

Social Media communicative skills of younger students with intellectual disabilities in science education course

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Abstract

Social and communication skills of individuals with intellectual disabilities are limited. It is important to support children who are affected from an early age by the insufficiency in terms of social cohesion and social skills. Social skills deficiencies lead to failure in academic skills and it is known that academic success and social skills are closely related. This study aims to examine the effectiveness of an intervention program on enhancing socio-communication skills of children with intellectual disability in science education course. Experimental research was carried out in the study in order to examine the effectiveness of an intervention program designed to promote social and communication skills of students with intellectual disability. A total number of 59 individuals with intellectual disability participated in the study. The level of development and features of development of social and communicative skills in this category are revealed. Results obtained from the study were discussed with relevant results from the literature and implications for further research and practices were provided.

Keywords: children with intellectual disabilities, social and communication skills, intervention;

1. Introduction

Special education is support education given to individuals with developmental or mental disabilities in line with their needs. When the literature on special education is examined, it is seen that special education field is rapidly developing and special education services are becoming widespread in accordance with the general trends in the world. There are many disability groups and many research have been conducted with different disability groups (Turculet & Voinea, 2019; Haering, 2018). According to special education regulation of Turkey, special education is defined as education that is carried out in appropriate environments based on the personnel specially trained to meet the educational and social needs of individuals in need of special education, improved education programs and methods, the characteristics of these individuals in all areas of development and their competence in academic discipline (Sagiroglu, & Uzunboylu, 2018; Coskun, & Mitrani, 2020).

Vocational education of students with special needs is possible with the inclusion of many resources. Stubbs (2008) considered inclusive education as a factor in the rehabilitation and social integration of people with special needs. Other researchers studied the personal resource and mechanisms of psychological stability among students with special needs and their role in inclusive education (Godovnikova, Gerasimova, Galchun, & Shitikova, 2019; Agranovich et al., 2019). One of the tasks of modern society is the need to socialize a child with intellectual disabilities in the society and to provide conditions for their further independent development. According to article of the Law on the rights of the child in Kazakhstan:

- A child with special needs has equal rights with healthy children to a full life in conditions that ensure his dignity and promote active inclusion in society.

- A child with special needs has the right to receive an education corresponding to his / her physical, mental abilities and desires, to choose his / her occupation and profession, to participate in creative and social activities.

Adaptation to society, the processes of integration and inclusion depend not only on the acquisition of certain knowledge in general subjects and professional work, but also on the level of formation of communication skills. Social and communicative skills are especially important in primary school age due to the fact that it is during this period that the rules and norms of communication are assimilated, which the child will follow regardless of the circumstances (Zuckerman, 1980). The nature of speech and expressive communication will determine the degree of independence and freedom of the child among other people throughout his life (Mudrik, 2001; Chandler, 2019).

Personality is formed in activities and fellowship with other people and determines the nature of these processes. Speech as a means of knowledge and communication, is an important tool for socialization of students, a necessary condition for the success of educational activities and social and personal development (Vasiliene-Vasiliauskiene, Vasilis Vasiliauskas, Meidute-Kavaliauskiene, & Sabaityte, 2020; Dmitrieva, 2005; Maigari & Arafat, 2019; Kuloglu, 2019). The problem of development of social and communicative skills in children of primary school age is particularly important in connection with the transition to a new age stage, characterized by the need to master a new type of child leading educational activities. The transition to a new age stage increases the requirements for the child, both from his immediate environment and society (Glod, 2019; ArabZouzani, Pahlavannejadb & Seyyedi, 2019). The status of a student is characterized by the acquisition of new

rights and obligations of the student. The implementation of new requirements and entry into the world of social relations are accompanied by certain difficulties both for a child with normal intelligence and for a child with intellectual disabilities.

At the same time, dysfunction in communication skills among children with intellectual disabilities is a general underdevelopment of all components (Omarova, 1999). Children with intellectual disability have diffuse organic lesions of the cerebral cortex, which manifests itself in the underdevelopment of all cognitive activity and emotional-volitional sphere of the child. Morphological changes, with varying intensity, capture many areas of the cerebral cortex of these children, disrupting their structure and functions. The most important feature of these children is a decrease in activity in all activities.

Along with these features of mental processes in children with intellectual disabilities, there are shortcomings in the development of speech activity, the physiological basis of which is a violation of the interaction between the first and second signal systems. According to Petrova (2004), children with intellectual disabilities suffer from all aspects of speech: phonetic, lexical, and grammatical. Difficulties of sound-letter analysis and synthesis, perception and understanding of speech are noted. As a result, there are various types of writing disorders, difficulties in mastering the technique of reading, reduced the need for speech communication (Yemelyanova, 2009).

Studies carried out by previous researchers showed that the presence of an intellectual defect in younger students negatively affects the development of interpersonal communication, the formation of ideas about the surrounding people and establishing contacts with them (Petrova, 2004). The lack of basic communication skills leads to difficulty in communicating with children and adults, leads to an increase in the level of anxiety that can disrupt the processes as a whole. However, the researchers mainly pay special attention to the development and correction of speech, which is the main means of communication.

In children with intellectual disabilities, communication disorders are noticeable in the first year of life. These disorders are associated with organic brain damage, further manifested against the background of gross violations of cognitive activity, abnormal mental development in general. As noted, expressed deviations in the course of ontogenetic development, due to the nature of violations, significantly impede the timely and full development of speech communication in children with intellectual disabilities. The need to communicate with others is dictated by physiological needs (Betanova, 2013).

Most children acquire the ability to use speech for everyday purposes, to maintain a conversation, their speech is inexpressive, poor, with pauses, it is accompanied by incorrect accents, agrammatism, and sometimes stuttering (Yavuz & Kurt, 2019). Children with intellectual disabilities also experience underdevelopment of the emotional and volitional sphere. Emotions are characterized by insufficient differentiation, instability, and sharp changes in mood. Emotional reactions of the student are poor, their manifestations are negative, in the most cases they are inadequate to situations and affect all forms of social contacts with other people.

In this case, the communicative skill acts as a communicative action, which is characterized by a certain level of development. Communicative skills include skills of understanding the speech addressed to the individual; skills of external and internal registration of statements (speaking – listening) (Borisova, 2017). According to Yusupova and Volkovskaya (2004), quality and originality of

the structure of the defect in violation of the intellect leads to the formation of inadequate self-esteem, decrease self-criticism and criticality, weakness of volitional processes, lack of initiative, which greatly complicate the process of communication. Against the background of the above-mentioned difficulties, children with intellectual disabilities tend to show marked conflict and aggressive behavior.

Intellectual disability entails an uneven change in the child of different sides of mental activity (Namazbayeva, 1986). Observations and experimental studies provide materials to suggest that some mental processes are unformed more sharply, others – remain relatively intact. This is to some extent due to the existing individual differences between children, and found in cognitive activity, and in the personal sphere. For the first time experimentally proved the fundamental possibility of forming business communication skills in high school students with intellectual disabilities in the work of Namazbayeva (1986). Researchers Namazbayeva (1986, as cited in Zankov, 2012), and later Lubovsky (1994, as cited in Zankov, 2012) noted the presence of positive dynamics in the development of children with intellectual disabilities with properly organized medical and pedagogical influence in special (correctional) institutions. However, the possibility of such corrective actions encourages the definition of the basic provisions of the development of communication skills.

Recently, an integrative model of communication is known, and this process includes communicative (information exchange), interactive (partner interaction) and perceptive (human perception and mutual understanding) functions. In this approach, the process of communication is considered from the position of the activity paradigm (Sartayeva et al., 2018). At the same time, the main factor of communicative activity are certain communicative skills, and their use as a means of communication.

The analysis of pedagogical research of communication allows us to identify some basic approaches to the study of this problem (Konst & Kairisto-Mertanen, 2019). Studied peculiarities of communication in the system of teacher-student by Baskakova (1982), the problems of communication as a factor in the education of students by Mudrik (2001), culture and style of pedagogical contact (Soylucicek, 2019), the features and the ways of solving the pedagogical conflicts. Rubinshtein (1979) mentioned about the possibility of using the full interpersonal communication to enhance the cognitive activity of pupils. Kasatkin (1997) and Korotayev (2003) developed a program for the correction of the communication of students with borderline neuro-psychiatric disorders (Schiff, 1961; Shevchenko & Dobriden; 1998; El-Ouali & Mouhadjer, 2019; Sani Bozkurt, 2018).

A number of studies are focused on the development of communication or speech strategies in the organization of educational activities, in particular as training in communication skills during the lessons. According to the researchers, the development of business communication skills in the context of social situations will be aimed at the acquisition of ready-made behaviors by children. In this case, we are talking about the formation of key competencies as information, cooperative, problem, and communicative competence. Strategies for the formation of communication skills are focused on a combination of different technologies, both gaming and practice-oriented or strictly tied to certain conditions of interaction (Joudi, 2019; Theodorou & Meliones, 2019; Gokbulut, 2020).

As noted by researchers, communication skills in children with intellectual disabilities develop in the same way as in normal, but with a significant lag and have a number of significant features. The communicative activity of the child is conditioned by the development of motivational-need and operational-technical spheres of the child's psyche (Uhlirova, 2018). The formation of communication

skills reaches its maximum value at the time of school, at primary school age. The lack of basic communication skills leads to difficulty in communicating with children and adults, leads to an increase in the level of anxiety, which can disrupt the processes as a whole (Sartayeva et al., 2018, Bagila et al., 2019; Kay, 2020).

It should be noted that the analysis of the data presented in the literature is mainly of ascertaining nature, they are fragmented and not systematized. It is also important to note the lack of research in a given direction, conducted directly in Kazakhstan. Therefore, the issues of theoretical substantiation and organization of psychological and pedagogical work of a complex nature aimed at the formation of communication skills in younger students with intellectual disabilities remain relevant. At the same time, it is an important fact that the communicative skills of children of primary school age with intellectual disabilities of mild and moderate degree will be quantitatively and qualitatively developed in the process of playing subjectively significant situations on the basis of didactic methods and techniques. Therefore, this study aims to examine the effectiveness of an intervention program on enhancing socio-communication skills of children with intellectual disability.

2. Materials and methods

2.1 Research model

The research was carried out in a mixed model in which descriptive and experimental methods were used together. Experimental design with pretest-posttest control group was used in the experimental part of the research. Quantitative evaluation tools were used to determine the effectiveness of the applied program. Experimental research method was used in the research. The results were measured by using both qualitative and quantitative methods (Altunışık, Coşkun, Bayraktaroğlu, & Yildirim, 2005). Research to study experimental research method. At the stage of data collection, according to anamnesis, all children have a mild and moderate degree of intellectual impairment. The ascertaining stage of the experimental study was developed in accordance with the theoretical analysis of the problem and the definition of the main directions of the study. Interventions are carried out in two directions:

- to study the formation of social and communication skills of children with intellectual disabilities in the context of joint activities, the organization of dialogue, during their independent, game, work, educational activities with the registration of all manifestations of communicative activity and the allocation of levels of formation of communication skills based on the results.
- identify the features of emotional and communicative relationships with family members.

2.2 Study Group

The present study was conducted at a special education school in Almaty during the period 2017-2018. A total number of 59 people diagnosed with intellectual disability (40 students of the first grade, 19 students of the second grade) participated in the study.

2.3 Data collection and analysis

The structure of communicative activity is used as a basis for evaluation of communicative skills. The criteria for determining the level of formation of communicative skills and skills related to the following parameters: the orientation in the external conditions of the situation; planning of the content of an act of communication; the selection and use of verbal and non-verbal means in

accordance with the communicative situation; management communication process; evaluate communication and, accordingly, the change of communicative and speech behavior. With the aim of identifying the formation of the communicative skills in children with intellectual disabilities, we undertook the observation of communicative and speech behavior of children in the context of joint activities, the organization of the dialogue during their independent, gaming, labor, educational activities. The following methods were used as diagnostic tools: "Mittens" Zuckerman; sociometric test "Birthday" (Panfilova). For qualitative and quantitative evaluation of communicative actions of the child, the levels of formation of communicative skills: high, medium, and low. The paper presents a description of the qualitative characteristics of each of the three levels.

3. Results

The results of the study of communication skills in younger students with intellectual disabilities at the ascertaining stage of the experimental study are presented in table 1.

Table 1. *The Results of the study of the levels of formation of communication skills in students of 1st grade with intellectual disabilities (the technique of «Gloves»)*

1 Levels of evaluation	Mild mental retardation						Moderate mental retardation						Total	
	Low abs	%	Middle abs	%	Higher abs	%	Low abs	%	Middle abs	%	Higher abs	%	abs	%
Productivity of joint activities	19	47,5	-	-	-	0	21	52,5	-	0	-	-	40	100
Ability to negotiate Xia	16	40	3	7,5	-	0	21	52,5	-	0	-	-	40/37	92,5
Mutual monitoring of implementatio n activities	15	37,5	4	10	-	0	19	47,5	2	5	-	-	40/34	85
Mutual during drawing	14	35	5	12, 5	-	0	19	47,5	2	5	-	-	40/33	82,5
The emotional attitude to work together	12	30	6	15	-	0	20	52,5	1	2,5	-	-	40/32	80

In the analysis of the data obtained as a result of testing, it was found that the majority of students have an easy m/r has a low level of development of communication skills, that is, 80.1%; average - 18.9%, a high level is not expressed. Children with a moderate degree of u/o have 96.1% have a low level of development; the average - 3.9%. Thus, the average indicators of formation of communication skills for students of 1st grade with intellectual disabilities according to two criteria of evaluation were: low (88, 1 %), average (11.4%).

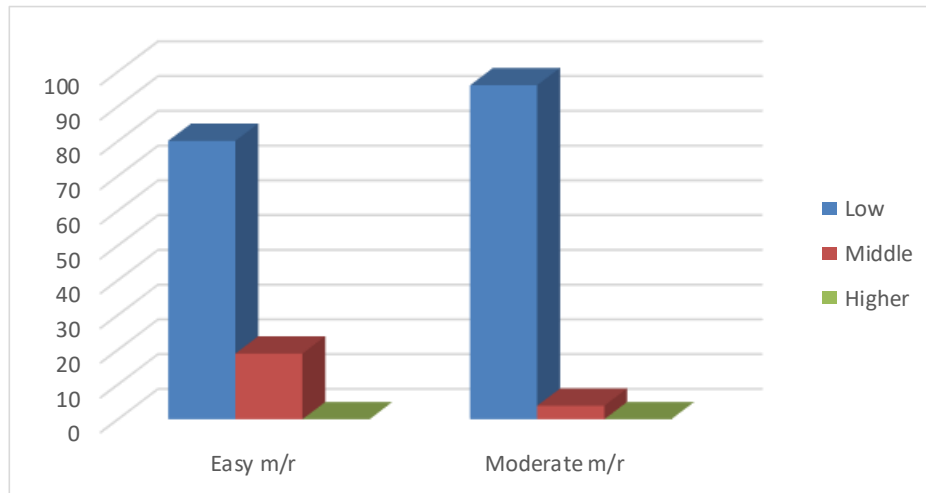


Figure 1. *Level of formation of communicative skills (1 class)*

The most pronounced difficulties are the ability to agree, or children do not come to an agreement, take a negative position on the type of egocentric manifestations (see figure 2).

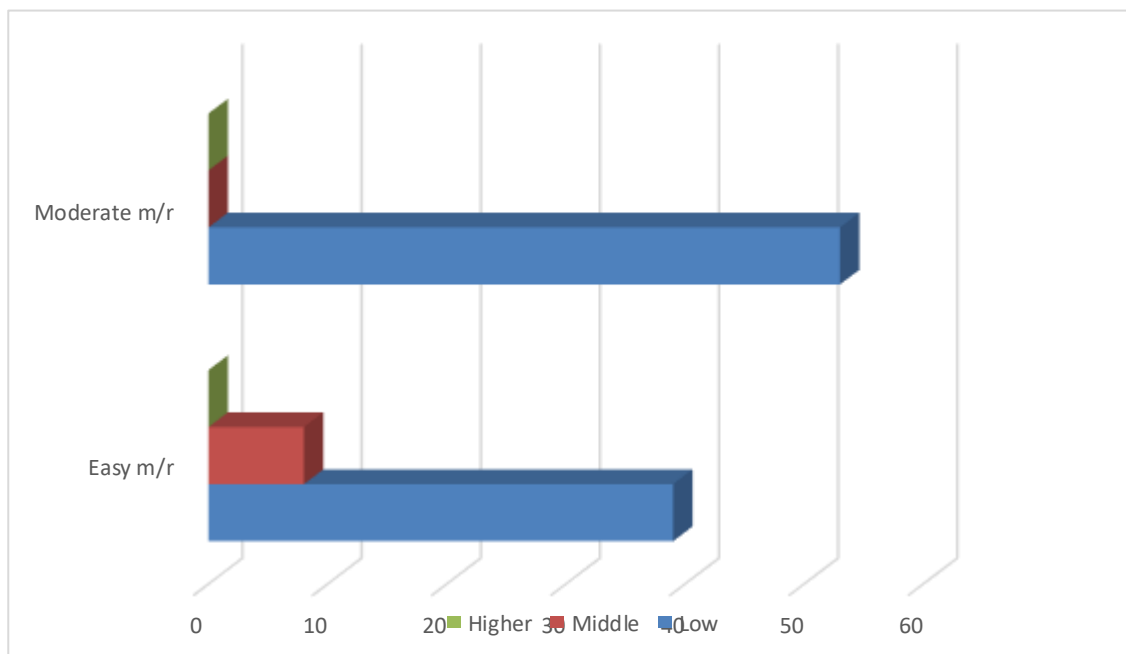


Figure 2. *Ability to negotiate in the course of joint activities*

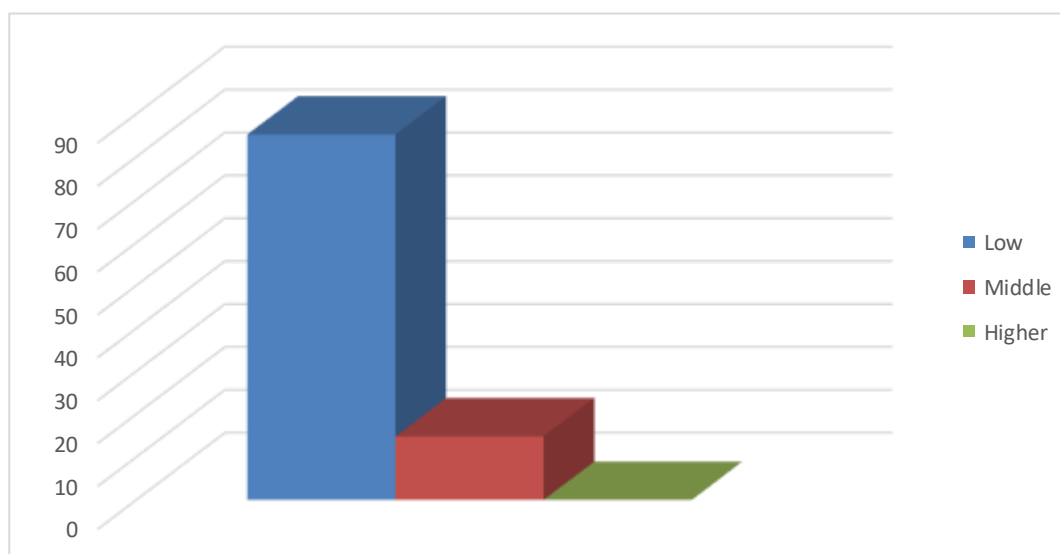
The data analysis of students 2 –golasa were identified (table 2)

Table 2. *The Results of the study of the levels of formation of communication skills in students of 2nd grade with intellectual disabilities (method «Mittens»)*

Evaluation criteria Levels of evaluation	Mild mental retardation						Moderate mental retardation						Total aabs.	%%
	Low		Middle		Higher		Low		Middle		Higher			
	aabs.	%%	aabs.	%%	aabs.	%%	aabs.	%%	aabs.	%%	aabs.	%%		
Productivity of joint activities	7	36,8	-	0	-	0	12	63,2	-	0	-	0	19/19	100
Ability to negotiate	5	26,3	2	10,5	-	0	12	63,2	-	0	-	0	19/17	89,4
Mutual monitoring of implementation activities	4	21	3	15,7	-	0	12	63,2	-	0	-	0	19/15	78,9
Mutual during drawing	5	26,3	2	10,5	-	0	12	63,2	-	0	-	0	19/17	89,4
The emotional attitude to work together	6	31,5	1	5,26	-	0	11	57,8	1	5,26	-	0	19/17	89,4

Indicators of the procedure for measuring the formation of communicative skills of second-grade students with intellectual disabilities allow us to note that the prevailing parameters are low (for the two criteria M/R) – 85.2%, average – 14.8%. High level is not expressed. (See Fig.3)

Figure 3. *Level of formation of communicative skills (grade 2)*



Indicators of students in the second grade differ from those in grade 1, slightly, but there are some changes in the indicators, which allows us to consider such data as possible to change. In this case, we can say that the process of learning how conditions that require implementation of certain activities, particularly training, encourage students to interact and use certain skills to adapt.

Certain changes are expressed, on such levels assessing, as: «ability to negotiate», «Mutual control of performance of activity». Thus, the parameters of the «ability to negotiate» tend to increase the average level of development of communication skills to 21.1% and lower the low level to 78.9%. Also,

the indicators on the criterion of «Mutual control of performance» were changed: the low level is 68.4%, the average – 31.6%. (See Fig.4).

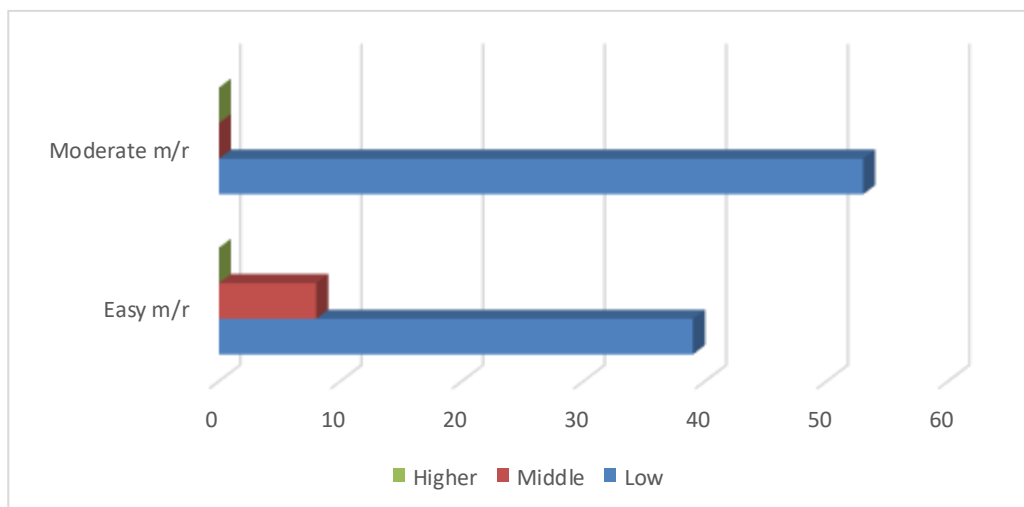


Figure 4. Levels of evaluation according to the method of «Gloves» (students of class 2)

Such parameters allow us to believe that the inclusion in the educational process of corrective measures can significantly contribute to the development of communication skills of students with intellectual disabilities, especially at the stage of primary school.

In the framework of the experiment, we also conducted a Sociometric technique, a sample «Day of birth»(Panfilova). The results of the measurement procedure by the method of «Birthday» allowed to consider the features of the development of relations with peers in children with intellectual disabilities in the following parameters (see table 4)

Table 3. Results of the study of the child's relationship to children and adults (grade 1)

Scale of measurement	Mild retardation	mental	Moderate retardation	mental	Total	
	abs.	%	abs.	%	abs.	%
Need for communication	-	-	-	-	-	-
in a wide circle	2	10,5	-	-	2	5
with close people, in a limited circle	12	63,2	9	42,9	21	52,5
raw need to communicate	5	26,3	12	57,1	17	42,5
Emotional preferences in communication						
close, trusting, pleasant relationship	19	100	21	100	40	100
Distrust						
The importance of social environments						
quantitative predominance						
- Adults	9	47,3	10	47,6	21	47,5
- children	4	21,2	0	0	4	10
- inventory	6	31,5	11	53,4	15	37,5
the predominance of a group						
- family	16	84,2	19	90,5	35	87,5
- school	2	10,5	2	9,5	4	10
- yard	1	5,3	0	0	1	2,5
sexual predominance in communication	19	100	21	100	40	100

According to the results of quantitative analysis of the data, it should be noted that there are some differences in the obtained indicators in groups by the degree of severity of intellectual impairment. In the group of students with a light degree of m/r expressed: the predominance of the need to communicate with loved ones, while there is a manifestation of reluctance to enter into any relationship, ie, unformed need for communication, focus on interaction with objects, however, there are children who want to participate to communicate with people outside the family circle, with classmates, children from the yard, etc. it should be noted that the children of the group with a light degree of m/r focused on relationships with peers of their gender.

For a group of children with a moderate degree of m/r are characterized by lack of communication needs, focus on communication with close adults, ie, family members, as well as preference for interaction with objects, rather than with people, preference for representatives of their gender (see Fig.5)

It should be noted that in both groups (mild and moderate M/E) the same indicators are expressed in the category of «Emotional preferences in communication». Such indicators may indicate unformed children with intellectual disabilities ability to distinguish between emotional States of a person.

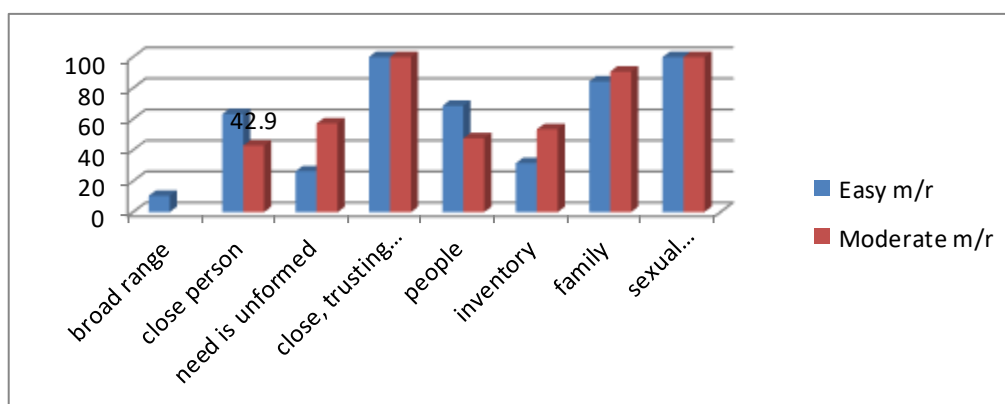


Figure 5. For a group of children with a moderate degree of m/r are characterized

The results of the method of Panfilova "Birthday" with students of the second grade, with intellectual disabilities, allowed to establish the following parameters of the manifestation of the child's relationship to children and adults (see Table 5.)

Analysis of the results of second-grade students with intellectual disabilities allows us to note that the nature of relations with peers and adults may have certain changes. In the second year of study for students with intellectual disabilities remain significant relationships with loved ones, with the family, while students have a mild form of M/R more pronounced focus on the importance of the social environment, such as adults, children, family, school. Emotional preferences in communication are characterized by the expressed indicators of the confidential relations. This situation may be a manifestation of the underdevelopment of the ability to distinguish emotional States. Indicators of category «to the floor» indicate the preference of people of the same gender in communication or in the selection.

Table 4. *Results of the study of the child's relationship to children and adults (grade 2)*

N	Scale of measurement	Mild mental retardation		Moderate mental retardation		Total	
		abs	%	Abs	%	abs	%
1	Need for communication in a wide circle			-	0		
	with close people, in a limited circle	5	71,4	5	41,7	12/19	63,2
	raw need to communicate	2	28,6	7	58,3	7/19	36,8
2	Emotional preferences in communication						
	close, trusting, pleasant relationship	6	85,7	4	33,3	11/19	57,9
	distrust	1	14,3	8	66,7	8/19	42,1
3	The importance of social environments						
	quantitative predominance						
	- adults	4	57,1	4	33,3	9/19	47,4
	- children	2	28,6	1	8,3	4/19	21
	- inventory	1	14,2	7	58,4	6/19	31,6
	the predominance of a group						
	- family	4	57,1	10	83,3	14/19	73,7
	- school	2	28,6	2	16,6	4/19	21
	- yard	1	14,3	-	0	1/19	5,3
	sexual predominance in communication	7	100	12	100	19/19	100

Students with moderate M/R are characterized by a pronounced orientation of the relationship to the family, while they are more significant relationships with close adults, whom they trust, but also expressed indicators of distrust of people, reluctance to enter into a relationship with them, focus on the subject environment, lack of communication needs, preference for representatives of the same sex when choosing a partner in the game, activities (see figure 6.)

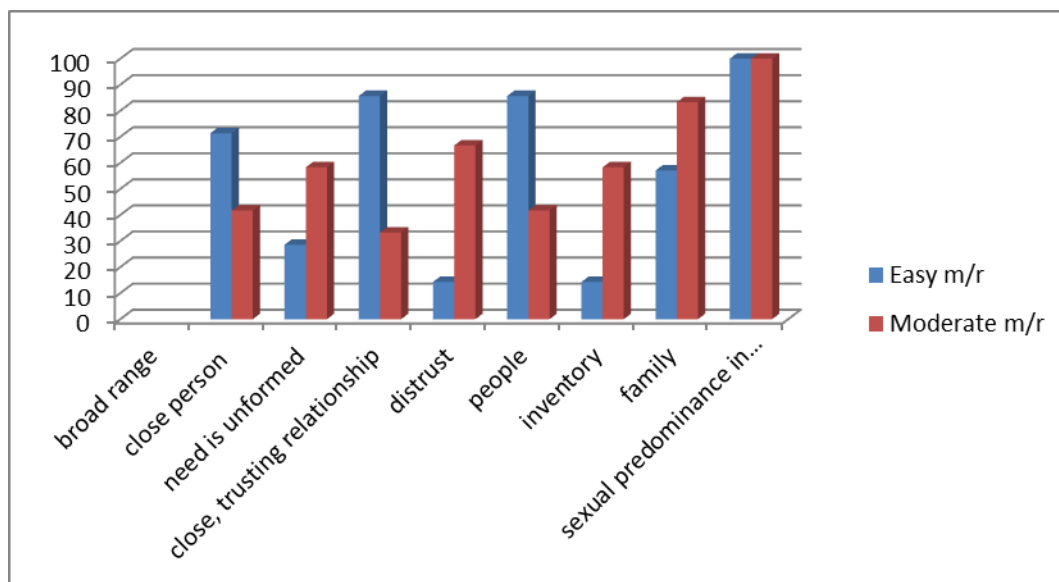


Figure 6. The child's relationship to children and adults (grade 2).

4. Discussion

Analysis of the results of the diagnostic phase of our study allows us to draw the following conclusions; - first-graders of both groups with intellectual disabilities expressed systemic underdevelopment of speech, lack of communication skills; – the revealed features of communicative disorders in mentally retarded first-graders aim at the illegality of the information of the entire content of speech therapy work with this category of children only to the correction of phonetic-phonemic and lexical-grammatical means of the language; the failure of mentally retarded younger students in the field of speech communication is associated not only with the systemic underdevelopment of speech, but also, most importantly, with the lack of communication skills, in particular, with the inability to understand the situation of communication, take into account the characteristics of the partner, arbitrarily use the available verbal and non-verbal means for communication; it is necessary to work purposefully and consistently on the formation of means of communication, communication skills (ArabZouzani et al., 2019; El-Adl, & Alkharusi, 2020).

In order to identify the features of communication skills in children with intellectual disabilities, manifested in the sphere of contacts with other members of the team, we have been monitoring the communicative and speech behavior of children in a joint activity: the organization of dialogue, during the independent, game, labor, educational activities of students (Salama & Elsayed, 2019).

In the process of interaction with primary school students during the diagnostic phase, we have noted the following features of communicative and speech behavior of children, in particular; - lack of response to the initiative to start communication, or inadequate manifestations, leading to the impossibility of achieving the goal, even with significant efforts on the part of the partner (Yavuz & Kurt, 2019). Actions in the course of communication can be chaotic, - in spontaneous communication use separate words and phrases consisting of one or two words, actively resort to nonverbal means, gestures; experience significant difficulties in the selection of lexical means of language (Karanfil, 2020), allow different types of agrammatism (structural and agrammatism associated with the incorrect design of word connections in a sentence).

The volume of dialogical statements is limited to one or two phrases. In the course of communication lose the purpose of communication, do not take into account the characteristics of the other communicant (Eksi & Bahcecik, 2018; Vlahava & Antoniou, 2019). They listen to the speech, but often distracted, cannot focus on the information, lose the meaning of statements, cannot act in accordance with them. In the process of speech communication, they enter into communication only if they are provided with stimulating and supporting assistance. They have difficulties in determining the order and use of rational methods of performing communicative actions (Yavuz & Kurt, 2019; Basaran & Sefika Berber, 2018). To implement a coherent statement requires clarifying and leading questions. There is also a tendency to refuse to participate in communication. Achieving the goal is often impractical.

Furthermore, the results allow us to note the following features of the manifestation; - social and communicative skills of primary school students with intellectual disabilities of mild to moderate degree have a pronounced low level of manifestation, which allows us to consider them as unformed; - the average level of development of social and communication skills is more pronounced in children with mild intellectual disabilities (18.9%), which allows us to consider the possibility of changes in the organization of corrective measures; - the average level of development of social and communicative skills of children with a moderate degree of backwardness has minimum parameters of manifestation (3.9%); - low parameters of development of communication skills can be seen on a number of criteria of the methodology, in particular in the category of "ability to agree", it should be noted that children with a mild degree of u//o along with a more pronounced low level, demonstrate the presence of average indicators; - in children with a moderate degree of u/o more pronounced negative position, egocentric orientation; - the ability to agree in the process of joint activities is expressed within the low level of development, the average indicators tend to develop in children with mild u/o; - for children with intellectual disabilities characterized by undifferentiation and instability of feelings, limited range of experiences, extreme manifestations of joy, grief, fun;

Indicators of children with intellectual disabilities studying in the second grade allow us to draw the following conclusions; - the level of formation of socio-communicative skills low; - the average level is more pronounced in children with mild u/o; - in the categories of «Ability to negotiate», «Mutual control of performance» there are certain differences in comparison with the performance of students of 1st grade, ie, more pronounced parameters of the average level in children with mild u/o, children with moderate u/o has pronounced low-level parameters. Indicators of the sociometric test by the method of Panfilova «Birthday» allow us to note that the nature of the development of relations with peers and adults in children with intellectual disabilities have certain parameters of manifestation:

- children with a mild degree of m/r the need for communication is realized through interaction with loved ones, family, with the desire to expand the circle of communication, through the inclusion of peers, classmates, children from the yard., that is, there is an increase in the importance of the social environment. Children expressed confidence in close people and consider these relations as positive. But in the interaction to prefer members of their own sex; - children with a moderate degree of u/o also tend to show confidence in close people, family, however, there is a manifestation of reluctance to enter into relations, increasing the importance of actions with objects, their quantitative predominance, increased distrust of people, a tendency to show aggressive behavior, in communication priority representatives of the same sex as the child. However, there are some differences in the behaviour of children in grades 1 and 2, which can be considered to be due to the period of stay in school.

The analysis of the results of the ascertaining stage of the experimental study allows us to draw the following conclusions; – children with intellectual disabilities who are enrolled in primary school have a systemic underdevelopment of speech, lack of communication skills; - failure of younger students

with intellectual disabilities in the field of speech communication is associated not only with the systemic underdevelopment of speech, but also with the lack of communication skills, in particular, with the inability to understand the situation of communication, take into account the characteristics of the partner, arbitrarily use the available verbal and non-verbal means for communication; – intellectual impairment of primary school children is an irreversible phenomenon, but it can have a positive dynamics in the development Lubovsky (1994), Namazbayeva (1986) with organized psychological and pedagogical influence in the conditions of special (correctional) institutions; - the expressed nature of trusting relationships in the circle of close people, the development of the need for communication through the family (Belinskaya et al., 2020) , demonstrates the need to include parents or persons replacing them in the correctional and pedagogical process, as well as teaching parents adequate methods of interaction with the child with a light and moderate degree of mental retardation, which will contribute to the formation of communication skills and socialization of the child as a whole (Cech, KvintovĀi & Cakirpaloglu, 2018).

Since the child's special needs are different, professionals who provide the support services vary as well (Agha & ELDaou, 2018; Aytac, Demirbas-Celik & Kiracioglu, 2020). School education creates a certain pedagogical impact, carried out by the teacher and parents. Such an impact can have both positive and negative effects. School education, of course, contributes to the development of proper household behavior, the consolidation of necessary for life in the family or in a children's institution skills and habits, as well as allow children to take the first steps towards controlling their emotional manifestations.

5. Conclusion

The primary purpose of general and special education should be to teach children the ability to live independently in interaction with other members who form society and prepare them for life. Individuals with intellectual disability have difficulties in the socialization process and social adaptation.

It is considered that social skills education should be included in the curriculum of individuals with intellectual disability starting from preschool education to promote early intervention and development. Future research might be carried out in order to increase the scientific findings on intervention programs for promoting social and communication skills of individuals with intellectual disability.

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