variety of children and in various directions, including the formation of children's communication skills, in conditions of inclusion (Stepanova et al., 2006; Stepanova & Demchuk, 2014).

Another problem is the lack of specialists, such as special education teachers, speech therapists, psychologists, and other professionals who can help teachers in teaching children with disabilities and other needs. Another important problem is the need to organize the joint work of teachers and specialists, cooperation and coordination of the efforts of teachers with the efforts and actions of other professionals. To solve these and a number of other problems, targeted work is needed in the field of teacher training and cooperation. Other specialists need specialized training and courses that develop the necessary knowledge and skills in the field of inclusive education, readiness, and ability to work successfully in inclusive education. It is also necessary to correctly focus the efforts of teachers and specialists, ensuring the effectiveness and productivity of their efforts in supporting the development of each student. One of these focuses is the formation of communicative skills in schoolchildren.

The problem of developing the communicative skills of schoolchildren and other groups of people was considered in the works of many domestic and foreign authors. Scientists have revealed the essence of communicative skills, and proposed ways of their formation. However, existing studies practically do not touch upon the problems of the formation of communicative skills in the conditions of inclusive education, specific and general difficulties, and opportunities for building, implementing, and improving children's communication in an inclusive classroom.

Research Methodology

The readiness of future and already working teachers to form the communication skills of students in inclusive classes is ensured by the knowledge of what and how to form in order to achieve the goals of inclusion and the goals of the full development of each individual child. This problem has both practical and theoretical relevance since both teachers and researchers need a structured model that combines the data of existing studies and opens up opportunities for further research, which makes it possible to successfully form the communicative skills of schoolchildren in inclusive and other situations of an integrative model. Such a model should take into account not only general but also specific problems and tasks of the formation of communicative skills of younger students in an inclusive class. The communication skills formed in younger students in an inclusive class are both general and specific: on the one hand, they allow students to interact effectively and productively with other students and people in general, performing universal and particular communicative actions and applying appropriate communication skills, including skills, helping to build, implement, develop and complete contacts in situations of difficult communication, supporting the traditional norms of educational relations, and, on the other hand, they are specific to situations of inclusive contact, in which some of the interacting people have more or less pronounced features of the state of health and are associated with them the specifics of educational needs, which leads to the need for a large-scale transformation of educational relations themselves. In an inclusive situation, the very idea of how and why education and upbringing should be carried out changes, how communication is implemented, which can be called inclusive: aimed at integrating schoolchildren with different educational needs into the educational dialogue. Therefore, in an inclusive class, the teacher needs to be ready to work with both general, universal, and specific tasks for the formation of communicative skills of schoolchildren, including those who are ready and able to cooperate on their own and to form the readiness and ability to cooperate in children of the inclusive class, to overcome the barriers that exist in the communication of children with disabilities and normotypical children.

The aim of the study is to analyze research on the problem of the formation of communicative skills of younger students in the framework of the educational process in the context of inclusive education, to provide future and working teachers with the foundations of a holistic understanding and effective ones. The scientific novelty and theoretical significance of the study lie in the development of the foundations of an integrative approach to the study and formation of communicative skills of younger students in the inclusive class. The methodological basis of the study is a systematic and competence-activity approach to understanding the problems of the formation of communicative skills. Research methods include theoretical and empirical analysis of the problem and reflection of the results of the ascertaining and formative stages of experimental research. The study involved the main (inclusive classes) and control (traditional classes) groups. The study was carried out with the help of the "Chart of Observation of Students' Communication Skills" by the first author, G.T. Lyskova.

The work implements the idea that communicative skills include, firstly, communicative qualities, which include the ability to make contact and address the interlocutor; the ability to listen to the interlocutor; the ability to understand and accept a different opinion, different from one's own; ability to navigate in a situation of communication; the ability to select material and arrange it in speech. Secondly, they include communicative actions that involve intentional, emotional, and expressive shaping of speech utterances; the ability to feel the mood of your interlocutor. Thirdly, they include speech skills associated with having a sufficient vocabulary; mastering the basic lexical signs of the language; assimilation of basic grammatical means; formation of skills of pronunciation of sounds, and syllables.

At the same time, it should be noted that the development of communication skills in educational activities should be carried out in the context of four interrelated situations: communication between a teacher and a student; communication with another student, communication in small groups, communication with class students (Akishina, 2013), using a system of specially selected and developed means that create situations of interaction, including cooperation, of children in the classroom, as well as a system of conditions that encourage schoolchildren to improve communicative skills (development and implementation of communicative actions, manifestation of communicative and communication-promoting qualities and relationships, development and improvement of communication skills, including the most productive and effective models of interaction with other children and adults in the classroom and outside the classroom) in terms of such parameters as inclusion or involvement, activity or subjectivity and

manufacturability or competence. The authors proceeded from the fact that the work on the formation of communication skills should be every day and organically contain all types of activities: learning, play, and work. We agree that the main condition for the socialization of a child with SEN in the future is joint games (Turishcheva & Malykhina, 2019). It is during the game activity with the help of different games that conditions are created for the development of the child's communicative qualities, the formation of communicative actions, and the correction of speech skills.

Results of Theoretical Research

Inclusion is an approach to learning that aims to ensure equal learning opportunities and social integration of all students, including children with different characteristics and needs, including SEN (Stepanova & Demchuk, 2014; Arpentieva et al., 2019a; Arpentieva et al., 2019b). Inclusive education is an important step toward building a just and equal society. It allows children with different needs to be educated together with other children, which contributes to their social integration and development. In addition, inclusive education helps to overcome the stigma and discrimination associated with different characteristics and needs and creates a more tolerant and open society. Inclusive education involves the organization of education in such a way that each student can participate in the educational process and receive the necessary help and support. This involves the use of various methods and technologies of education and upbringing, support and control (assessment), design and reflection of educational processes and results, development of original and adaptation of existing educational materials and equipment (tools), as well as providing additional support to students who need it.

The study of the problems of communicative development of younger schoolchildren is conditioned by the need to timely and successfully form their basic, limiting educational processes, the ability to interact and understand, internalize, and implement ethical norms of social interaction directly in situations of communication with other subjects of the educational process. An analysis of existing studies allows us to assert that communication is a decisive factor in the overall development of the personality of a younger student. Research finds that communication can also help correct the conflicts and difficulties that primary school-age children may have with improper upbringing and training, in particular in conditions of exclusion. Most authors believe that interaction between children is necessary not only for the formation and development of a child as a student (the formation of subject and, further, professional competencies) but also for the formation of his general life (personal and interpersonal) competencies.

Scientists continue to look for ways to ensure the effective organization of the educational process and the provision of quality education to younger students with special educational needs (SEN), taking into account modern world educational trends and existing practical experience. The urgency of the problem is largely due to significant changes in the composition of students in general education and vocational schools, an increase in the number of students and students with special educational needs, who, until recently, were either not included in a specially organized educational and developmental space, or were included, but without any detailed reflection of the problems and results of such inclusion (Taraskina, 2016; Feofanov et al., 2020).

Changes in the understanding of the problems of educational activity of students with special educational needs have occurred due to theoretical research and subsequent changes in the practices, norms, and standards of education, from primary to professional. Thus, the Educational Standards for Primary General Education in different countries focus on the importance of developing key competencies of younger schoolchildren and provide for the development of communication skills in order to successfully socialize a child (Ministry of Education and Science of Russia, 2009). The standard emphasizes that "common to all core competencies are such skills as reading with understanding, the ability to express one's opinion orally and in writing, critical and systematic thinking, creativity, initiative, the ability to logically justify a position, the ability to constructively manage emotions, assess risks, make decisions, solve problems, cooperate with other persons", and it is also noted that "the applicant for education interacts with other persons orally, perceives and uses the information to achieve life goals in various communicative situations" (Ministry of Education and Science of Russia, 2009). The Educational Standards for Primary General Education in different countries are based on a system-activity approach, through which the formation of the student's personality takes place. Such a person must meet the needs of the modern information society, and be an enterprising and competent citizen. The standards also note that

the optimal level of general education for children with special educational needs is ensured by mastering the content of educational sectors in combination with corrective and developmental work.

The introduction of ideas about the importance of communication skills into the standards of general, special, and inclusive education is an extremely important part of solving the problems of formation; however, the scientific study of the problem itself plays a big role, including the integration of existing research and developments. Here, however, we see that not too many scientific publications are devoted to the development of communication skills of younger schoolchildren within the framework of inclusive education, especially of a generalizing, integrative plan (Mikhailovskaya, 2001; Bogush & Gavrish, 2007; Tsepova & Kharchenko, 2008; Sulnichenko, 2009; Sivinsky et al., 2021; Kantor et al., 2023).

Much attention in these works is given to speech. Speech competencies in the life of children of primary school age are the basic skills and abilities necessary for successful communication and social adaptation in society. These skills include the ability to speak and listen, to understand and express thoughts and feelings, and to respond appropriately to communication with peers and adults. The speech also includes the ability to use language to solve practical problems such as shopping, ordering food, communicating with people, giving and receiving help, etc. For the development of speech for life, children of primary school age need to provide appropriate conditions (situations) and support. In addition, it is important to create a psychological atmosphere that will contribute to the development of speech, including taking into account the individual needs and characteristics of each child. To help children develop their speech and social skills, teachers can use a variety of teaching methods, such as cooperative games, various tasks that require the coordination of efforts, and the cooperation of several children. The development of speech for life is an important element of education in elementary school, as it helps children learn, adapt socially, and function successfully in society. It is also a prerequisite for a successful education and career in the future.

In general, "communicative and speech skills" are considered by researchers in different ways. In particular, "communicative and speech skills" are quite often considered as "communicative skills", "speech skills", "speech activity", "communicative and speech competence", and "communicative universal learning skills. Galskova (2015) notes that communication skills determine a person's ability to communicate as a complex multicomponent activity, the nature of which is influenced by various factors. Lutsenko (2002) considers communicative speech skills as "the ability to manage speech activity in the process of solving communicative problems". According to the definition of Mikhailovskaya (2001), communicative and speech skills are "creative skills that include a set of communicative and speech actions aimed at the perception, reproduction, and creation of statements in oral and written speech".

Speech activity is a means of forming a person who is able to express himself correctly and appropriately, communicate freely and effectively; ready for the conditions of life in society. According to Tsepova and Kharchenko (2008), speech activity is a way of realizing social and communicative needs in the process of communication. In this regard, developed speech activity in children appears as a general phenomenon associated with a common property of people, regardless of a particular language. At the same time, this is an individual, unique property inherent in a particular child, developed and appropriated by him, taking into account the conventional requirements for communicative expediency and psychological comfort of speech communication. In Kasatkina's scientific research (2008), communicative universal learning skills are interpreted as the correct distribution of roles within the team, the ability to listen and properly enter into a dialogue, and the ability to build productive interaction with adults and peers. Among all universal teaching skills, communication skills are very important. The level of development of communication skills affects not only the assimilation of knowledge by students but also the development of the personality and the success of its adaptation in society. All skills are formed in the course of her activities, and communication skills are improved through the interaction of students in the classroom and in extracurricular activities.

Communicative and speech development is closely related to the communicative and speech skills of children of primary school age. In particular, Leontiev (2001) points out that "in the process of communicative speech development, skills are formed to adequately select language or speech means, determine the communicative task, realize one's own speech, give it an arbitrary form". Winter (1991) notes that in communicative speech development, there is an interaction of all types of speech activity. In addition, there is an improvement in the ways of forming and formulating opinions and their conscious differentiation in various situations and conditions of communication. Donchenko (2006) came to the

conclusion that the communicative and speech development of children of primary school age should be understood as the development of the ability to fully communicate with the help of language means; formation of communicative and speech competence; development of the main types of speech (listen, read, speak and write) and communicative (the ability to perform speech actions aimed at solving communicative problems) skills. Scientists note that students must master the ability to distinguish between oral and written speech; maintain a dialogue, translate texts; observe the norms of etiquette in communication; compose stories on a specific topic in compliance with grammatical and communicative speech skills, and be able to speak coherently.

In correctional pedagogy and speech therapy, children's speech activity, speech competence, and speech activity (language use) are considered interrelated phenomena. Speech competence is the result of the development of its practical application in speech activity (Galskova, 2003). Researchers believe that communicative competence is the unity of the relevant skills and abilities of the child, reflecting his communicative competence, and his experience of communicative activity (Rose & Gage, 2017; Beukelman & Light, 2020; Cole-Lade & Bailey, 2020; Kantor et al., 2021). However, without effective teacher support for communicative interaction with peers, students with SEN may experience difficulties communicating with peers in the school environment, which affects their motivation, attitude, confidence, and communicative competence (Beck, et al., 2000). Thus, the communicative factor is the limiting success of the educational activity of children with SEN: with its directed and active development with the help of properly selected methodological tools (training and education tools) by the teacher, there is a positive trend in terms of communicative and speech opportunities for teaching and educating children with SEN. The academic results of the educational activity of children in the inclusive classroom and satisfaction with educational relations, processes, and results are improving.

Results of an empirical study

The empirical study included three stages:

- ascertaining;
- forming;
- controlling.

The purpose of the ascertaining stage of the study was to identify the level of communication skills of younger students in the inclusive class. At this stage, in 2019-2022, students from four inclusive classes of the Moscow Autonomous Educational Institution "Lyceum 8" in Perm took part in it. In total, 80 children of the second inclusive classes were diagnosed: 40 people - the main group (inclusive classes in which the formative experiment was carried out) and 40 people - the control group (inclusive classes in which the formative experiment was not carried out). For each student of the inclusive class, the "Map of Observations on the Manifestations of Communication Skills in Primary School Students" developed by the authors was completed. This diagnostic technique allows you to establish the level of development of communicative qualities (skills of the "relationship" group), communicative actions of students (skills of the "appeal" group), and the level of development of their speech skills (skills of the "reflection" group). The technique consists of three parts: observation of the manifestations of the communicative qualities of the individual, observation of communicative actions, and identification of speech skills through observation and conversation.

In the course of the study, three levels of formation of communicative qualities, communicative actions, and speech skills of the subjects were identified: high, medium, and low. The results of an expert assessment of the formation of communicative skills of subjects with SEN indicate that they have a low level of development of speech skills. The communication skills of such children are very limited, and without specially organized training, their skills of children's communicative behavior are very difficult to master. The inability to correctly express one's feelings and correctly understand the emotional state of the interlocutor, and the inconvenience or inadequacy of facial expressions and gestures complicate the communication of students with typical development with students. The results of the ascertaining stage of the study also indicate an insufficient level of formation of communicative skills among other students of inclusive classes. In addition to levels, the leading characteristics of the formation of communicative skills and conditions were identified, the presence of which, according to experts, contributes to their formation: characteristics of involvement and conditions of involvement in an inclusive educational dialogue,

characteristics of activity and conditions of subjectivity, as well as characteristics of competence and conditions for implementation and improvement of competence. It was shown that a holistic understanding of the relationship between different aspects of the formation of communicative skills of schoolchildren by a (future) teacher ensures an increase in his readiness and ability in an inclusive environment, possession of effective means of forming children's communicative competencies.

Analysis of the results of the ascertaining stage of the study made it possible to formulate the goal, objectives, and methodology of the formative experiment on the development of communicative skills of younger schoolchildren in an inclusive class. At the stage of the formative experiment, eight formative-correctional classes were held with students from the inclusive class. All classes were built according to a single structure and included the joint gaming activities of students: the creation of role-playing situations; theatrical games and tasks, board games, construction, and verbal and non-verbal games. Work in the classroom simultaneously took place in three areas: the development of communicative qualities, the development of communicative actions, and the development of speech skills. The content of the classes stimulated children with SEN to communicate with their peers, aroused in them the desire to participate in games with other children, and developed and revealed the potential of students in SEN. At the same time, the individual characteristics of the child (his shyness, peculiarities of speech development) were taken into account. Particular attention was paid to children with SEN with their participation in pair and group forms of work, but the communicative activity of all children in the inclusive class was studied.

During the control stage of the empirical study, the same methodology was used as at the ascertaining stage: "Map of observations of the manifestations of communicative skills in younger students." The calculation of the data of the ascertaining and control experiments demonstrated the presence of significant differences between the main and control groups of children at the end of the study, and differences in the communicative skills of children in the main group at the beginning and end of the study. Let's compare the dynamics of the results in the experimental and control groups for each indicator (Table 1).

Table 1. Dynamics of the indicator "development" of students' communicative skills at the ascertaining and control stages of the study

Stages of development in 2 groups	levels of development of students' speech skills			levels of development of communicative actions			levels of development of communicative qualities		
	high level	medium level	low level	high level	medium level	low level	high level	medium level	low level
Ascertaining stage main group	2	14	4	2	12	6	5	10	5
Control stage main group	3	16	1	3	15	2	7	12	1
Ascertaining stage control group	2	15	3	2	11	5	6	11	3
Control stage control group	3	15	2	3	10	5	6	12	2

According to the first indicator, speech skills (Table 1) results of students in the experimental classes at the ascertaining stage: high level - 2 subjects, average level - 14, low - 4. The results are shown in the control experiment: high level - 3 students, average - 15, low - 2. The most noticeable qualitative change in the group of skills “reflection” of the interlocutor and the situation was that the language of the subjects became more emotionally expressive. Changes in the control group were significantly less noticeable, the communication of children changed minimally.

According to the second indicator, the development of communicative actions (Table 1), the results of the students of the main group (experimental classes) at the ascertaining stage: high level - 2 subjects, average level - 12, low - 6. The results are shown at the control stage: high level - 3 students, medium - 15, low - 2. Qualitative changes in this aspect of skills ("treatment with interlocutors") consisted of the fact that the subjects more often showed leadership qualities in games, in group projects, and demonstrated goodwill and openness. They showed a greater tolerance for a child with a Sensory Processing Disorder. Changes in the control group were significantly less pronounced.

According to the third indicator "development of communicative qualities" (Table 1), a change in the formation of communicative qualities in students of the experimental (main) group was revealed: high level - 5 at the beginning against 7 at the end, average level - 10 at the beginning against 12 at the end, low - 5 at the beginning versus 1 at the end. Qualitative changes in this "relational" aspect of communication skills consisted of the fact that the subjects increased their ability and readiness to maintain communication and to feel the mood of the interlocutor. Students are more likely to show empathy towards other people. The results of the control group at the beginning and end of the study are comparable and less pronounced.

Also, in the main group, differences became noticeable in the attitude and quality of the educational activity of the students of the main and control groups: against the background of less conflict and alienation, the students of the main group were more involved and successful in educational activities, more open to the educational influence of teachers: the changes were multiple and, at the same time, had clear trends: a change in attitude to communication caused changes in perceptions and experiences in communication, as well as the need to master a new model of interaction or correct the old one.

In general, this confirms our assumption about the importance of the systematic use of special means of forming communicative skills, that different skills change in the context of the use of various means of formation in different ways, the "relational" aspect of skills changes most dynamically and fully, the readiness and ability to build contact with different from themselves and other people. The most rigid is the "converting" aspect of skills, instrumental models of building communication, starting with speech patterns and ending with interaction patterns.

Summarize the results of both parts of the study:

1. The most important differences in the formation of different groups of communicative skills of younger students in an inclusive class exist in the degree of inclusion (involvement), technological effectiveness (competence) and intensity (activity) and in the level of skills formation (imitative-imitative, orderly-conventional or reflective-creative).

2. The successful formation of the communicative skills of junior schoolchildren in the inclusive class is associated with the implementation of the requirements of individual and systematic approaches to their formation: taking into account the formation of different groups of communicative skills of schoolchildren in the inclusive class is the basis for the development and implementation of individual educational routes, as well as the subsequent integration of these routes into a single for the entire inclusive class, an educational program that involves the creation of a system of conditions and the use of a set of means for the formation of communicative skills, including specialized teaching aids, methods, and technologies, as well as special types of classes.

3. The process of formation and development of communication skills in the classroom in an inclusive class will be successful if:

- an individualized assessment of the formation of communicative skills is carried out, the design of an individual educational route for the communicative development of a younger student and the integration of these routes into a single program for the formation of communicative skills of all students of the inclusive class in the classroom;

- a motivational environment is formed in the lesson that creates significance and needs for mastering communication skills for primary school students, the need to build relationships of cooperation and mutual assistance of all students of the inclusive class;

- the lesson is organized as a space and time of joint creative and research activities of younger students, contributing to communication between them, the use and improvement of communicative skills, methods, and technologies are applied that are specifically aimed at the formation and development of communicative skills of students;

- the lessons ensure the creation of a reflective educational environment that promotes intensive understanding and improvement of the communicative experience of students, the formation and improvement of their ideas about themselves and communication partners;
- pedagogical cooperation of specialized specialists of the educational organization and the family in the communicative development of primary schoolchildren of inclusive classes is being implemented.

Conclusions

To sum up, firstly, studies by domestic and foreign experts show that inclusive education involves the involvement of people with special educational and other needs in education in educational institutions and the importance of inclusion in the process of their rehabilitation and socialization. Specialists emphasize the importance of creating conditions for the success of inclusion by managing communication and the formation of communicative skills of schoolchildren in classes where there are students with SEN. The formation of such skills in students with special development and in normotypical students of inclusive classes requires purposeful, orderly work of teachers who must be ready for such work: competent and armed with the means and understanding of what conditions are necessary for these means to be effective.

Secondly, students with SEN are characterized by a low level of mastery of communicative means and methods of interaction; the formation of communicative skills is not much higher among normotypical students of inclusive classes. It is difficult for them to coordinate actions to fulfill common tasks and organize mutual control, and mutual assistance. Many children have insufficiently formed language initiative, the ability to argue their position, to convince, to lead a discussion. Students with SEN do not always have a set of options for communicative-linguistic communication strategies, the skill of transmitting information; demonstrating an inability to listen, to maintain a conversation. Schoolchildren of this group experience significant difficulties in choosing adequate language means.

Thirdly, the central component of the diagnostic complex of the study was the "Map of Observations on the Manifestations of Communicative Skills in Primary School Students". This technique allows you to establish and compare the level of development of communicative qualities, communicative skills, and actions of students, as the development of speech skills at the initial (stating) and final (control) stages of the study. The results of the ascertaining experiment testify to the insufficient level and diversity of gaps in the formation of communicative skills among students in inclusive classes.

Fourthly, developed and implemented a cycle of formative-correctional classes aimed at organizing joint play activities of students, with the help of which a child with SEN gradually joins the student team. Work in the classroom simultaneously took place in three areas: the development of communicative qualities, the development of communicative actions, and the development of abilities for dialogue and cooperation with a child with SEN. The development of communicative actions and communicative qualities was the most active, the development of the speech skills of many children with SEN required greater and more specialized efforts of teachers.

Fifthly, normotypical students of the experimental group of the class in the process of playing activities communicated more actively with children with SEN and were more tolerant of them, and less conflicted. Students became more confident in addressing their classmates, they stopped feeling fear that their classmates would not understand them and reject them; in communication with classmates, they began to show interest in what the interlocutor was saying; there was a desire to answer questions addressed to them. At the beginning and end of the study, students with and without SEN of the control group often showed pronounced conflict and aggression, states of misunderstanding, and alienation.

The results obtained allow the authors to state that gaming activity aimed at developing communicative skills contribute to the development of communicative qualities, communicative actions, and speech skills that make up communicative skills, both in ordinary students and in students with SEN. In addition to knowing this fact, due to the consistency and complexity of the formed system of competencies, it is necessary to provide future and working teachers with the foundations of a holistic understanding and effective ones.

Cite this article as: Lyskova G.T, Safeek N.M., Arpentieva M.R., Ponniah K., Koptyaeva S.V. (2023). Features of the Development of communication skills of younger students in inclusive education. *Challenges of Science*. Issue VI, 2023, pp. 29-39. <https://doi.org/10.31643/2023.04>

References

- Akishina S.V. (2013). Inklyuzivnyye klassy. Usloviya, vozmozhnosti, per-spektivy [Inclusive classes. Conditions, opportunities, prospects]. Primary education and upbringing.No. 27, pp. 22-23. (In Russian)
- Arpentieva M. R., Stepanova G. A., Menshikov P. V. (2019a). (eds.) Foresight of education: trends and innovations in modern Russian education: collective monograph. Toronto: Altasphera, 254 p. (In Russian)
- Arpentieva M. R., Stepanova G. A., Menshikov P. V. (2019b). (eds.) Psychological and pedagogical support for the development of children with disabilities and their families: a collective monograph. Toronto: Altasphera, p. 226. (In Russian)
- Beck A., Fritz H., Keller A., & Dennis M. (2000). Attitudes of school-aged children toward their peers who use augmentative and alternative communication. *Augmentative and Alternative Communication*, vol. 16(1), pp. 13–26.
- Beukelman D.R., & Light J.C. (2020). *Augmentative & alternative communication: Supporting children and adults with complex communication needs*. New York: Brookes Publishing, p. 390.
- Bogush A., Gavrish N. (2007). *Doshkol'naya lingvodidaktika. Teoriya i metodika obucheniya detey rodnomu yazyku: uchebnik [Preschool linguodidactics. Theory and methods of teaching children their native language]*. Kyiv: Higher School, p. 542 (In Russian)
- Cole-Lade G.M., & Bailey L.E. (2020). Examining the role of paraeducators when supporting children with complex communication needs: A multiple case study. *Teacher Education and Special Education*, 2020, vol. 43(2), pp. 144–161.
- Donchenko T. (2006). Rechevoye razvitiye kak nauchno-metodicheskaya problema [Speech development as a scientific and methodological problem]. *Miraculous*, No. 5, pp. 2-5. (In Russian)
- Feofanov V.N., Konstantinova N.P., Koroleva Yu.A. (2020). Osobennosti mezhlichnostnykh otnosheniy doshkol'nikov s ogranichennymi vozmozhnostyami zdorov'ya so sverstnikami v usloviyakh inklyuzivnogo obrazovaniya [Peculiarities of interpersonal relations of preschoolers with disabilities with their peers in conditions of inclusive education]. *Education and science*, vol. 22(5), pp. 67-89. (In Russian)
- Galkina V.A. (2015). Tekhnologiya formirovaniya samokontrolya v protsesse obucheniya u mladshikh shkol'nikov s legkoĭ umstvennoĭ otstalost'yu [Technology of formation of self-control in the process of learning in younger schoolchildren with mild mental retardation]. *Education and science*, 2015, no. 1(2), pp. 104-116. <https://doi.org/10.17853/1994-5639-2015-2-104-116> (In Russian)
- Galskova N.D. (2003). *Sovremennaya metodika obucheniya inostrannym yazykam: posobiye dlya uchitelya [Modern methods of teaching foreign languages: a guide for teachers]*. Moscow: ARKTI, 2003. 192 p. (In Russian)
- Gasanova R.R., Kassymova G.K., Arpentieva M.R., Pertiwi F. D., Duisenbayeva Sh. S., (2020). Individual educational trajectories in additional education of teachers. *Challenges of Science*. Issue III, p. 59-68. <https://doi.org/10.31643/2020.009>
- Kantor V.Z., Nikulina G.V., Nikulina I.N. (2021). Uroven' razvitiya kommunikativnoy kompetentnosti mladshikh shkol'nikov so zritel'noy nedostatochnost'yu v razlichnykh institutsional'no-obrazovatel'nykh usloviyakh [The level of development of communicative competence of junior schoolchildren with visual impairment in various institutional and educational conditions]. *Integration of education*, vol. 25, no. 2, pp. 321–339. <https://doi.org/10.15507/1991-9468.103.025.202102.321-339> (In Russian)
- Kantor V.Z., Proekt Yu.L., Kondrakova I.E., Litovchenko O.V., Zalautdinova S.E. (2023). *Praktika inklyuzivnogo obrazovaniya detey s ogranichennymi vozmozhnostyami zdorov'ya: realii kompetentnostnogo obespecheniya [The Practice of Inclusive Education of Children with Disabilities: The Quality of Competence Support]*. *Integration of Education*, vol. 27, no. 1, pp. 82–99. <https://doi.org/10.15507/1991-9468.110.027.202301.082-099> (In Russian)
- Kasatkina Yu.V. (2008). *Uchim detey obshcheniyu [Teaching children to communicate]* Moscow, Yaroslavl: Academy of Development, 2008, 234 p. (In Russian)
- Kassymova G. (2018). Competence and its implications. *Challenges of Science*. <https://doi.org/10.31643/2018.063>
- Leontiev A.A. (2001). *Yazyk i rechevaya deyatel'nost' v obshchey i peda-gogicheskoy psikhologii: izbrannyye psikhologicheskiye trudy [Language and speech activity in general and pedagogical psychology: selected psychological works]*. Moscow; Voronezh: MODEK Publ., 444 p. (In Russian)
- Lutsenko I. (2002). Rehevomu zanyatiyu – kommunikativnaya tsel' [Speech lesson is a communicative goal]. *Pre-school education*, no. 1, pp. 16-17. (In Russian)
- Mikhailovskaya G.A. (2001). *Teoriya i praktika formirovaniya kommunikativno-rechevykh umeniy u uchashchikhsya 5–9 klassov v protsesse izucheniya russkogo yazyka: dis. ... doktora ped. nauk [Theory and practice of the formation of communicative and speech skills in students of grades 5–9 in the process of learning the Russian language: diss. Doctor in pedagogy]*. Kherson, 406 p. (In Russian)
- Ministry of Education and Science of Russia (2009). *Federal'nyy go-sudarstvennyy obrazovatel'nyy standart nachal'nogo obshchego obrazovaniya (FGOS NOO). Prikaz Ministerstvo obrazovaniya i nauki Rossii ot 06 oktyabrya 2009 g. N 373. Vveden v deystviye s 1 yanvarya 2010 goda. [Federal State Educational Standard of Primary General Education (FGOS IEO). Order of the Ministry of Education and Science of Russia of October 06, 2009 №373. Entered into force on January 1, 2010]*. Moscow: Ministry of Education and Science of Russia, 2009. URL: <https://base.garant.ru/197127/53f89421bbdaf741eb2d1ecc4ddb4c33/> (accessed 03/10/2023) (In Russian)
- Rose C.A., & Gage N.A. (2017). Exploring the involvement of bullying among students with disabilities over time. *Exceptional Children*, 2017, vol. 83(3), pp. 298–314.
- Sivinsky A.M., Sadykova A.K., Kulambaeva K.K. (2021). *Psikhologo-pedagogicheskiye komponenty gotovnosti detey s narusheniyami*

- slukha k obucheniyu v usloviyakh obnovleniya sodержaniya obrazovaniya [Psychological and pedagogical components of the readiness of children with hearing impairments for learning in the context of updating the content of education]. *Integration of education*, 2021, vol. 25, no. 3, pp. 401–420 <https://doi.org/10.15507/1991-9468.104.025.202103.401-420> (In Russian)
- Stepanova G.A., Bulatova G.A., Gimazov R.M. (2006). *Zdorov'yesberegayushchiye osnovy obrazovatel'nogo protsessa uchashchikhnya i studentov* [Health-saving foundations of the educational process of students]. Surgut: RIO SurGPU, 223 p. (In Russian)
- Stepanova G.A., Demchuk A.V. (2014). *Formirovaniye professional'noy gotovnosti u budushchikh pedagogov k rabote s det'mi, imeyushchimi ogranichennyye vozmozhnosti zdorov'ya* [Formation of professional readiness of future teachers to work with children with disabilities]. Khanty-Mansiysk: RIO Yugra State University, 2014. 230 p. (In Russian)
- Sulnichenko V.M. (2009). *Teoreticheskiye i metodicheskiye aspekty problemy usovershenstvovaniya yazykovogo obrazovaniya v sovremennoy shkole* [Theoretical and methodological aspects of the problem of improving language education in modern school]. *Pedagogy and psychology*. No. 4, pp. 67-74. (In Russian)
- Taraskina L.V. (2016). *Sotsializatsiya detey s osobymi obrazovatel'nymi potrebnyami v obshcheobrazovatel'nom prostranstve v usloviyakh vnedreniya inkluzivnoy modeli obucheniya* [Socialization of children with special educational needs in the general educational space in the context of the introduction of an inclusive education model]. *Child with special needs*, no. 5, pp. 8-11. (In Russian)
- Tsepova I.V., Kharchenko O.Ya. (2008). *Razvitiye navykov rechevoy deya-tel'nosti mladshikh shkol'nikov: audirovaniye, govoreniye* [Development of speech skills of younger schoolchildren: listening, speaking]. Kharkov: Vesta: Morning, 176 p. (In Russian)
- Turishcheva L.V., Malykhina O.E. (2019). *Ispol'zovaniye nastol'nykh igr v kachestve usloviya sotsializatsii detey s osobymi obrazovatel'nymi po-trebnyami* [The use of board games as a condition for the socialization of children with special educational needs]. *Psychological and pedagogical problems of higher and secondary education in the face of modern challenges: Theory and practice: materials of the IV International scientific and practical conference*. Kharkov: Kharkov National University, pp. 274-277. (In Russian)
- Winter I.A. (1991). *Psikhologiya obucheniya inostrannym yazykam v shkole* [Psychology of teaching foreign languages at school]. Moscow: Education, 222 p. (In Russian)