FORMATION OF THE COMMUNICATION SKILLS OF DEAF PRESCHOOL CHILDREN IN THE CONDITIONS OF BILINGUALISM

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Abstract. In the work is investigated the state of formation of communication skills of deaf preschool children in conditions of use of sign & verbal languages. The use of psycho-lingual, socio-cultural approach for the study & development of communication of deaf children enabled to analyze the steps, tools, forms, content, structure, communication mechanisms & the specific characteristics of deaf preschool children with families of hearing and deaf parents. Taking into account the existing state of the detection methods of formation of communication skills in terms of bilingualism is developed a special diagnostic method, based on the mode, which helped identify the features of communication of deaf preschool children (3 - 4 years; 4 - 5 years; 5-6 years) and hearing peers. Based on the identified violations the education program-complex of bilingual education at pre-school institutions of compensatory type for deaf children are developed & put into practice in four regions.

Keywords: bilingualism, social skills, communication, deaf children, preschools of compensating type, Ukrainian sign language, verbal language, preschool education.

Introduction

The current stage of development of special pre-school education is characterized by intense search of a new pedagogical theory & practice. This process is due to a number of contradictions, chief among them - the discrepancy of traditional methods & forms of training & education in the preschool educational institutions with modern humanistic, social & cultural needs of society, which make a new social order in relation to the preschool education: the need to study sign language as an important means of intercultural communication & training in conditions of bilingualism, developing children's skills of positive interaction with others as a guarantee of their favorable development.

Bilingualism in the context of deaf education is a reality & the need of today. The main purpose of dialogue - to promote mastery of deaf preschoolers skills & communication skills in different forms according to the motives, objectives, conditions, needs, social norms of speech behavior in common areas & situations. (Kulbida, 2006).

An important confirmation of the relevance of the touched topic we consider the results of studies of Ukrainian scientists of sign language laboratory of the Institute of Special Pedagogy NAPS Ukraine: determination of status of the national sign language as a the first for the deaf (S. Kulbida, I. Chepchyna), position, scope, principles of bilingual deaf education in different periods (A. Zamsha, N. Zborovska, N. Ivanyushcheva, S. Kulbida, I. Chepchyna); essence of socio-cultural nature of communication of the deaf (N. Adamyuk, I. Chepchyna); development of lexical skills in the initial training (N. Adamyuk).

Despite the versatility study of preschoolers communication problems, analysis of literary sources allows to state that they almost do not touch such an important aspect as training in communication skills of deaf children in bilingual approach. It is known, that you cannot teach deaf children to communicate, not including them into interaction with each other, without specifying communication situation, without creating needs & motivation of each child to communicate knowingly.

Resolution of this scientific problem is essential to solving a number of issues of preschool surdopedagogical practice, & especially those that relate to the communication skills formation & learning progress by deaf children at all stages of preschool & school childhood.
Method

Available Science Foundation indicates that in the writings of scientists are actualized various aspects of communication problem, including: L.Vyhotskyy, P.Halperin, A.Zaporozhets, D.Elkonin O.Leontiev, M.Lisina, V. Mukhina, A.Ruzska etc. defined communication as one of the main conditions of the child, the most important factor in the formation of its personality, a leading human activity that is aimed at learning & assessment itself through others; L.Venher, Ya.Kolomynskyy, H.Kostyuk, S.Kulachkivska, H.Lyublinska, V.Mukhina, L.Obuhova, Y. Panko, T.Pirozhenko etc. studied communication as a phenomenon of psychological development of preschooler personality; L.Artemova defined communication of pre-school children as means of moral education; A.Bohush stressed, that communication of preschoolers is realized in practice, substantiated the importance of native language; O.Zaporozhets & M.Lisina, exploring communication of preschoolers, defined the role of the adult in their development; L.Lidak explored the culture of communication of preschool children; I.Lutsenko devoted her scientific works to preschool children pedagogical communication.


The most important means of communication is the word, the language (B. Ananiev, B. Belyaev, V.Buhbinder, O. Bodalev, L. Bozhovic, L. Vygotsky, A. Leontiev, B. Lomov, A.Markova, V. Myasishchev, B. Paryhin, Y. Passov & others). But communication can be achieved by other means, equally important for the transmission of information, experiences, opinions, etc. Only a few researchers touched in their writings the problem of using a sign language (R. Boskis, L. Vygotsky, T. Grigorieva, L. Dymskys, G. Zaitseva, O.Zaporozhets, R.Krajewski, S. Kulbida M. Lagovsky, T. Marchuk, N. Morozova, I. Sokoliansky). Sign language studied as means of communication of deaf people (A. Basova, L. Berezenska, R. Boskis, J.Heylman, & V. Fleury).

Significant we consider current research of foreign scientists in the field of communicatively oriented teaching of sign language in terms of total communication, bilingualism (J.Anderson, Olhren, B.Berhman, Boyes-Brayem, Bonvillian, Villerman, F.Hroszhan, L.Dymskis, H.Zaytseva, L.MakInter, Mayer, Marentette, Novak, Orlansky, Petitto, V.Petshak, D. Russell, Reilly, Sidleki, V.Stoku etc.), where clearly stated goals, means, innovative learning technologies of sign communication of deaf preschoolers.

The significance & insufficient elaborated theoretical & applied aspects of training in communication skills of deaf preschool children determined the choice of the theme of our scientific article "Formation of communication skills of deaf preschool children in the conditions of bilingualism".

The purpose - determine, justify theoretically & experimentally verify the method of forming the communication skills of deaf preschool children in bilingual environments.

To achieve the goal of research the following tasks were set:

– find out the degree of development of the problem which is studied in general & special linguo didactic & psycho-pedagogical literature;
– define the features of the language environment, formation of communication skills of deaf preschool children in the conditions of preschool educational establishments of compensating type;
– determine the physiological, psychological & pedagogical prerequisites for the formation of communication skills of the deaf preschoolers;
– substantiate model content of developing & compensatory communication education of the deaf preschoolers through implementation of program-methodical complex "Ukrainian sign language";
– experimentally prove the feasibility and effectiveness the developed model with the deaf preschoolers.

The hypothesis of the study. Teaching communication of deaf preschool children through verbal speech is not enough productive. Productivity of the process of forming communication skills can be enhanced by the parallel use of two languages. The use of sign & verbal speech during communication will enable the possibility of regulation of the joint activities as with adults & so with peers.
The methodological & theoretical basis of the study constituted: the ideas of humanistic psychology & pedagogy to meet the communication needs of the child as a condition of its intellectual development & successful integration into society (I.Beh, I.Dmytriyeva, V.Zasenko, O.Kolupayeva, A.Makarchuk, T.Marchuk, B.Moroz, M.Suprun, O.Taranchenko etc.), system-activity-paradigm in the study of the psyche (O.Asmolov, H.Kostyuk, O.Leontyev, S.Maksymenko), the concept of social determination of the process language development in different socio-cultural environment (B.Vulfson, O.Dzhurynsky, V.Kuzmin, A.Liferov, S. Malkov, M.Nikandrov), provisions of the concept of sign language in Ukraine, bilingual education (N.Adamyuk, N. Zborowska, A.Zamsha, N.Ivanyusheva, S.Kulbida, I.Chepchyna), teaching about culture compliance of education that reflects the the socio-cultural reality & socio-cultural characteristics of children (S.Hessen, E.Ilyenkov, Y.Ilyin, M.Kahan, I. Kotov, K. Kobylchenko, S. Kulbida, V. Slastonin, E.Shyyanov, V. Shadrivkyov etc.), theoretical principles of language development patterns & social activity of children with special needs (N. Adamyuk, L.Vygotsky, D. Elkonin, V. Kobylchenko, A. Leontiev, K.Lutsko, O. Telna, Y, Ribtsun F. Sohin, L. Fomichova, A. Shahnarovych), as well as about development of speech abilities of of preschoolers in situations of bilingual support (L. Vavina, M. Danilevsky V.Kliuchevsky, K. Lutsko, Zh. Toshchenko, E. Cassirer, A. Toynbee, O.Spengler), theoretical concepts & features of the possibility of development of the deaf persons, research results of outstanding surdopedagogs about the importance of sign language in the educational process.

At various stages of scientific research in accordance with the goals & defined objectives will be used the following methods:

- theoretical: analysis, generalization of psychological & educational, general & special technical literature to determine theoretical & methodological principles of research work on developing skills of communication, contrastive comparative analysis of domestic & foreign, within the bio-medical & socio-cultural concepts of deafness to identify the main approaches of communication phenomenon, its performance in the preschool years, for the summarizing of scientific methods of world surdology experience on forming communication of the deaf; study & analysis of documentation of preschool institutions of compensating type to determine the state of practice of formation of communication (forms, means, periods, interaction) in a bilingual environment; modeling (structural & functional) to build a system model of research.

- empirical: monitoring communication of deaf of preschoolers with adults & peers; interviews with surdopedagogs, educators, psychologists, parents & children; mentor questionnaire to determine if they have ideas about the essence of the concept of "sign language" awareness of the necessity of its formation in the preschool years & the possession of the arsenal of developing-compensatory methods; multilevel psychological & pedagogical experiment (ascertaining, forming) using participant observation, interviews, analysis of activity products, analysis of medical & psycho-pedagogical documentation, technique to study forms of communication, etc.;

- statistical: quantitative & qualitative processing of the survey results & developing skills of deaf of preschoolers (3 - 6 years).

The study was conducted in stages through 2008 - 2011.

The first stage (2008 - 2009) was studied psycho-pedagogical, methodical literature on the research topic, defined experimental institutions, analyzed training & educational records of secondary special schools for the deaf children (programs, manuals, didactic support, etc.) to specify the object, the subject & objectives, develop hypotheses of research, identify priority areas of experimental work, clarification of the concepts of "bilingualism", "communication", was developed methodical program support of the subject "Ukrainian sign language" for pre-schools of compensatory type.

During the second stage (2009-2010) was set a study model, developed methodology of developing & compensatory education. Defined means, forms of communication & the analysis of their interdependence among deaf preschool children, conducted ascertaining & forming stages of the experiment, during which was tested the hypothesis & efficiency of the model of experimental techniques.

During the third stage (2010-2011) was carried out a comparative analysis of ascertaining & pre-final stages of the experiment, detected the dependence of the formation of communication of deaf children from bilingual pedagogical conditions of the educational process in special preschools; examined the effectiveness of the introduction of sign language for the training in communication skills; theoretically justified the conclusions; introduced the results of research into teaching practice of special pre-schools for deaf children. Organization of the research.
Scientific novelty of the obtained results is that:

- the first time designed, scientifically grounded & experimentally tested a technique of developing & compensatory training of deaf preschoolers; updated content aspects of surdopedagogical work in different age groups considering basic components of bilingual program complex "Ukrainian sign language" communication training of deaf children in preschools of compensating type;
- implemented the interdisciplinary approach to study the communication skills of deaf preschoolers on position of social culture;
- ascertained the content & structure of the communication skills of deaf preschoolers in the conditions of bilingualism:
  - defined quality levels of the formation of communication skills of deaf preschoolers of 3-4, 4-5, 5-6 years & ascertained the features;
  - clarified the concept of communication skills, ability to communicate, bilingualism, first language, second language;
- regulation on the importance of sign language propaedeutic function in the formation of communication skills of deaf preschoolers;
- regulation of the need & appropriateness of possession of skills of sign language by instructors who teach deaf children of all ages;
- further development gained implementation of program educational & methodical complex Ukrainian sign language for deaf preschoolers in the practice of bilingual education;
- studied the problem of forming communicative skills in terms of bilingualism (the use of sign language & the verbal one);
- scientifically justified features of deaf preschool children using two languages during communication;
- proved & grounded the expediency of introducing sign language in the educational process of special pre-schools.

The practical significance of the obtained results is that the definition of scientific & methodical bases of increase of efficiency of training in communication skills of deaf preschoolers in the conditions of bilingualism, described the organizational & pedagogical conditions of their activities. Thanks to the authors' program-methodical complex "Ukrainian sign language" for preschools of compensating type for deaf children is to be formed conscious & emotional form of communication. Using the results of research by surdopedagogs, psychologists & educators of special preschools of compensating type during updating the educational programs. Designed the author's program-methodical complex "Ukrainian sign language" training-compensation methods of forming & activating communication skills, enrichment of deaf preschoolers speech, system of didactic games aimed at enhancing communication of deaf children.

Communication is a necessary condition for human existence & yet a major factor & an important source of psychological development in ontogenesis. In psychological & pedagogical literature there are many definitions of communication. Communication - is interaction between two (or more) people, aimed at the harmonization & unification of efforts to improve relations & achieve common results.

The problem of communication served as a subject of scientific interest in a wide range of psychologists, psycho-linguists, didactic-linguists (O. Belyaev, A. Bogush, M.Vashulenko, N. Golub, A. Goroshkina, T.Donchenko, I. Nepomnyashcha, M. Pentylyuk, E. Tyheyeva, O. Horoshkovska etc.), who studied communication features of preschoolers, content & methodological aspects of communication organization in preschools in different directions.

In surdopedagogical studies of different periods (R.Boskis, A. Goldberg, N.Zasenko, K. Lutsko, T.Marchuk, E. Puschin, I.Sokolyansky , V. Fleury, M.Yarmachenko etc.) many difficulties in educating children are due precisely to the fact that the content of communication of a child & mentor does not match in terms of verbalization. The mentor says one thing & a child perceives another & accordingly speaks about his. Although apparently this "conversation" can be very similar to the communication, what appears is not a community, but on the contrary-alienation & confusion. You cannot blame a child here in cleverness or disobedience. The traditional view of Ukrainian scientists only applies to verbal speech, as the only possible & necessary means of teaching deaf children (V. Zhuk, O. Kruglik, L. Fomichova & others).

The study of foreign scientists (J. Olhren , B. Bergman, F. Grosjean, G.Zaytseva, L. Dymskis, V.Petshak, V. Stoku etc.) prove that deaf children of deaf parents develop better due to the adjusted timely communication, because from the early age use of full value means of communication in the form of sign
language. In Ukraine, this view confirmed by praxis & scientific research on communication by sign language means are considered in the works of: N. Adamyuk, O. Drobot, N. Zborovska, N. Ivanyusheva, S. Kulbida, I.Chepchyna and others.

In experimental a study by V.Petshak etc. is traced the relationship between the nature of communication of deaf children with adults & the emotions the children thus show. It was established that the relative poverty of emotional expressions of deaf preschoolers is partly due to their defect & directly depends on the nature & timeliness of establishing effective emotional & verbal interaction with adults. So, deaf children of deaf parents (DCDP) show the largest number of emotional expressions of different types & are approaching by these indicators to hearing children. Deaf preschoolers who have hearing parents (DCHP) showed the least amount of emotions in various life cases (25 distinct emotional expressions on average against the group of 38 hearing children).

According to A.Zaporozhets, M.Lisina, describing the development of various structural components of the communication - needs, motivations, operations etc. collectively generate integrated, holistic derivation, which are the levels of development of communicative activity. Simultaneous changing of the needs, motivations & means of communication between children leads to changes in the forms of communication. In the current study highlighted four forms of children communication with adults: 1. situational-personal (direct emotional); 2. situational-business (subject-action); 3. beyond situational-cognitive; 4. beyond situational-personal.

To determine the potential opportunities of forming the communication skills of deaf children of preschool age, we resorted to theoretical study of communication features of that age children with normal development. Important for us are the studies on issues of bilingualism. Bilingualism in the context of deaf education is a reality & the need of today. The main purpose of communication - promote mastering by deaf preschoolers of abilities & communication skills in different forms according to the motives, objectives, conditions, needs, social norms of speech behavior in common areas & situations.

The study gives grounds to assert that the qualitative communication is the main goal, even if the objective conditions (lack of authentic materials, lack of qualification of some teachers etc) inhibit or prevent the achievement of this. Communication is only effective when closely associated with the implementation of cognitive action to intellectual improvement, achieving the cultural objectives aimed at exploring lifestyle, customs that is the essence of socio-cultural competence along with the communicative.

On the material of foreign studies is stated that bilingual education is an effective tool of assimilation by deaf of special expertise, means of developing skills for intercultural communication & multicultural education & also the means of forming the deaf person, by bringing it to wider interaction with the outside world.

Results of a preliminary study of regulatory documentation, including existing programs of education & training of deaf preschool children in Ukraine (Education & training of preschool children with impaired hearing (Fomichova, 1997); program for developing of deaf preschool children (Lutsko, 2013). By the end of the third year of life a child has to master speech as a means of communication, cognition & influence on his own behavior & the behavior of adults. In any of these modern programs there are no specific tasks for training in communication skills. The concept of "communication" is presented one-sided. Existing tasks are vague, non-specific. Catches the eye lack of system & balance of development of all components of communication.

To study the didactic component of educational process we analyzed organized forms of involving children in mastering sign language in Ukrainian schools with the verbal regime of activity. After reviewing 25 plans of the educational process, we have found: in 18.5% of them is planned 4 speech classes per week (2 sign language & 2 verbal language involving forms (dactyl, traced-sign) 14.8% of plans record only 3 verbal speech classes, 5.5% record 2 classes of sign language & 1 verbal language, 61.2% contain only verbal language classes).

Analysis of speech environment is based on the survey of parents & their preschool children. The survey made it possible to establish that the permanent verbal language environment & communication in the family, unconscious nature of bilingualism & the lack of differentiated systems for use by children one way or another closely related language is the cause of the manifestations of verbal-sign bilingualism, observed in speech of 48% of preschool children - almost half. The relative measure index of the number of bilinguals is about 35%, & only about 16% of children make communication within verbal speech.
The following actions are revealed through the understanding of the obtained results, interpretation of baseline data as the basis for the forecast of development, formation & functioning of the qualitative state of communication as during the pre-school, development & in the future, the development of the educational route by L. Vygotsky, individual programs of a deaf preschool.

The study presents qualitative & quantitative analysis of survey forms of communication of deaf preschool children (level of understanding speech, state of passive & active vocabulary, emotional state of the child during intercourse).

Results of the study anamnesis data made it possible to identify children with communicative peculiarities of formation of such groups: children with congenital deafness – 13 (15% out of 84 kids); children with acquired deafness – 68 (81% out of 84); children with unexplained cause of deafness – 3 (4% out of 84).

To determine communication skills survey was conducted of kids by criteria & indicators (high, medium, low), corresponding to their age.

A high level of ability to communicate (age limit): not detected in any child age ranged from 3 to 4 years; 1 deaf child of deaf parents (2 %) age ranged from 4 to 5; 4 deaf children (19 % out of 21) out of 21 & 8 hearing children (40 % out of 18) age ranged from 5 to 6.

DCDP (deaf children of deaf parents) are in favorable terms than DCHP (deaf children of hearing parents). Because care of deaf children requires skill & practice. There are specific problems that complicate relationships between parents, children & other family members.

The medium level of ability to communicate, the slow pace of development (age norm): was diagnosed in 5 deaf children from hearing & deaf families (31 % out of 16) & in 9 hearing children (50 % out of 18) age ranged from 3 to 4; was diagnosed in 11 deaf children (24 % out of 47) & in 6 hearing children (50 % out of 12) age ranged from 4 to 5; diagnosed in 9 deaf children (43 %) & in 3 hearing children (30 % out of 10) age ranged from 5 to 6.

Low level - the delay of ability to communication - shown: 11 deaf children (69 % out of 16) & 2 hearing children (20 % out of 4) age ranged from 3 to 4, 35 deaf children (74 % out of 47) & 5 hearing children (50 % out of 10) age ranged from 4 to 5; 8 deaf children (38 % out of 21) & 3 hearing children (30 % out of 10) age ranged from 5 to 6.

Results

We obtained the following results: ability to communicate 5 (6 % out of 84) deaf children of preschool age meet the high level, 25 deaf children (30 % out of 84) – medium level & 54 children (65 % out of 84) the level of formation of ability to communicate (communicative function) meets the low level.

Along with this, stated that those children who have low & medium level of communication have low motivation to communicate namely by Ukrainian sign language, which, in our opinion, is a reflection of the family attitude to sign language where deaf children are educated.

The obtained results provided grounds not only to state the poor state of formation of communication skills of deaf children, & became the basis for the development of content & methods of developing training aimed at overcoming the mistakes in the organization of the communication process of deaf preschoolers & malformations of communication activities in terms of bilingualism.

During the theoretical analysis of special social scientific & methodological literature & research results, we have assumed that in terms of a specially developed model (Fig. 1) & methods of stimulation & development of communication skills of deaf preschoolers can qualitatively be improved their communicative level by bilingual means in the system "child – mentor".

In order to test the effectiveness of the developed method of correction & developing training we have formed the experimental & control groups. In total, the experiment involved 102 children of 3 - 6 years of age, 84 of whom were taught by traditional methods, 18 children were taught by established methods of correction & developing training. The experiment was conducted in 4 preschool institutions of a compensatory type (2010-2011).

During the experiment were used an educational teaching games, exercises aimed at the formation & development in deaf children of proactive dialogue speech. In developing & compensatory work with deaf preschoolers in the time & content plan was conditionally allocated 4 stages (orientate - methodical, practical - active, social - active, communicative), which dealt with specific tasks.
Principles
- Respect for the child personality
- Humanistic, social & cultural orientation
- The activities

Model "The structure & content of communication skills"

The communicative aspect
- ability to initiate, maintain and complete communication;
- draw attention of the interlocutor;
- ability to orientate in partner & communication situations;
- ability to use means of verbal & nonverbal communication, the concepts & signs of courtesy.

Aspect of interaction
- the ability to coordinate their actions, thoughts, instructions with the member's needs;
- the ability to help & take care of the partner;
- ability to resolve inconsistencies with adequate means.

Socio-emotional aspect
- ability to understand feelings and emotions - theirs & the partner;
- ability to pay attention and respond adequately to the partner emotional state;
- upbringing compassion, empathy, emotional setting.

Criteria of formed communicative skills
- The ability to orientate in the communication situation
- Use of verbal and non-verbal communication means
- Ability to organize the process of communication
- Overcoming inconsistency
- Emotional perception of himself and people around

Contents of work on the formation of communication skills of preschool deaf children
- Formation of motivational and value attitude to communication and development of communication skills
- Formation of motivation - value attitude to communication and development of communication concepts
- Transferring skills from one situation to another

Organizational-pedagogical conditions of effective training in communication skills
- System of improvement of professional skill of surdopedagog personnel on sign language communicative competence
- Implementation of the system of classes, games, exercises on training in communication skills
- Subjective bilingual mentor position * in the interaction with children
- Ensuring unity of cognitive, emotional and behavioral components of deaf child personality in communication, activities
- Variability and reflexivity in terms of communication leading activity

Fig. 1. Model "The structure & content of communication skills"
Activities aimed at forming communication skills of deaf preschool children were picked up in stages & taking account of existing communication capabilities, with active use of the mother tongue & active use of two languages.

The elaborated method of developing & compensatory education of deaf preschoolers implemented as the basis of the author's program-methodical complex for preschool children in kindergarten.

At all stages of pilot training deaf children not only accumulated language, speech knowledge of two languages, but also applied them in the process of communication.

During the forming experiment of developing & compensatory education for deaf children performed by various forms (individual, group, front), depending on the goals & objectives surdopedagogical impact. During the developmental-compensatory work the tutors’ considerable attention was focused on creating a positive attitude to mastering Ukrainian sign language. This attitude at the early stages was determined by the adults’ position, as well as active personal position of DCDP, manifesting of independence. For this, to each cycle of classes was included a motivational task unit, aimed at the revitalization of DCHP. The basic contents of this block consisted of playing moments, exercises & studies for the development of perception, experience & expression of emotions, behavioral activity & emotional support of group members. The goal was to overcome isolation, stiffness in communication through the development of a sense of belonging to a group & free expression.

In the experiment also was paid attention to the involvement of parents to participate in classes. Parents proved them as not only a source of information, real help & support to children & surdopedagogs but become direct participants of developing & compensatory process.

Discussion

Based on the research results we have made the following conclusions.

1. Scientific-theoretical analysis of domestic & foreign psycho-pedagogical, linguo didactic & special literature, modern approaches to education & training of deaf preschoolers shows strong interest of the researchers & practitioners to the problem of forming communicative skills of this category of children. The study of the problem is made in several directions: psychological - adapted the methods to study the characteristics of communication in system "child - child", "child - adult"; psycholinguistic - methods of features research of communicative activity in preschool children are outlined; defectological - developed methods to study the features of communication, language development of children with sensory impairments; linguistic - are described the specifics of bilingualism, models application. As a result of this analysis is revealed the content, structure, scope, communication features, the basic definitions of the communication process in deaf preschool children in the conditions of bilingualism, are taken into account the search for diagnostic methods of the state of formation of communication skills & ways of their correction, & also noted the lack of methodological elaborated approaches in domestic Correction pedagogy & linguo didactic.

2. Analysis of teaching practice indicates that in the pre-school special education of deaf preschool children barely held purposeful consistent bilingual work on diagnosis & further development of sign speech as an act of communication in system "child - mentor" in kindergartens is missing surdopedagogical experience of using bilingual education of deaf children, not elaborated the methodical aspect of developing & compensatory teaching of preschoolers this category.

3. The results obtained in the experimental study of formation of communication skills made it possible to take into account the specific features of bilingualism manifestation, find out speech development violation (sign & verbal) & developed the model of developing-compensatory teaching methods that category of children in preschool institution, aimed at the development of speech abilities & skills, increased communication activities, taking into account forms of communication & bilingualism specifics.

Thus, the study of deaf communication skills in preschool children witnessed:

1) the possibility & feasibility of diagnostics of communicative of deaf children aged 3 - 6 years old & creating for them special favorable conditions for bilingual communication;

2) the need to provide for this category of children systematic & comprehensive surdopedagogical surdo psychological help in a of preschool educational institution of compensatory type for preschool children to develop social skills in the sensitive period of its formation;

3) the effectiveness & appropriateness of methodology, outcomes of which are tested experimentally.
Performed experimental research has a strong practical orientation. Presented in the work technique of developing & compensatory education of preschool children developed thematic planning & system of studies may have wide application in practical work with this category of children. Work experience of surdopedagogs in the experimental group may be useful in the creation of complex programs of development of individual educational routes of deaf child of a certain age (identifying, understanding, overcoming communicative disorders in terms of different types of bilingualism).

References