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CONCEPTUAL GUIDELINES OF THE RESEARCH

The topicality of the research topic and the importance of the problem addressed

The current dizzying stage of development of society, human culture, information technologies and media, is based on training and development of communication skills, starting from an early age. Naturally, communication skills involve not only language development, but also a complex psychosocial phenomenon, which includes the development of all cognitive psychic processes (sensation, perception, memory, language, thinking, etc.) and on which depends the formation of personality in general and individual intelligence, in particular.

Communication, from Latin, means the act of sharing things, regardless of their nature. J. C. Abric defines communication as the holistic processes through which exchanges of information and meanings take place between people, who are in a defined social situation [1, p.14].

Communication, in essence, is a psychosocial act, conscious or unconscious, voluntary or involuntary, which determines a complex process of interaction. Any individual who communicates is directly involved in this situation, being influenced by the social context, his personality, the needs of his motivations, but also those of others, says researcher Vl. Guțu. [17, p. 412].

Another researcher Gh. Dumitru considers that communication is a fundamental way of psychosocial interaction, a continuous exchange of different messages between interlocutors, meant to achieve a lasting interpersonal relationship to influence the maintenance and change of individual or group behavior Gh. Dumitru [13, pp. 86-87].

In the sciences of education, communication is researched from various perspectives, for example, L. Șoitu approaches this problem from a semiotic, actional and educational perspective [Apud 41, p.414]. Some scholars approach human communication as a relationship process (F. E. Verza), while other researchers say that it is at the center of social performance (M. Constantinescu).

If we analyze *the message*, the essential element of the communication circuit, then it is necessary to mention its series of important functions, ie the expressive, quantitative, referential, metalinguistic, practical function (R. Jakobson), without which it is difficult to imagine the quality of communication. In this context, we are aware of the importance of developing communication skills. The importance and topicality of the research topic lies in the fact that this competence determines the cognitive competence of the person. Research in the latest fields [2, 4, 18, 38] etc. has shown that higher mental processes such as attention, memory, thinking, imagination, language, metacognition are the result of the development of communication skills.

In contemporary society and science, communication has become a central topic of debate and research. It is erroneous to believe that communication skills will evolve on their own as the child grows. Gaps in pronunciation and communication can turn into a habit or a stable defect of language or

communication that will subsequently require additional efforts from the child, parents and educators / specialists.

The targeted research presents the theoretical and practical significance of the process of developing communication skills in preschoolers. Particular attention was paid to the inclusion of not only verbal communication, but also paraverbal communication in the development of communication skills, taking into account the topics recommended by the curriculum. The paper presents the analysis of theoretical approaches to this problem by local and foreign researchers who have investigated the field of general and special pedagogy, general psychology, age and special psychology, anatomy, physiology, neurology, linguistics, psychodiagnosis, psychopathology, psychotherapy, who developed various strategies, methods, demonstrating the need to develop communication skills in preschoolers, including those with special educational needs. The investigation allowed us to find essential and tangential approaches to the problem, which allows us to conclude that it is necessary to further detail the study of the process of developing communication skills in preschoolers with special educational needs.

The description of the research situation and identification of the research problem. Analyzing the literature, we appreciated the significant contribution of researchers: I. Cerghit [9], T. Callo [7] etc., who analyze and describe principles, methods and teaching aids for language and communication development. Likewise, the nominated researchers emphasize the importance of the pedagogy-child, child-child, studied material-child connections and the capitalization of the positive potential of the environment in the development of communication with preschoolers. E. Boşcaiu [5], V. Olărescu [33], E. Verza [43] etc. considers language and communication as research topics and fields with great possibilities for extension. At the same time, their research reflects general and specific models of the development of communication skills, which emphasizes the relationships between communicative behavior and psychosocial development. In this regard, we have taken into account the results of the experimental and theoretical research of N. Werner [45], M. Montessori [53] on the importance of asymmetric and symmetrical interaction, for the formation and development in preschoolers of mastery skills and abilities of verbal means of communication. Scientific literature on the problems of interrelation of communication, linguistic and intellectual systems J. Bruner [6], I. Negură [32], A. A. Цыганок [55], etc. specifies the principal peculiarity of the verbal expression of thought, which consists in the fact that it is directed towards other people. Important for the activities of developing the communication competence was the fundamental thesis issued by the researcher Л. С. Выготский [49] about the two areas of development.

It is obvious that pedagogy must be oriented not to yesterday, but to tomorrow's development of the child, capitalizing in practice the advanced scientific theories of the given field and the adjacent fields. The communication

system reflects the ways of developing the human consciousness, fixing the results of the human thinking activity, an idea completed with the researches of J. Piaget [54], A. Luria [52], G. Fernald [16] and H. Keller [19] etc. Later, WB Barbe and Orton-Gillingham elaborated a method called VAKT (visual, auditory, kinesthetic, tactile), used in the psycho-pedagogical experiment, to stimulate the development of language in the process of forming verbal thinking, focusing on us on establishing the real relations between objects and phenomena, forming in preschoolers a semantic model of extra-linguistic relations, which further manifested itself in verbal generalizations in the form of utterances.

Based on the above, we mention the importance of educational policy documents and normative acts that direct and support the activity of development, correction and counseling of children with special educational needs.

In this context, **documents of educational policies** of the Republic of Moldova: Education Code of the Republic of Moldova (Order no. 125 of 17.07.2014) in the Official Gazette no. 319-324, art. Nr. 634; Education development strategy for 2014-2020 „Education-2020”, (approved by GD of the Republic of Moldova no. 944 of 14.11.2014); Curriculum for early education, Chisinau, 2019 (MECC Order no. 1699 of 15.11.2018); National professional standards of the teacher for early education, Chisinau, 2008; The learning and development standards of the child from birth to 7 years old ”(MECC Order no. 1592 of 25.10.2018); The framework of early education in the Republic of Moldova Chisinau, 2018 (MECC Order no. 1592 of 25.10.2018); The methodology for monitoring and evaluating the development of the 1.5-7 year old child based on the Learning and Development Standards for the 0-7 year old child ”(MECC Order no. 1939 of 28.12.2018) - served us as an indicative basis in the planned research activity.

Additionally, the **normative acts** which regulate the educational activity of preschoolers with special educational requirements and their families (Regulation on the compulsory organization of preschoolers' preparation for school from the age of 5, approved by the decision of the College of the Ministry of Education no. 8.6 of 16.12.2010; Methodology for evaluating child development (approved by Order of the Ministry of Education no. 99 of 26.02.2015); Instructions for applying in early education the Methodology for evaluating child development (MECC Order no. 434 of 22.03.2018); elaboration of the Individualized Educational Plan for preschoolers with SEN in the EIT and Standard structure of the Individualized Educational Plan for preschoolers with SEN in the EIT (MECC Order no. 1780 of 03.12.2018); Methodological landmarks on the organization of the educational process in the EIT) Methodical letter, developed annually by MECC), had a direct impact on the organization and deployment activities to develop communication skills in preschoolers with special educational needs.

Despite the fact that there is a number of researches in the field, the investigation of the development of communication skills in preschoolers with

special educational needs, remains somewhat in the shadows and is quite fragmentary. The described situation generated **the problem of research**, which lies in the need to study in depth the conditions and psycho-pedagogical strategies for developing communication skills in preschoolers with special educational needs.

The object of research is the process of developing communication skills in preschoolers with special educational needs, with emphasis on preschoolers with polyphonic dyslalia.

The research hypothesis assumes two important assumptions:

- We assume that the development of multidisciplinary and systematic activities for the development of communication skills, focused on the child, will simultaneously develop cognitive psychic processes: perception, attention, memory, thinking, language and communication, etc.
- We assume that the inner language, due to the systematic activities of developing conscious communication skills, will be externalized by developing the appropriate socio-affective behavior of the child, oriented towards verbalizing needs, requirements, desires and clear rendering of ideas.

The aim of the research is to develop and experimentally validate the conditions and theoretical-practical strategies of the process, which will include the psycho-pedagogical model to streamline the development of communication skills in preschoolers with polyphonemic dyslalia.

Research objectives:

- Establish the conceptual framework for the development of communication skills in preschoolers.
- Identify the components of communication competence in preschoolers.
- Determining the principles, conditions and psychopedagogical strategies of efficiency in preschoolers polyphonemic dyslalia.
- Assess the communication skills to assess the current development area and the next development area.
- Arguing the family's collaboration with the EIT in the context of developing communication skills in preschoolers with polyphonic dyslalia.
- Development, experimentation and validation of the psycho-pedagogical model for streamlining the development of communication skills in preschoolers with polyphonic dyslalia.

Epistemological landmarks are presented through a series of laws, theories, conceptions and ideas in the field of general pedagogy, special pedagogy, age psychology, special psychology and health psychology. In particular, as research foundations served: the concept of general and special education in the Republic of Moldova; individualized early education (P. Левина [50], A. Bolboceanu [4], C. Păunescu [35], etc.); sensitive periods of development (J. Piaget [54], Em. Verza, Fl. Em. Verza [43], etc.); methods and tools for evaluating preschoolers (P. Ancuța [3], I. Cerghit [9], V. Olărescu [33], E. Vărășmaș [44], Л. Н. Арефьева [46] et al. Racu [38], DV Popovici [37] etc.);

formation and development of communicative competence (E. Voșcaiu [5], E. Jurcău, N. Jurcău [18] etc.); structural levels of movements (H. Бернштейн [47] etc.); play in preschool education and development (K. Edenhamar [14], Ed. Claparede [10], J. Piaget [54], Д. Б. Эльконин [15], J. Bruner [6], P. Popescu-Neveanu [36], S. Cemortan [8], U. Șchiopu [40] and others.

Research methods:

- *At the level of theoretical conceptualization:* the method of bibliographic study / documentation, the method of analysis and synthesis, the method of theoretical generalization, theoretical modeling, interpretation and conclusion.
- *At the praxiological level:* observation, conversation, questionnaire, study of personal files of subjects involved in research.
- *Statistical-mathematical method* for data processing / interpretation and graphical presentation.

The novelty and scientific originality of the research consists in conceptualizing the development of communication competence in preschoolers with polyphonemic dyslalia and approaching the in-depth study of the conditions and psycho-pedagogical strategies for the development of the nominated competence. The novelty of the investigation is materialized in the analysis of the process of diagnosing preschoolers with polyphonemic dyslalia from the Institution of Early Education; establishing the level of cognitive development of preschoolers with polyphonemic dyslalia; determining the psychosocial peculiarities of preschoolers with polyphonemic dyslalia. Additionally, the aspect of demonstrating the developmental impact of communication skills on the personality formation of preschoolers with polyphonemic dyslalia by developing and validating scientific-methodological guidelines and supports in the development of communication skills in preschoolers with polyphonemic dyslalia is new and original.

The theoretical significance of the research is supported by the analysis, specification and interpretation of the main aspects regarding the conceptual framework for the development of communication competence in preschoolers with polyphonemic dyslalia. At the same time, it is theoretically significant the analysis of early education in the context of the integral development of preschoolers, which offers the possibility to describe the correlation between polyphonemic dyslalia, the development of mental processes and personality peculiarities of preschoolers. It was argued the need to develop and implement the Psycho-pedagogical Model to streamline the development of communication skills in preschoolers.

The applicative value of the paper consists in explaining the capitalization and demonstration of the functionality of the psycho-pedagogical model for streamlining the development of communication skills in preschoolers by developing and validating the set of theoretical-applied tools, which essentially determine the praxiological landmarks of research.

The developed tools represent the scientific-methodological basis that can be applied in the instructive-educational programs of training specialists in the field of pedagogy and special pedagogy: Methodological support for teachers „27 ideas. Projects developed to exercise communication skills in preschoolers ” [30]; Methodological guide „Practical activities for practicing verbal communication skills in preschoolers” [20]; Methodological guide „Practical activities for practicing S-J sounds” [21]; Methodological guide „Practical activities for practicing S-Z sounds” [22]; Methodological guide „Practical activities for practicing R-L sounds” [23]; Methodological guide „Practical activities for practicing C-G-H sounds” [24]; Methodological support „20 LITERACY games” [28]; Methodological support „Practical activities for practicing fine motor skills” [29]; Methodological support „ABC of Psychosocial Development. Therapeutic stories V-I” [26]; Methodological support „The ABC of Development. Therapeutic stories V-II” [27]; Methodological guide „Neuropsychological diagnosis of preschoolers” [25].

Implementation of scientific results. The research results were described in the edited methodological guides and supports, which were implemented and practiced in the practical activity with the preschoolers from EEI no. 225 „Spicușor”, mun. Chișinău, Ciocana sector.

The volume and structure of the thesis. The thesis contains introduction, three chapters, general conclusions and recommendations, bibliography, 40 annexes. In total, the thesis contains 131 basic text pages, 24 figures and 16 tables.

Keywords: competence, communication, language, language, polyphonic dyslalia, development, efficiency, preschool, family, play, special educational needs.

THESIS CONTENT

The introduction contains the research problem, the research object, the research hypothesis, the research purpose, the research objectives, the scientific research methodology, the research methods, the scientific novelty and originality, the theoretical significance of the research, the applicative value of the paper. The institution where the research results were implemented and approved is also indicated.

Chapter 1. **Theoretical landmarks regarding the development of communication competence in preschoolers with CES**, are approached the basic concepts, communication competence and preschoolers with special educational needs. The concepts of language, language and communication are analyzed and presented comparatively, which ensured the re/definition of the communication competence, the explanation of the forms of communication (monologued, dialogued, active, passive); communication functions (information, expression, ordering, emphasis, etc.) and multimodal learning techniques in three stages and nine steps to develop communication skills in preschoolers. The nominated concepts can be found in the researches of C. Păunescu [35],

Л. С. Волкова [48], Т. Callo [7], V. Mîslițchi [31], J. C. Abric [1] etc. Analyzing the studies of the nominated researchers, we formulated the definition of **communication competence** in preschoolers: communication competence is the set of abilities to perceive, emit and differentiate sounds correctly; to encode and decode the message; to notice and use the word correctly; to construct logically and correctly the statements during the dialogue, the description, the story; to form correctly questions respecting the ethics of communication (L. Luchianenco). By naming the given components, we established the order of these capabilities and the interrelationship between them. Studying the process of developing communication skills and specifying the psycho-pedagogical peculiarities in preschoolers with special educational needs allowed to detect and explain the characteristic deficiencies: inability to pronounce and differentiate some phonemes, incorrect verbal formulation and expression of thought, poor verbal expression and reduced singing understanding communication, etc. The synthesis made on the theoretical study allowed us to conclude that the preschool age has a favorable plasticity (I. Tobolcea [42]) for the development of communication skills and allows the success of specific tasks for its efficiency, such as: development a clear pronunciation; development of oral expression in phonetic, grammatical, lexical and syntactic logic; activation, enrichment and expressive nuance of vocabulary; developing communication skills in dialogue, presentation and description. At the same time, we demonstrated the importance and complexity of the neurophysiological elements of the development of communication skills, which dictates the permanent involvement of the afferent, efferent systems and cognitive psychic processes. In our vision, the analysis, description and definition of the concept of special educational requirements helped us to realize that the deficiencies of communication skills in all preschoolers are conditioned by: the insufficiency of practical verbal experience; insufficient development of the objective-practical activity; insufficient development of game skills; delayed detection of the problem; poor attention and poor motivation to learn in preschoolers with communication skills deficiencies; at other times, communicative delays, which include the phonetic, lexical and grammatical aspect. Delay and insufficient development of communicative competence is characterized by reduced vocabulary, inability to express coherently and logically in sentences and phrases. Communication, being achieved, in this case, with difficulty, obviously negatively influencing the general psychic evolution of the child's communication and behavior.

Summarizing the theoretical study, we mention that the development of communication skills is paramount in the life of every child. In this way, all cognitive psychic processes are reconstructed and developed: sensation, perception, attention, memory, thinking, language, communication and imagination, etc. For this purpose, it is necessary the stable capitalization of the laws, principles and general development strategies of all preschoolers, the

educational process focusing on the implementation of the theory of unity of training and development, cognitive and intellectual of children.

Chapter 2. **The methodological dimension of communication competence development in preschoolers with special educational needs** presents the evaluation of the level of development of the components of communicative competence: phonemic hearing, vocabulary, comprehension and use of grammatical constructions, adapting and using the following tests: „BOEHM Test”; „BLT-2 test”; „TACL-R test”; „AAMD Adaptive Behavior Scale Test”; „The evidence proposed by Alice Descoedress.” These tests were used in the game activities, because practice has shown that a good condition for the development of communication skills is the game. The set of actions that the child performs in the game process are interconnected, complement each other and by repeating them, the adult and the preschooler, in various ways, contribute to the development of communication skills of preschoolers. The analysis of scientific research allowed us to attribute to the game a major cognitive, socio-emotional, psychophysical importance in the development of communication skills (K. Edenhammar [14], Ed. Claparede [10], M. Montessori [53], U. Şchiopu [40], P. Popescu-Neveanu [36]). Determining the components of communication competence in preschoolers (Figure 2.2) Allowed us to adapt the nominated tests to the needs of current research. Thus, we acquired the basic tools for assessing the level of development of communication skills. The evaluation outlined the training course for lifelong learning, for education and permanent development of the preschooler's personality.

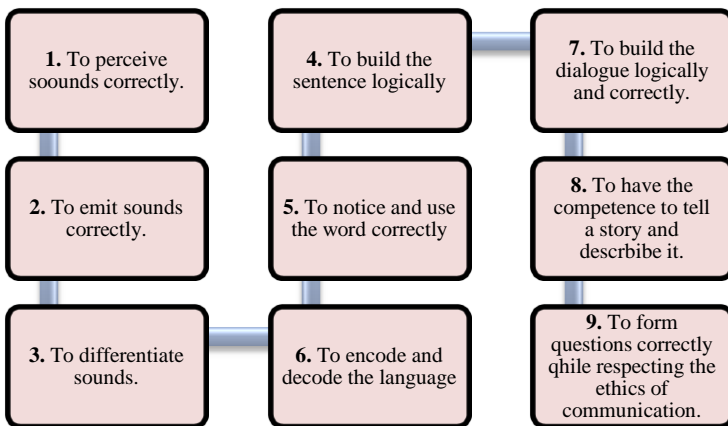


Figure 2.1. Components of communication competence in preschoolers
(aut. L. Luchianenco)

The initial assessment aimed to measure and assess the knowledge, skills and attitudes towards the development of communication skills of preschoolers. The evaluation helped us: to identify the child's level of preparation for the development of communication skills; to establish the volume and quality of

knowledge, skills and attitude towards communication; to highlight existing gaps; to choose the didactic strategy, the psycho-pedagogical methods for each child.

In order to evaluate in preschoolers the level of development of communication components (described in Figure 2.2) It was necessary to follow the development of the following communication areas in preschoolers with polyphonemic dyslalia. The phonetic aspect that is highlighted by omissions, substitutions, substitutions of phonemes. The lexical aspect accentuated limited / poor vocabulary and semantic confusions. The evaluation of the grammatical aspect revealed errors of number, gender, case, tense and incorrect use of prepositions, articles and conjunctions. During the coherent speech, the received information was partially reproduced with errors, the order of the utterance was not respected and the main idea was not perceived.

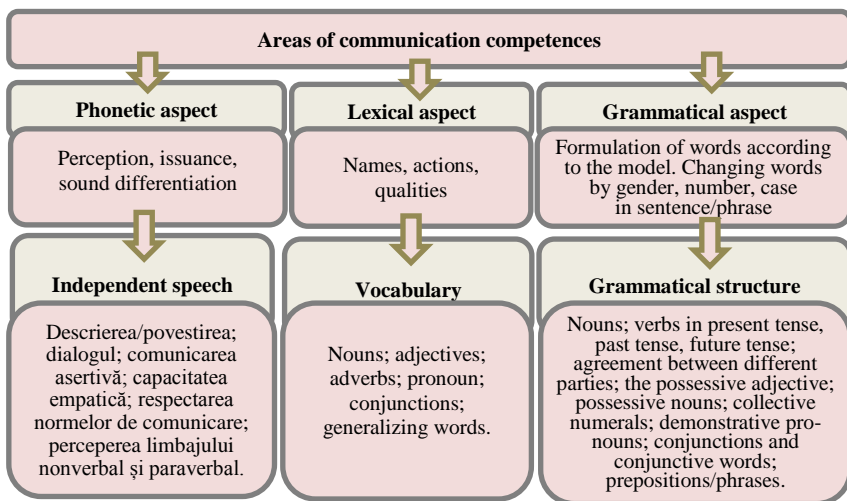


Figure 2.2. Description of the areas of initial findings that have been assessed

The current research was carried out during the 2017-2019 school years, in the large groups (5-6 years) and in the preparatory ones (6-7 years) of the Early Education Institution no. 225, Ciocana sector, Chisinau. The experiment was structured and carried out based on the activities within the parent-child-educator-psycho-pedagogue partnership. As an experimental group, 129 preschoolers served us (64 preschoolers of large groups, 65 preschoolers of preparatory groups), 48 educators and 52 parents.

Using the tests mentioned above, we established that biological age does not correspond to psychological age in preschoolers with difficulties in developing communication skills. The analysis of the development of communication skills in preschoolers highlighted the percentage of preschoolers,

which requires an individualized approach. According to Figure 2.4, 72-76% of preschoolers aged 5-7, would need an individualized plan.

Table 2.1. Number of preschoolers with special educational needs

The age of children	Total preschoolers in group	Preschoolers with DT	Nr. of preschoolers who needed individual or group assistance (4-6 preschoolers with DP)	
			Preschoolers	Percent share
5-6 y.o, gr.1	33	6	27	76%
5-6 y.o, gr.2	31	5	26	76%
6-7 y.o, gr.3	32	9	23	72%
6-7 y.o, gr.4	33	11	22	75%

First, we determined the level of development of communication skills of preschoolers included in the experimental group. We evaluated the preschoolers according to the assessment scale described and given in Annex 38: 1 – very weak; 2 – weak; 3 – medium; 4 – good; 5 – very good.

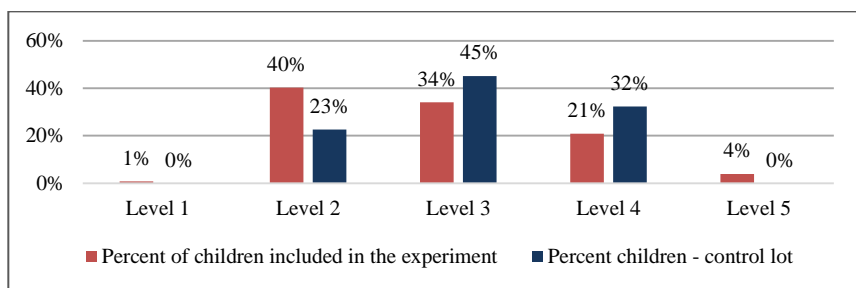


Figure 2.3. Determining the level of development of communication skills

From the graphic representation elucidated in Figure 2.4. it is observed that 40.3% of the preschoolers included in the experiment do not make sentences about the objects, the beings being demonstrated, but they name them and try to answer the questions, in the control group they are 22.6%. 34.1% of preschoolers included in the experiment make up at least one sentence, in the control group are 45%. 20.9% of preschoolers included in the experiment express themselves correctly in sentences and phrases, but do not respect the agreement between the parts of the sentence, in the control group are 51.6%. 3.9% of preschoolers included in the experiment express themselves correctly in sentences and phrases, respect the agreement between the parts of the sentence, in the control group but no preschooler uses the lexical and grammatical aspect correctly.

In order to investigate and detect the cause of communication difficulties, there was a need to assess the level of attention development.

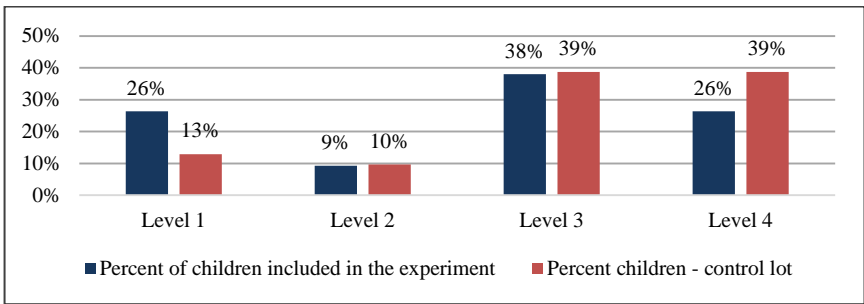


Figure 2.4. Determining the level of development of attention

The analysis of the particularity of the attention of the preschoolers included in the experiment demonstrates the following data: in the preschoolers included in the experiment, the unstable involuntary attention is present in 26.4% of preschoolers, in the control group there are 12.9% preschoolers. Involuntary attention less than 10 min in preschoolers included in the experiment is present in 9.3% of preschoolers, in the control group are 9.7% preschoolers. Voluntary attention less than 10 minutes, in preschoolers included in the experiment – is present in 38% of preschoolers, in the control group are 38.7%. Voluntary attention less than 25 min it is present in 26.4% of preschoolers, and in the control group there are 12.9% of preschoolers.

The evaluation of the development of the communicative competence highlighted a complex problem in the solution of which we involved all the psychic processes, the memory maintaining a leading place.

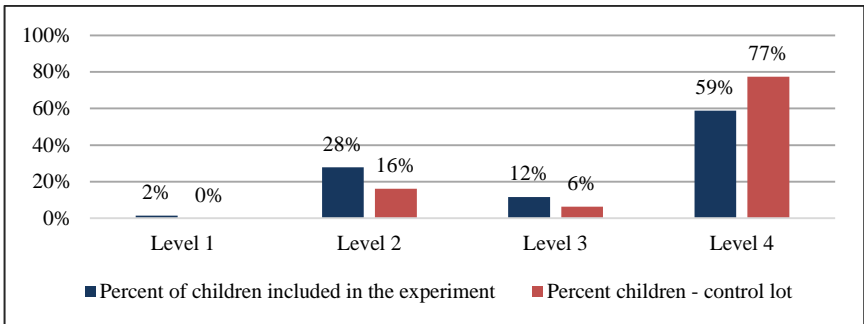


Figure 2.5. Determining the level of memory development

Memory tests showed 1.6% of preschoolers included in the experiment, who encountered difficulties in recognizing numbers, hardly memorized poems, did not perceive moments of the day, 0% children were found in the control group. 27.9% of the preschoolers included in the experiment, established the correspondence correctly, but did not recognize all the figures,

in the control group 16.1% of preschoolers were found. 11.6% of the preschoolers included in the experiment recognized the figures from 1 to 10 and composed the whole of the component parts, in the control group were detected 6.5% preschoolers. 58.9% of the preschoolers included in the experiment, recognized the omitted elements in the drawing, compared two objects from memory, reproduced a known situation in the game, 77% of preschoolers were found in the control group.

The development of generalization processes and logical conclusions goes a long way, and the given processes are related to the development of the generalization function and the regulatory function of communication competence.

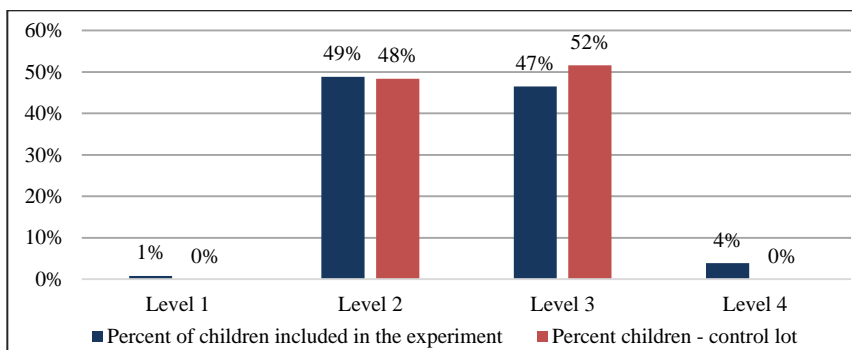


Figure 2.6. Determining the level of thinking development

The histogram above demonstrates the following: the preschoolers included in the experiment, who do not name and do not explain the use of different objects, only one was found, and in the control group 0% of preschoolers were also found. 48.8% of preschoolers included in the experiment, did not report details about images, did not identify all geometric shapes, compared and analyzed only with help, and 48.4% of preschoolers were found in the control group. 46.5% of preschoolers included in the experiment performed all the tasks using the questions, while in the control group 51.6% of children were found. 3.9% of preschoolers included in the experiment needed little help in carrying out the tasks, and 0% of preschoolers were found in the control group. Implementing the recommendations of researchers and specialists [1, 2, 4, 5, 7, 29, 30, 40, 50.] etc. we can conclude that the game is essential for the development of communication skills. The game aims to: develop communication skills; to develop psychophysiological; to develop the intrapersonal self; to develop socio-cultural and interpersonal ties; to develop the ability to cope with certain situations. Through the game, the child's confidence in his/her own abilities and his/her creative potential was evaluated, not only the level of development of communication skills was

highlighted, but also the child's psychosocial development. Evaluating (observing) the child during the game we noted the level of psychosocial / socio-affective development, so we had the opportunity to compare the interdependence between the level of development of communication skills and the level of psychosocial / socio-affective development of the preschooler.

Table 2.2. Assessment of emotional and social development behavior during communication skills development activities

Appreciation scale	Emotions/sensitivity				Conflict/sociability			
	Preschoolers experiment lot	% preschoolers included in experiment	Preschoolers – control lot	% preschoolers – control lot	Nr. of preschoolers included in the experiment	% preschoolers included in the experiment	Prechoolers – control lot	% preschoolers – control lot
1	0	0%	0	0%	1	0,8%	0	0%
2	18	14%	1	3,2%	38	29,5%	6	19,4%
3	57	44,2%	12	38,7%	13	10,1%	0	0%
4	26	20,2%	13	41,9%	51	39,5%	21	67,7%
5	28	21,7%	5	16,1%	26	20,2%	4	12,9%
Total	129	100	31	100	129	100	31	100

Based on the data presented in Table 2.2 we conclude that preschoolers with PD have low empathy (44.2%), preschoolers with marked emotional imbalance were not detected, and weak aggression was detected in 14% of the experimental group.

We mention the fact that in the present investigation we highlighted significant aspects regarding the pedagogue-parent-specialist-community relationship, thus, we initiated an educational partnership, which ensured a continuity in the development of communication competence (A. Racu [36], L. Cuznețov [12], V. Mislițchi [31]).

The finding experiment showed that the wrong educational attitudes of parents and teachers create difficulties in developing communication skills in preschoolers. Among the reasons that distort the development of communication skills in preschoolers, can be called: inconsistent instructional environment, without an individualized intervention program, correctly structured; the child's negative attitude towards communication, which directly influences the general development of his personality. In the case of communication difficulties, preschoolers often demonstrate impulsive or isolating behaviors; parental incompetence and insufficient family communication with preschoolers; anatomical-physiological disorders and diseases related to the central nervous system and peripheral nervous system (mental, motor disabilities, etc.).

Chapter 3. **The experimental coordinate for capitalizing on the activity of developing communication skills in preschoolers with special educational needs**, describes the psycho-pedagogical experiment through which was developed and implemented the psycho-pedagogical model for streamlining the development of communication skills in preschoolers with polyphonic dyslalia (Figure 3.1).

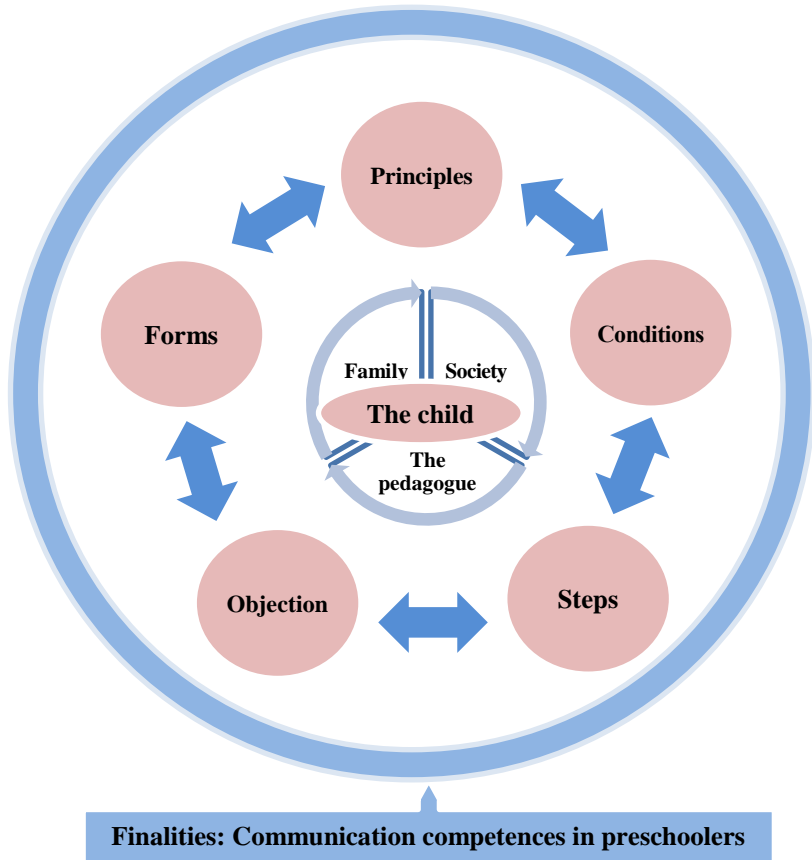


Figure 3.1. Psycho-pedagogical model for streamlining the development of communication skills in preschoolers with polyphonic dyslalia
(aut. L. Luchianenco)

Taking into account the components of the psycho-pedagogical model for streamlining the development of communication skills in preschoolers with PD, we outlined short-term objectives with strategies and methods to achieve the goal of developing communication skills, described in the hypothesis. In the

process of developing communication skills (training experiment) in preschoolers with PD, we were guided by the principle of individualized and differentiated approach, which took into account both the specific psychological features of preschoolers included in the research group and the features individuals of each preschooler, practicing language, attention, memory, thinking, creativity, imagination, reception, analytical-synthetic activity, etc. Given that the way we communicate is individual and is a unique form for each of us, the activities of the formative experiment helped preschoolers to express their individual character, answering the questions: Who is he?, What ideas does he have ?, What does he want ?, What can make? etc. We note that the verbal material used during the activities for the development of communication skills, must correspond to the principle of accessibility and timeliness in carrying out various actions and activities of daily living. The material contains the diversity of syntactic constructions used and the types of communicative utterances (communications, comments, requests, etc.), on the regularity of reproduction in analogous situations. We can say that a condition of approaching and organizing productive and qualitative activity are the principles: systematization, continuity and repetition in training. It was confirmed that the establishment of a communication competence, which corresponds to the typical development, diminishes the negative peculiarities of the preschooler's personality, stimulates social integration, raises the level of the psycho-pedagogical preparation process for the school. Based on the above, in the first stage of the training experiment we used activities that helped reduce inhibition or aggression. These activities were long lasting, capitalizing on a therapeutic story per week for two years, exercising the attention and involvement of parents and educators, in special practical activities we trained the preschooler to address with a request, indication to the appropriate interlocutor the action communicative context. With the help of the stories we outlined and used the following general objectives for the development of the components of communicative competence, applying the educational taxonomy described by B. Bloom: **knowledge** about: sound, syllable, word, sentence, phrase, text, etc. .; **understanding**: explain, for what reasons, how to comment, etc.; **application**: what sound does it start with, how many syllables does the word have, how many words does the sentence have, how to say it, what would you say to it, how would you proceed, who would you like to be, etc.; **analysis**: argue, describe, etc.; **synthesis**: Why do you think so? As you think? What would have happened? evaluation: What impressed you? How will you proceed ...? What do you think, what do you need for ...?

The difficulties observed during the finding experiment (situational communication, short sentences or lack thereof, phrases formulated in most cases by coordination), were eliminated by practicing and developing cognitive psychic processes, multiple innate intelligences, which are achieved through language mechanisms and consist in reflecting the objective world, in regulating actions and appreciating their results.

Thus, we can confirm that the teaching and learning processes include not only the development of cognition, communication being a part of it, but also of other psychic processes. Additionally, the feelings and beliefs of preschoolers and teachers are present, as well as the social and cultural environment of the group.

We can conclude that the specific features of the development of communication skills, cognitive, social, emotional development of preschoolers with PD require a special approach to organizing development activities, which aim to socialize the child and maximize the integrity of delayed development of the communicative aspect.

Determining the specificity and complexity of the research problem approached, we analyzed the impact of psycho-pedagogical activities, on the development of communication skills, cognitive and emotional and social development. Based on the comparison of the results obtained in the ascertainment and the verification stage, we demonstrated the efficiency of the activities, as we observe in table 3.3.

Table 3.3. Comparative analysis of the initial (EI) and final (EF) indices of the level of multidimensional development during the communication competence development activities

Nr.	Mental processes	Evaluation criterias	Total number of preschoolers		Percent		Sta-tistics
			EC	EF	EC	EF	P
1	2	3	4	5	6	7	8
1.	Pronunciation (03)	1	15	0	11,6	0	
		2	75	5	58,1	3,9	
		3	33	17	25,6	13,2	
		4	6	41	4,7	31,8	
		5	0	66	0	51,2	
	Total		129	129	100	100	<0,001
2.	Differentiating sounds (04)	1	27	0	20,9	0	
		2	60	0	46,5	0	
		3	33	18	25,6	14	
		4	5	44	3,9	34,1	
		5	4	67	3,1	51,9	
	Total		129	129	100	100	<0,001
3.	Proposition (06)	1	1	0	0,8	0,0	
		2	52	1	40,3	0,8	
		3	44	1	34,1	0,8	
		4	27	51	20,9	39,5	
		5	5	76	3,9	58,9	
	Total		129	129	100	100	<0,001

Continuation of table 3.3

1	2	3	4	5	6	7	8
4.	Gramatically logic structures (07)	1	2	1	1,6	0,8	
		2	85	1	65,9	0,8	
		3	5	0	3,9	0	
		4	34	85	26,4	65,9	
		5	3	42	2,3	32,6	
	Total		129	129	100	100	<0,001
5.	Fine motor skills (10)	2	33	0	25,6	0	
		3	62	2	48,1	1,6	
		4	34	89	26,4	69,0	
		5	0	38	38	29,5	
			Total		129	129	100
6.	Motricity (11)	2	39	0	30,2	0	
		3	6	33	4,7	25,5	
		4	31	10	24,0	7,8	
		5	53	86	41,1	66,7	
			Total		129	129	100
7.	Attention (13)	1	34	0	26,4	0	
		2	12	2	9,3	1,6	
		3	49	29	38,0	22,5	
		4	34	62	24,8	48,1	
		5	0	36	0	27,9	
		Total		129	129	100	100

Summarizing we can say the following:

- The implementation of the psycho-pedagogical model to streamline the development of communication skills in preschoolers with PD in the experiment guided the implementation of the intervention and counseling program for preschoolers and their families, ensured awareness of the need to detect early communication difficulties of preschoolers.
- The results of the psycho-pedagogical experiment showed a rather significant increase in the level of development of communication skills in preschoolers. There was also an increase in other mental processes, perception, attention, thinking, memory, etc.; there were also positive changes in the psychosocial behavior of preschoolers.
- The analysis and interpretation of the results obtained in the experiment confirmed the functionality of the Psychopedagogical Model for streamlining the development of communication skills in preschoolers, this being the purpose of our research.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research conducted refers to one of the most important and complex aspects of early education. Development of communication skills in preschoolers is an important element in the development of the child's whole personality. Thus, based on the analysis and determination of the theoretical landmarks, the realization of the psycho-pedagogical experiment and the quantitative and qualitative processing of the obtained results, we formulated the following conclusions:

1. The theoretical and analytical study of the problem allowed highlighting the characteristics and means of developing communication skills in preschoolers, finding interconnected, tangential approaches to the problem researched with the fields of general and special pedagogy, general psychology, age and special, anatomy, physiology, neurology, linguistics, psychodiagnosis, psychopathology, which ensured the approach of the inter- and multidisciplinary principle.
2. Carrying out the analysis of the peculiarities of preschoolers determined the educational practices and policies for the development of the communication competence, of their needs. The results obtained from the study of the literature and the analysis conditioned the elaboration and validation of the following methodological guides and supports, focused on the development of communication competence in preschoolers: Methodological support for teachers "Projects developed to practice communication competence in preschoolers" [30]; Methodological guide "Practical activities for practicing verbal communication skills in children aged 5-7" [20]; Methodological guide "Practical activities for practicing S-J sounds" [21]; Methodological guide "Practical activities for practicing S-Z sounds" [22]; Methodological guide "Practical activities for practicing R-L sounds" [23]; Methodological guide "Practical activities for practicing C-G-H sounds" [24]; Methodological support "20 LITERACY games" [28]; Methodological support "Practical activities for practicing fine motor skills" [29]; Methodological support „ABC of Psychosocial Development. Therapeutic stories V-I ”[26]; Methodological support „ABC of Psychosocial Development. Therapeutic stories V-II” [27]; Methodological guide "Neuropsychological diagnosis of preschoolers" [25].
3. The conduct of the observation experiment highlighted the difficulties faced by parents and teachers in educating and developing communication skills in preschoolers in general and preschoolers with polyphonic dyslalia, in particular; made it possible to identify and identify difficulties which arise in the development of communication skills; outlined the possibilities for drawing up training programs for correction and ensured the development of methodological tools; selection of methods for developing communication skills in preschoolers.

4. The central strategy of the activities carried out within the psychopedagogical experiment with the preschoolers with polyphonemic dyslalia materialized in the systematic and qualitative collaboration with the parents and educators from the EIT. The research results demonstrated the functionality of the psycho-pedagogical model for streamlining the development of communication skills in preschoolers, the program and all methodological tools and supports, capitalized in the process of experimenting with the development of communication skills in preschoolers with polyphonemic dyslalia.
5. It has been pertinently demonstrated that families and pedagogues who have been consulted in the field of developing communication skills in preschoolers must be actively, creatively and systematically involved in the work of prevention, correction, training and development of preschoolers' personality, emphasizing training/development. Communication skills and abilities.
6. It has been shown that the development of communication skills evolves in stages: the stage of establishing the child's guiding basis (the idea of action); the stage of materialized action (acquires the notion algorithm) and the stage of verbalization of language; the communication itself, and the organization of the Psychopedagogical Model is based on the observance of three principles: the reflected communication; the unknown message is perceived and assimilated more effectively in a familiar context and is rendered in simple sentences; the basic vocabulary will develop according to the child's ZPD. At the same time, it was highlighted that external factors (environment, education, self-activity) and parental attitudes towards communication difficulties of the child influence his psychosocial development (personality traits become fragile and unstable, fear of communication appears creating anxiety, shyness and a state inferiority to peers).

In the context of the relationship between communication, personality and behavior, an important role is played by the child's psycho-emotional state.

In line with the results obtained we propose the following **recommendations**:

- Connecting the documents of educational policies and national regulators to the international documents, which aim at the issue of preschoolers with special educational needs and their inclusion / integration in society.
- The use of programs for the development of communication skills in preschoolers and the application of methods of correction and specialized intervention to be made after diagnosing the real condition of the child and the situation in the targeted field.
- Inclusion of the discipline Methods for developing the communication competence of preschoolers with special educational requirements in the

list of disciplines in the courses of continuous training of psycho-pedagogues and teachers in preschool education.

- Adapting the plan / curriculum, of the instructive-educational activities to the child's needs.
- The systematic organization in preschool institutions of *seminars, round tables, workshops*, in order to inform the family and teachers about:
 - learning deficiencies and obstacles that the child may face;
 - methods and strategies for detecting the most common difficulties;
 - the importance of the child's multibillion development respecting the instructive-educational and socio-human conditions;
 - strategies and methods that can be applied for the development of language and communication skills in preschoolers with SEN;
- In the context of the pandemic, we recommend launching a website that provides relevant information about the education, training and early development of the child, informing parents about the stages of the child's development; methods for ameliorating possible problems, demonstrating practical activities related to the development of communication skills.

The research also outlined some limitations, such as the insufficient involvement of fathers in parenting activities to develop communication skills in preschoolers.

At the same time, our research opens new and real perspectives for consulting families with preschoolers with special educational needs and for in-depth investigation of the prevention and solution of difficulties, defined as special educational requirements in special pedagogy.

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ADNOTARE

Luchianenco Lilia

Dezvoltarea competenței de comunicare la preșcolarii cu cerințe educaționale speciale Teza de doctor în științe ale educației, Chișinău, 2021

Volumul și structura tezei. Teza conține introducere, trei capitole, concluzii generale și recomandări, bibliografie (253 de surse), 40 anexe. În total teza conține 131 pagini text de bază, 25 de figuri și 17 tabele. Rezultatele cercetării au fost publicate în 7 lucrări științifice.

Cuvinte-cheie: competență, comunicare, limbă, limbaj, dislalie polifonematică, dezvoltare, eficientizare, preșcolar, familie, joc, cerințe educaționale speciale.

Domeniul de studiu: se referă la teoria și practica pedagogiei speciale.

Scopul cercetării constă în elaborarea și validarea experimentală a condițiilor și a strategiilor teoretico-practice a procesului vizat, care va include *Modelul psihopedagogic de eficientizare a dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică*.

Obiectivele cercetării: stabilirea cadrului conceptual privind dezvoltarea competenței de comunicare la preșcolarii; identificarea componentelor competenței de comunicare la preșcolarii; determinarea principiilor, condițiilor și a strategiilor psihopedagogice de eficiență la preșcolarii cu dislalie polifonematică; evaluarea competenței de comunicare pentru a aprecia zona actuală dezvoltării și zona proximei dezvoltări; argumentarea colaborării familiei cu instituția de educație timpurie în contextul dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică; elaborarea, experimentarea și validarea *Modelului psihopedagogic de eficientizare a dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică*.

Noutatea și originalitatea științifică a cercetării constă în conceptualizarea dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică și abordarea studierii aprofundate a condițiilor și strategiilor psihopedagogice de dezvoltare a competenței nominalizate. La fel, este nou și original aspectul, demonstrării impactului dezvoltativ a competenței de comunicare asupra formării personalității preșcolarilor cu dislalie polifonematică prin elaborarea și validarea ghidurilor și suporturilor științifico-metodologice în problema dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică.

Rezultatele științifice obținute în cercetare constau în validarea și implementarea instrumentelor psihopedagogice de dezvoltare a competenței de comunicare, structurate în modelul psihopedagogic vizat, experimentat și validat în instituția de educație timpurie.

Semnificația teoretică a cercetării constă în analiza evoluției conceptului de *competență de comunicare*, stabilirea metodelor de dezvoltare a competenței de comunicare la preșcolarii cu cerințe educaționale speciale și fundamentarea teoretico-practică a *Modelului psihopedagogic de eficientizare a dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică*.

Valoarea aplicativă a cercetării rezidă în determinarea, elaborarea și validarea instrumentelor psihopedagogice de dezvoltare a competenței de comunicare, structurate în *Modelului psihopedagogic de eficientizare a dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică*, care poate fi valorificat în practica de educație timpurie. Elaborarea și validarea Programului de dezvoltare a competenței de comunicare la preșcolarii cu cerințe educaționale speciale.

Implementarea rezultatelor științifice s-a realizat în cadrul experimentului psihopedagogic prin aplicarea *Modelului psihopedagogic de eficientizare a dezvoltării competenței de comunicare la preșcolarii cu dislalie polifonematică* și valorificarea programului și strategiilor de dezvoltare a competenței de comunicare la preșcolarii cu cerințe educaționale speciale.

АННОТАЦИЯ

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Развитие коммуникативных навыков у дошкольников с особыми образовательными потребностями

Кандидатская диссертация по педагогическим наукам, Кишинев, 2021

Структура диссертации. Научная работа состоит из введения, трех глав, общих выводов и рекомендаций, библиографии (253 источника), 40 приложений. Всего диссертация содержит 131 страницу основного текста, 25 рисунков и 17 таблиц. Результаты исследования опубликованы в 7 научных статьях.

Ключевые слова: компетенция, общение, язык, полифоническая дислалия, развитие, продуктивность, дошкольное учреждение, семья, игра, особые образовательные потребности.

Область исследования относится к теории психолого-педагогических и педагогических наук.

Целью исследования является разработка и экспериментальная проверка условий и теоретико-практических стратегий процесса, которые будут включать Психолого-педагогическую модель для оптимизации развития коммуникативных навыков у дошкольников с полифонической дислалией.

Задачи исследования: создание концептуальных основ развития коммуникативных навыков дошкольников; выявление компонентов коммуникативной компетенции дошкольников; определение принципов, условий и психопедагогических стратегий эффективности при полиморфной дислалии дошкольников; оценка коммуникативных навыков для оценки области текущего развития и области будущего развития; аргументирование сотрудничества семьи с дошкольными учреждениями в контексте развития коммуникативных навыков у дошкольников с полиморфной дислалией; разработка, экспериментирование и валидация психолого-педагогической модели для оптимизации развития коммуникативной компетенции у дошкольников с полиморфной дислалией.

Научная новизна и оригинальность исследования заключается в концептуализации развития коммуникативных навыков у детей с полиморфной дислалией и приближении к углубленному изучению условий и психопедагогических стратегий развития номинированной компетенции. Кроме того, аспект является новым и оригинальным, демонстрирующим влияние развития коммуникативных навыков на формирование личности дошкольников с полиморфной дислалией путем разработки и проверки научно-методических рекомендаций, а также поддержки в развитии коммуникативных навыков у дошкольников с полиморфной дислалией.

Научные результаты, полученные в ходе исследования, заключаются в проверке и применении психолого-педагогических инструментов для развития коммуникативной компетенции, структурированных в психолого-педагогической модели, нацеленной, испытанной и проверенной в учреждении дошкольного образования.

Теоретическая значимость исследования состоит в анализе эволюции концепции коммуникативной компетенции, установлении методов развития коммуникативной компетенции у дошкольников с полиморфной дислалией и теоретико-практическом обосновании психолого-педагогической модели оптимизации развития коммуникативной компетенции у дошкольников с полифонемной дислалией.

Практическая значимость исследования заключается в определении, разработке и валидации психолого-педагогических инструментов для развития коммуникативных навыков, структурированных в Психопедагогической модели для оптимизации развития коммуникативных навыков у дошкольников с полифонемной дислалией, которые могут быть использованы в раннем образовании; разработке и валидации Программы развития коммуникативных навыков дошкольников с полиморфной дислалией.

Внедрение результатов было достигнуто в психолого-педагогическом эксперименте путем применения Психопедагогической модели для оптимизации развития коммуникативных навыков у дошкольников с полифонемной дислалией и использования программы и стратегий развития коммуникативных навыков у дошкольников с полиморфной дислалией. Реализация результатов была достигнута в рамках систематических мероприятий по развитию коммуникативных навыков в течение 2017-2019 гг.

ANNOTATION

Luchianenco Lilia

Development of communication skills in preschoolers with special educational needs PhD thesis in education sciences, Chisinau, 2021

The volume and structure of the thesis. The thesis contains introduction, three chapters, general conclusions and recommendations, bibliography (253 sources), 40 annexes. In total, the thesis contains 131 basic text pages, 25 figures and 17 tables. The research results were published in 7 scientific papers.

Keywords: competence, communication, language, language, polyphonic dyslalia, development, efficiency, preschool, family, play, special educational needs. Field of study: refers to the theory and practice of special pedagogy.

The aim of the research is to develop and experimentally validate the conditions and theoretical-practical strategies of the process, which will include the psycho-pedagogical model to streamline the development of communication skills in preschoolers with polyphonemic dyslalia.

Research objectives: establishing the conceptual framework for the development of communication skills in preschoolers; identifying the components of communication competence in preschoolers; determining the principles, conditions and psychopedagogical strategies of efficiency in preschoolers polyphonemic dyslalia; assessment of communication skills to assess the area of current development and the area of forthcoming development; arguing the family's collaboration with the early education institution in the context of developing communication skills in preschoolers with polyphonic dyslalia; elaboration, experimentation and validation of the psycho-pedagogical model for streamlining the development of communication competence in preschoolers with polyphonemic dyslalia.

The novelty and scientific originality of the research consists in conceptualizing the development of communication competence in preschoolers with polyphonemic dyslalia and approaching the in-depth study of the conditions and psycho-pedagogical strategies for the development of the nominated competence. Likewise, the aspect is new and original, demonstrating the developmental impact of communication skills on the formation of preschoolers with polyphonemic dyslalia by developing and validating scientific-methodological guides and supports in the development of communication skills in preschoolers with polyphonemic dyslalia.

The scientific results obtained in the research consist in the validation and implementation of the psycho-pedagogical tools for the development of the communication competence, structured in the psycho-pedagogical model targeted, experienced and validated in the early education institution.

The theoretical value of the research consists in analyzing the evolution of the concept of communication competence, establishing methods for developing communication competence in preschoolers with special educational needs and theoretical and practical substantiation of the psycho-pedagogical model to streamline the development of communication skills in preschoolers with polyphonic dyslalia.

The applicative value of the research lies in determining, elaborating and validating the psycho-pedagogical tools for developing communication skills, structured in the Psycho-pedagogical Model for streamlining the development of communication skills in preschoolers with polyphonemic dyslalia, which can be used in early education practice. Elaboration and validation of the Program for the development of communication competence for preschoolers with special educational requirements.

The implementation of scientific results was achieved in the psycho-pedagogical experiment by applying the Psycho-pedagogical Model to streamline the development of communication skills in preschoolers with polyphonemic dyslalia and capitalize on the program and strategies for developing communication skills in preschoolers with special educational needs.