

PNP 2021
Personality in Norm and in Pathology 2021**FEATURES OF SOCIAL COMPETENCIES OF PRESCHOOL
CHILDREN WITH GENERAL SPEECH UNDERDEVELOPMENT**Anisya Nasibullina (a)*
*Corresponding author(a) Orenburg State Pedagogical University, 19, Sovetskayastreet, Orenburg, Russia
ospu@ospu.ru**Abstract**

The article presents the results of studying the level of formation of a number of components of social competencies in older preschoolers with general speech underdevelopment. The study involved 18 subjects aged 6-7 years with general speech underdevelopment. The aim of the empirical study was to study the level of formation of social competencies in older preschoolers with general underdevelopment of speech level III. The following methods were used in the study: "Evaluate behavior" by L.A. Wenger (modification by E.V. Nikiforova), "Ladder" by V.G. Shchur, modification of the method " Emotional identification "by E.I. Izotov," Mittens "by G. A. Zuckerman, questionnaire" The nature of manifestations of empathic reactions and behavior in children " by A.M. Shchetinina. An experimental study of the social competencies of older preschoolers with general speech underdevelopment of level III confirmed their lack of formation, namely: - socio-cognitive competencies are characterized by a lack of understanding of meaning.

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1. Introduction

In modern conditions, with the introduction of the Federal State Educational Standard of Preschool Education (FSES DO), the actual problem of the work of preschool educational organizations is the holistic development of the child, taking into account his age-individual characteristics.

Studies show that preschool children with disabilities, including those with general speech underdevelopment (OND), are often characterized by the absence or insufficient development of the need to communicate with adults and peers, knowledge about the world around them, late development of skills and abilities (subject, game, productive), socially acceptable forms of behavior, violation of the processes of formation of communicative and social competencies, prerequisites for universal educational actions (Kiik, 2016; Kiseleva & Burnatova, 2018; Minyazheva, 2003; Popova et al., 2018; Sodnomova, 2017; Verholamochkina, 2018).

"In older preschool children with general speech underdevelopment, the communication process occurs with some difficulties (Kiseleva & Burnatova, 2018, p. 63).

Meanwhile, "the idea of focusing on preparing children with disabilities for life in society and interaction with it determines special requirements for the level of formation of their social competencies" (Sodnomova, 2017, p. 163).

The analysis of psychological and pedagogical studies (Brovkina & Dmitrieva, 2019; Gorbunova & Khaydov, 2018; Nikiforova, 1997; Polozova, 2013; Solovyova, 1996; Spirina, 2019), revealing the features of the social and personal development of preschoolers with speech disorders, indicates that the process of forming social competencies in this category of children has a slow pace and qualitative originality.

The category of preschool children with OND is at risk for the formation of social competencies, since the insufficient level of development of sound pronunciation, lexical and grammatical aspects of speech significantly complicate the process of their communication and interaction, both with other children and with adults (Antipova, 2017; Filicheva, 2017; Grebennikova et al., 2018; Levchenko & Dubrovina, 2016; Verholamochkina, 2018 etc.). These children, as a rule, find it difficult to enter into a dialogue or engage slowly in communication situations, often replace words with facial expressions and gestures, and have difficulty mastering and producing generally accepted forms of communication with people around them. In this regard, one of the priority psychological and pedagogical tasks of preschool education is the socialization of children with OND, in particular, the formation of their social competencies.

The development and acquisition of social competence in preschool children with OND will help them to adapt easily in society in the future. Of particular importance is the formation of social competencies in the process of preparing the designated category of children for further education in school (Kanunnikova, 2007; Nasibullina & Polshina, 2017, etc.).

2. Problem Statement

It should be noted that in the problem of overcoming the general underdevelopment of speech in preschool children in the aspect of social competencies, there are still many unresolved theoretical and

practical issues. There are not enough studies showing the dependence of the level of development of social competencies on the degree of formation of speech skills, and the issues of the relationship between the process of communication and interaction with peers of preschool children with ONR in compensating, combined, and inclusive groups are not considered. This underlines the relevance and significance of this study, and also points to the need to further search for ways to improve the effectiveness of speech therapy and psychological work with preschoolers with OND.

3. Research Questions

The study revealed the features of the formation of social competence components in older preschoolers with general speech underdevelopment of level III, in particular: ideas about moral and socio-cultural norms and rules of life in society (the cognitive component of social competencies), understanding of social emotions (the emotional component of social competencies), the formation of skills of cooperation with other children (the behavioral component of social competencies) in older preschoolers with OND of level III.

4. Purpose of the Study

The aim of the empirical study was to study the level of formation of social competencies in older preschoolers with general underdevelopment of speech level III.

5. Research Methods

Table 1 presents the research methods.

Table 1. Methods of research of social competencies of preschool children with ONR

A component of social competence	Methodology	The parameters of the study
The cognitive component. Understanding social norms, "good" - "bad". Perception of yourself as a subject of communication, self-esteem	Methodology "Evaluate behavior" L. A. Wenger modification by Nikiforova (1997)	Criteria for moral evaluation
The emotional component	The Method Of "Ladder" V. G. Shchur (Shchetinina, 2000)	Self-esteem as a subject of communication
	Modification of the method "Emotional identification" (Izotova & Nikiforova, 2004)	Understanding Emotions
The behavioral component. Cooperation and dispute resolution skills	Questionnaire "The nature of manifestations of empathic reactions and behavior in children" by Shchetinina (2000)	Empathy
		Study of the level of development of communicative actions to coordinate efforts in the process of organizing and implementing cooperation:
	The method of "Mittens" G.A. Zuckerman (Shchetinina, 2000)	<ul style="list-style-type: none"> • productivity of joint activities; • ability to negotiate with a partner; • mutual control of each other's actions; • mutual assistance in the process of joint activities; • emotional attitude to the results of the task

6. Findings

In the study, social competencies were empirically studied in 18 subjects aged 6-7 years with a speech therapy conclusion of the ONR level III, attending the preparatory group kindergarten No. 12 in Sorochinsk, Orenburg region. Preschool children are assigned to this category on the basis of the conclusion of the State Budgetary Institution "Central Psychological, Medical and Pedagogical Commission of the Orenburg region". The analysis of the results was carried out in accordance with the selected components of social competencies. The cognitive component. Understanding the criteria of moral assessment, social norms, "good"- "bad". Perception of yourself as a subject of communication, self-esteem. Analysis of the subjects ' understanding of social norms allowed us to establish that preschool children of the first group predominate among the subjects (55.6%, Table 2).

Table 2. Average group indicators of understanding of social norms by older preschoolers with speech disorders (the "Evaluate behavior" method, E. V. Nikiforova) (%)

Generalized indicators	%
1st group	55,6
2nd group	44,4
3rd group	0

These preschoolers with speech disorders identified the character in the submitted pictures randomly as "good" or "bad". At the same time, they did not link their response to the actions of the character in the picture (whether the character feeds birds, plants a tree, or empties a bucket of garbage). When asked to describe a picture, the subjects listed items without highlighting the social situation and social norms of this situation. For example, one subject in picture # 5 did not understand that the meaning of the situation is that the boy is holding the cat by the tail, and it meows in pain. The subject described this picture as "boy, cat". Another subject to picture #18 pointed out that the character is bad, because the pants are different. The cat was considered by this subject separately from the boy. The fish in the boy's hand had nothing to do with the cat. The conclusion that the boy was going to feed the cat was not made. Accordingly, the social situation is not recognized. Among these subjects in this group were those who could not answer the question of whether the character in the picture was good or bad, shrugged their shoulders. In response to additional questions, they started listing images, but could not give a characterization of the image.

Slightly less was found among the subjects of preschool children of the second group (44.4%). These preschoolers with speech disorders to express likes/dislikes in common with the characters. However, when explaining their answer, preschoolers with speech disorders refer to external characteristics, such as "beautiful" / "ugly". The subjects of preschool children with speech disorders do not associate their likes and dislikes with the meaning of the action of the hero of the picture. However, their response was often influenced by the appearance of the character – his clothes (patches, dirt and other external signs). For example, in picture 2, some subjects drew attention to the fact that the character's shoes were of different colors; in picture 4, the subjects pointed out the holes in the shoes, the character's shagginess, and in picture 3, they indicated that the character was good, happy, and well dressed. At the same time, the situation itself – that the character tramples flowers, was not analyzed in

any way by the subjects of this group. Focusing the subjects' attention on crushed flowers usually did not lead to the desired result – children pointed out that they were flowers, someone said that they were "flowers fell". The social situation was not assessed as negative. Although when asking leading questions, several subjects indicated the characteristic "kind", "good", "helps".

Among the surveyed preschoolers, there are no subjects of the third group who explain their likes and dislikes in a reasoned way, linking them with social norms. None of the subjects said that they liked / disliked the character in the picture because they were doing a good / bad thing.

Self-assessment analysis revealed that preschool children with low self-esteem predominate among the subjects (61.1%, Table 3). These subjects placed themselves on the bottom two rungs of the ladder, and were unable to explain their choice. Preschoolers with speech disorders excessively belittle themselves, their characteristics, their advantages and opportunities are hidden from them.

Table 3. The level of self-esteem of older preschoolers with speech disorders (the "Ladder" method, V. G. Shchur)

The level of self-esteem	%
Low	61,1
Understated	11,1
Adequate	0
Overpriced	0
Inadequately inflated	27,8

11.1% of the subjects put themselves on the third step from the bottom, which indicates low self-esteem. The remaining subjects (27.8%) are characterized by inadequately inflated self-esteem (these preschoolers put themselves on the highest step of the ladder).

In general, inadequate self-esteem, negative (predominant) or positive ones prevail among the subjects. If inadequately inflated self-esteem is the age norm, then inadequately reduced self-esteem is not typical for older preschool age, it indicates the disadvantage of older preschoolers with ONR and negatively affects their social behavior. It should be noted that inadequately low self-esteem is typical for this category of preschoolers. For example, similar data are given in their study by Gorbunova and Khaidov (2018). The authors explain such self-esteem by negative social responses (both from significant adults and from peers), difficulties of social interaction in the game and joint activities.

Accordingly, most of the subjects do not understand or partially understand social norms and can hardly relate to them the social situation that has arisen, the behavior of a particular child. They rate themselves either inadequately low or inadequately high. In general, it can be concluded that the ideas about moral and socio-cultural norms and rules of life in society in older preschoolers with speech disorders are formed at a low level, self-assessment of personal qualities is inadequate, which fully confirms the first part of the hypothesis of the study.

Emotional-volitional component. The analysis of the results of understanding the emotiogenic situations of preschool children with OND allowed us to state that the majority of them have a low level (66.8%). The subjects found it difficult to correctly pronounce emotions, to establish a relationship between the proposed situation and the possible emotion of the character on its content. Therefore, they

were unable to analyze the emotional reactions and behavior of the characters, their adequacy in terms of social norms. The average level for this parameter was found in 33.2% of pupils who were unable to complete the proposed task on their own. At the same time, with the help of the experimenter in the form of leading, clarifying questions, they were able to understand the situation, identify and verbalize emotions that are adequate to their content. Based on the results obtained, we came to the conclusion that older preschoolers with OND found it difficult to independently understand the content of emotionogenic situations, to name emotions commensurate with their content. Similar results were obtained in their study by Brovkina and Dmitrieva (2019). Using a different method for assessing the understanding of emotions by older preschoolers with OND, they found that children with OND in 58% of cases have a low level of understanding of emotions and in 35% – an average level, which confirms the reliability of our results.

Analysis of the study data allowed us to conclude that the predominant level of empathy in preschoolers with OND is low (50%). We found out in the course of observations, and this was confirmed by the teachers of the group, that these students have a lack of interest in the emotional state of other children (for example, when a peer is upset, angry, happy, laughing loudly). This was expressed in the fact that preschoolers practically did not interrupt the game activity they had started, did not seek to find out the reason for the emotional state of their peer and provide assistance if necessary. In the group of subjects, the egocentric type of empathy was determined in 38.9% of respondents. These students have a reaction to the emotional states of their peers.

But at the same time, most often analyzing the situation, they are guided by the reaction of an adult, his assessments, tell about their situation, how they behaved (more often they give out the desired behavior for real), express "ostentatious" sympathy (so that the teacher praises, approves the actions of the child). Without an adult, such behavior is absent in such pupils.

In 11.1% of preschoolers with OND. A mixed type of empathy was revealed. These subjects, depending on their emotional state, can show both empathy and egocentrism in relation to their peers.

The results of the diagnosis indicate that the understanding of social emotions is difficult in older preschoolers with speech disorders, social experiences, empathy is not formed, which confirms the second hypothesis of the work.

The behavioral component. The skill of cooperation, resolving disputes. The formation of the behavioral component of social competencies was diagnosed in the process of performing joint activities by children with OND (making patterns of a pair of "Mittens"). In the study, participants worked in pairs based on their mutual choice and completed two tasks. Before starting work, they must agree, choose which pattern to draw and then complete the task using the same sets of colored markers, and in the first task each has its own set, in the second-one set for each pair. At the end of the task, a conversation is conducted with each couple and separately with each participant of the study. Interaction during the execution of tasks (as agreed, made a decision, mutual control and mutual assistance, used markers) and evaluation of their activities and the activities of the partner are discussed. Consider the quantitative data shown in Figure 1.

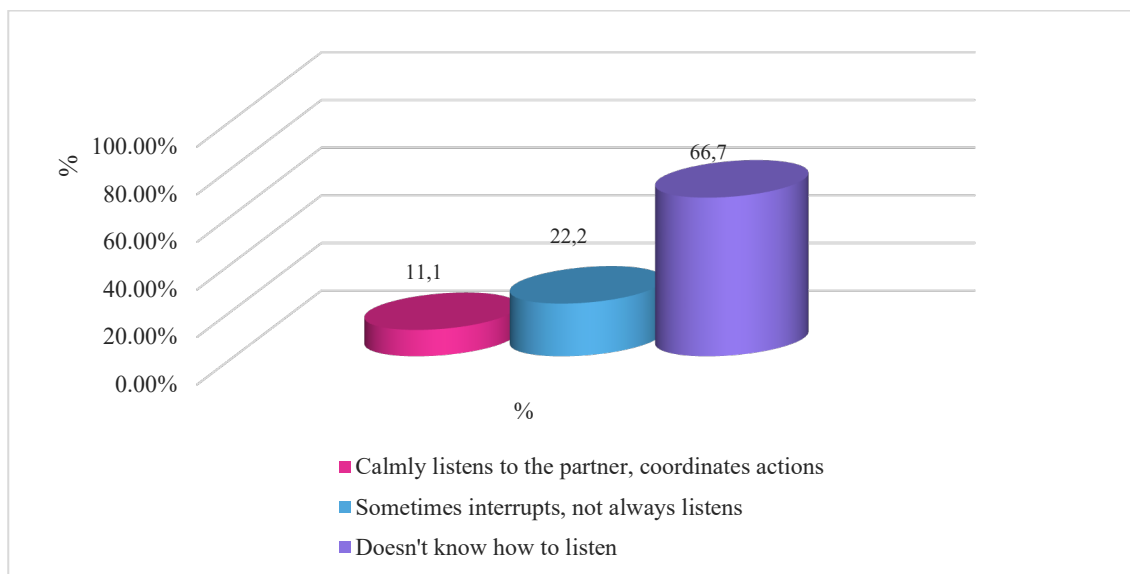


Figure 1. Social behavior in the process of pre-negotiation of older preschoolers with speech disorders, %

The analysis of the data in Figure 1 allowed us to state that 66.7% of the subjects do not know how to negotiate. 22.2% of the subjects were identified who may argue, get annoyed, and i.e. try to agree during the discussion. And only 11.1% of the subjects can safely negotiate with a partner. The need for joint activities forced the subjects to influence each other. Only 11.1% of the subjects were able to calmly and patiently listen to their communication partner, persuade and coordinate actions, and concede to each other.

We tried to reach an agreement in the process of joint activities. 33.3% of older preschoolers with speech disorders, however, their social competencies were not enough for this: they began to negotiate, persuade, then moved on to persuasion, began to get annoyed.

The results showed that 55.6% of preschoolers with OND can not agree with a partner on joint activities, adequately interact with him. There were conflicts, the desire to do everything yourself, or the withdrawal from activities, and the observation of what others are doing. These subjects, even though they were reminded of the instructions of the diagnostic method, showed a lack of consistency in their work, and asked for help from an adult.

In the process of joint activity, commenting on their work, only 11.1% of preschoolers with OND were able to complete the task with a good result, supporting and helping each other. The children said : " We agreed, I tried and he tried", " We decided what to draw".

Among the subjects, 22.2% of older preschoolers with speech disorders tried to negotiate and control the process in the process of joint activities, but later "forgot" about the other, being carried away by drawing. Meanwhile, it should be noted that the majority of preschoolers with OND (66.7%) were unable to complete the proposed task together with a partner. There was no productive interaction. The children could not agree and distribute the work, performed the task not in a couple, but each for himself, communication was absent or was minimized and was mainly associated with requests to give the necessary felt-tip pen. The analysis of the results for this sample of subjects revealed 3 levels of development of the behavioral component of social competencies in preschool children with OND.

To the first, high level, we assigned children in whom all or most (from four out of six) of the observed indicators reflect a high level: mittens are decorated with the same or very similar pattern. The subjects actively discuss the possible variant of the pattern; come to an agreement on the method of coloring the mittens; compare the methods of action and coordinate them, building a joint action; monitor the implementation of the adopted plan. No such children were identified.

The average level included subjects (22.2%) who tried and tried to coordinate joint activities, but most often drew independently, without taking into account the opinion and actions of a partner, and found it difficult to indicate ways to eliminate the shortcomings of their work. Therefore, the completed works of preschool children with ONR of this group differed in fragments, details and color solutions, differences in the shape, number and size of individual patterns.

The low level was attributed to the pupils (77.8%), in whose works there is a simplified and primitive selection of details, repetition of the drawing or excessive detailing, which can be considered as an indicator of the lack of a common idea and lack of formation of the ability to negotiate, come to a common decision in the process of work, as well as an insufficient level of self-control and mutual control.

The findings of the diagnostic survey suggest that the skills of cooperation with other children in preschoolers with ONR are formed at a low level.

In general, the study found the following:

- social norms are not sufficiently understood by older preschoolers with speech disorders, the causal relationship between actions and emotions in a social situation is difficult to verbalize;
- self-esteem of preschool children with speech disorders is generally low, which does not correspond to the age norm;
- older preschoolers with OND do not have a well-formed understanding of emotional situations, as well as the emotions of communication partners;
- the predominant level of empathy in this sample of subjects is low;
- preschool children with OND tend to have a low level of interaction: more often, only one of the partners makes a decision, and the other does not object, but also does not always follow the accepted agreement. Partners work independently, without correlating their actions, do not show their work to each other, because mutual control is insufficient, and self-control is reduced, mutual assistance is not carried out.

7. Conclusion

An experimental study of the social competencies of older preschoolers with speech disorders confirmed their lack of formation, namely: socio-cognitive competencies are characterized by insufficient understanding of the meaning of social situations, difficulties in recognizing and verbalizing the emotions of partners, and inadequate self-assessment; socio-emotional competencies are characterized by a difficult understanding of their own and other people's emotions, high egocentricity, and reduced empathy; social and behavioral competencies are characterized by a lack of skills of cooperation, lack of formation of skills of preliminary agreement, mutual control, coordination of activities, mutual assistance.

In order to form the social competencies of senior preschoolers with OND in the conditions of a preschool educational organization, it is advisable to develop and implement a program of psychological and pedagogical support for students with the involvement of their parents.

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