

Dimension of education and development of communication: an approach to be improved by the speech-language therapist

Seramin Salfranc Matos^{1*} <https://orcid.org/0000-0001-6896-1340>

Maritza Jimenez Rustán¹ <https://orcid.org/0000-0003-3958-8625>

Cruz Aleida Sosa López¹ <https://orcid.org/0000-0002-9339-2175>

¹Universidad de Guantánamo. Cuba

*Autor para la correspondencia: sera@cug.co.cu

ABSTRACT

This article is related to the Dimension of Education and Development of Communication in Early Childhood, an aspect to be improved by the speech therapist. The objective, aimed at elaborating preparation actions for the speech therapist, teacher, family and community, which contribute to the maximum development of communicative skills, an approach to be improved by the speech therapist. Scientific methods were used to collect information to systematize the theory and from there to propose training actions for the speech therapist aimed at the most common disorders of communication and language and that affect the different educational contexts.

Keywords: Communication; Development; Approach; Speech-language therapist

Introduction

Early childhood is the most intense period of brain development of the entire life cycle, and therefore the most critical stage of human development. Infancy comes from the Latin *infans*, which means “mute, not speaking; unable to speak”. Taking into account the above, the contemporary university has to raise the quality of the professional training work in education, it is an essential objective in pedagogical careers, for this reason

different studies of the Cuban educational system developed by the central institute of pedagogical sciences were carried out given the different problems that limit or hinder the fulfillment of its essential objective for the integral formation of children in early childhood.

In this sense, speech therapists as professionals with responsibility in the tasks of Speech Therapy as a science, their mode of action is preventive, corrective, and compensatory to develop to the maximum the communicative skills of children from early childhood.

Nowadays, new transformations are produced from researches that allowed systematizing and introducing scientific results for the adequate direction of the teaching-educational process in each education subsystem.

It is fundamental that the speech therapist teacher accompanies these new transformations in order to minimize the difficulties, and to reach the favorable preparation to attend the diversity in the different educational contexts and to develop successfully the work in the Early Childhood.

In particular, it is relevant to highlight the work to be developed through diagnosis, orientation and follow-up to those who present disorders in the development of communication and language, those who are in risk groups or who are in transition from special education to regular education, which leads us to declare as a scientific problem: What treatment to provide to the Dimension Education and Development of Communication aimed at the treatment from Early Childhood?

Speech therapy is therefore a priority to face successfully the attention to the oral communication from the Early Childhood. The aim of this article is: to elaborate actions directed to the Dimension Education and Development of Communication aimed at the treatment from Early Childhood.

Development

Communication as a process is closely linked to the ontogenetic development of the human being. It is accepted by many authors to consider communication as an

indispensable condition and essential first step for psychic development. The need for communication is specifically human, which is present from the birth of man.

What is understood by communication?

Communication allows an exchange of information between human beings, it is one of the most important social functions; it offers the possibility of sharing with others all kinds of concerns, desires, frustrations and experiences.

As expressed by Cabañas (1979), communication is the coding-decoding capacity to intentionally and conventionally shape a message, seen as an act in which the coder's message is received, decoded or decoded.

Authors such as Vigotsky (1989) and Rubinstein (1966) interpret communication as an exchange of thoughts, feelings, and emotions. Others, such as Adreieva, emphasize that communication is a mode of realization of social relations that takes place through direct and indirect contacts of individuals and groups in the process of their life and social activity.

On the other hand, González (1995) defines it as a process of all human activity, since it is based on the quality of the interactive systems in which the subject performs and, in addition, it has a fundamental role in the psychological atmosphere of every human being.

According to Gonzalez (2002), communication is a process of human interaction, social, of exchange between subjects, psychological, associated with the production of oral, written and gestural language in a given context, linked to the category of activity characterized since the emergence of man as in his ontogenesis.

In relation to the previous definitions, there are essential common elements to define communication:

- a) Man since his existence needed to relate to his contemporaries as labor activity became more complex, which provoked the need to communicate and gave rise to language.
- b) Communication is a form of relationship between humans. It manifests the form of interaction between humans and constitutes a way of interaction.
- c) Communication among humans is the expression of their personality and their individual conscience, it also expresses their values, customs, habits and elements of their social conscience.

- d) Communication is a significant element because it satisfies the human being's own communicative needs and makes it easier for others to satisfy them, so that its functioning contributes to the formation of the personality.

We can state that communication is very important in the development of the human being, according to (Manso; Almenares and Pérez, 2018) the teaching-learning of Basic Spanish the intellectual, affective and communicative development of students and their values are closely linked to the objectives of Cuban education, where the development of language is evident.

What is language?

As an inseparable component of the productions of culture, language in its genesis and development can only be understood in relation to the social-historical evolution of man, it is not a natural product, but a social product that originates only in relation to consciousness” according to (Blanco, 1989).

“Language is a common capacity of human beings, of mutual communication by means of a system of signs (code) called language (...) it is a socially acquired capacity” He also uses it to designate the complete linguistic reality, he defines it (Blanco, 1989).

The above definition evidences the relationship between thought and language. Language is the material envelope of thought, it serves to express it and to form it, it is the generalized reflection of reality, which takes place through the dialectical unity between thought and language.

For Vigotsky (1989), language is the mediating instrument that allows human beings to communicate in society, to externalize their thoughts and to know the world.

Children use three types of language: oral, graphic and body language. In the aforementioned dimension, we start from the principle that communication and expression are fundamental aspects in the child's development, and for this reason, professionals in each educational context must guarantee their adequate development due to their great value and importance, in which the communicative, cognitive and sociocultural (Romeu, 2011) is assumed.

Communication is the most important function of language. It is organized through two channels: the verbal channel, which includes oral-written language, and the extraverbal

channel, body language and gestures, which convey an emotive message, but it is oral language that occupies a predominant place.

Oral language: Lenin wrote in “Materialism and Empiricism” that language is the exclusive superior capacity of man, to abstract and generalize the phenomena of reality, reflecting it by means of conventional signs.

Language is defined as the child's communication system that includes the sounds used, gestures and graphic symbols that are interpreted and understood, thanks to the existence of specific rules for each language. Intellectual capacity, environmental stimuli and progressive maturation, combined with the child's disposition to imitate, favor articulate vocalization and the correct pronunciation of each word. (Hernández, 1991, p. 21).

The mother tongue for the early childhood child enables him/her to express his/her experiences, desires and moods, which constitutes his/her oral language as a form of expression of thought. That is why the manifestations of culture, the positive stimuli of the linguistic environment around them help to enrich and improve the adequate use of a system of symbols, gestures that they use in a comprehensive and expressive way in their oral language.

It is first necessary to know the code that gives meaning to symbols in order to understand and express ideas and communicative content; it is difficult to express ideas in writing if the writing code is not mastered (Fernández, 1984).

The daily use of language for the Early Childhood child constitutes his or her mother tongue in the first instance, as well as the different forms of expression and communication. It enables them to focus their attention on the content of what they wish to express based on their experiences, to elaborate their ideas about an event, and to develop their vocabulary, which shows that language is the form of expression of their thoughts. Therefore, the stimulation of opportunities that facilitate and stimulate the appropriate use of a symbolic system in a comprehensive and expressive way, enhances the thinking process.

The Education and Development of Communication Dimension

How to define the dimension? It is the point of view of how a given phenomenon is presented in a given context (Páez, Orjuela and Rojas, 2008).

Through the Education and Development of Communication dimension, the child expresses knowledge and ideas about things, events and phenomena of reality; builds possible worlds; establishes relationships to satisfy needs, form affective bonds, express emotions and feelings.

This dimension is considered as a system integrated by the non-verbal and verbal subsystems and although it does not state the importance of the word as a genuine distinction of the human gender, it is contemplated within the objectives of the non-verbal subsystem in unity with the verbal signs to achieve a more understandable communication, given the non-verbal resources used.

In early childhood, children show interest in the world around them, in phenomena, events and their characteristics; they go deeper and are not limited to the sensory properties of objects, but to more essential qualities that are not achieved through the senses. The adult (family, teacher, speech therapist) helps to discover, understand and assimilate them. It is the importance at that age of an interlocutor, who appears before the child as a dynamizer of their discussions and confrontations, this possibility of communication is offered to them and they find solutions to complex tasks.

Communication is formed little by little, the child establishes it starting from what was previously learned, transforms them to a certain extent, but does not suppress them. As the child grows, he/she communicates with greater flexibility using all the means available to him/her. The more multiple and richer his interactions are with those around him and with the productions of culture, the more easily his way of communicating evolves. In this way, he enriches his language and expressiveness and also diversifies the means to do so by appropriating the new possibilities provided by the context.

The establishment of emotional contacts with other people constitutes the first communications in preschool children (three to five years old), which become more complex and linked to their interest in relating and learning. This is evidence that the structures and forms of knowledge are maturing and are in the process of construction.

The Education and Development dimension of communication is aimed at expressing events and phenomena of reality through language, constructing possible worlds, establishing relationships to satisfy needs, forming affective bonds, expressing emotions and feelings. At preschool age, interest in the physical world and phenomena deepens and

is not limited to the sensory properties of objects, but to more essential qualities that are not achieved through the senses.

It is important to clarify that the aforementioned dimension is transversal to the Early Childhood curriculum, with emphasis on preschool. It is addressed throughout the educational process, which can be institutional or non-institutional, where the essential communicative relationships are sought for the understanding and construction of messages with the use of verbal and non-verbal signs.

Assuming the communicative approach expressed above in Early Childhood means:

- To encourage the understanding and construction of messages by the child with verbal and non-verbal signs.
- To prioritize the need to establish relationships with the environment and as a means of their own social-personal development in order for communication to emerge spontaneously.
- Communication and language allow the exchange of emotions, the initial formation of feelings, recognizing them as a means of cognition.
- It enables the establishment of personal interrelationships and the regulation of behavior.
- To enhance the educational process for the development of basic skills: listening-reading (comprehension) and speaking-writing (construction).

Transcendence for children in early childhood of the Education and Development of Communication dimension:

- Means of knowledge: it makes it possible to access the acquisition of knowledge for the development of skills in the teaching-learning process.
- It makes possible the interaction and exchange of experiences, the establishment of interrelationships and the regulation of behavior.
- It is a process and result that goes beyond the cognitive and affective-volitive activity of the child in its development.
- It makes possible the need to treat its contents at every moment of the educational process.

As a fundamental purpose it is declared:

To favor the development of children's communication through the appropriation of the mother tongue, whose use implies non-verbal and verbal signs, which make possible the

transmission, comprehension and construction of meanings in various situations of daily life, where the child assumes an active role.

Aspects to be improved by the speech therapist: the communicative approach from the use of the following procedures:

- To provoke the need for communication for children with or without SEN from their SEN stimulation (special educational needs).
- To use signs (oral, graphic and gestural) for their effectiveness within the communicative process.
- To take advantage of communication as a tool for the appropriation of knowledge (throughout the educational process).
- To reflect on the basic skills that should be developed in children from an early age:
 - ✓ Listening-reading (comprehension)
 - ✓ Speaking-writing (expression)
- To stimulate the communicative intention for children with SEN, using communicative procedures (greeting, asking, conversing, asking for something, saying goodbye, describing, narrating, and explaining).

Likewise, with the use of the aforementioned procedures, as a whole, one of the Principles of Early Childhood Education is worked on: *the integration of activity and communication in the educational process*, an element that leads and guides the process in each year of life.

The Education and Development of Communication dimension is closely related to the other dimensions of the Cuban Early Childhood curriculum, it is a transversal axis of the curriculum, in the III Improvement of Education in Cuba, providing in an integrated way for children to use various verbal or non-verbal languages through music, plastic arts, corporal expression, literary language, developing communicative skills and competences that will allow establishing adequate interpersonal relationships with the environment and a favorable teaching-learning process.

There are children who in their development present difficulties when communicating, appearing some disorders, among them the most common are: dyslalias, language delays, deafness (Cochlear Implant) and Autism Spectrum Disorder. It is fundamental the attention to them from the following:

Preparation actions for the speech therapist, family and community in elements related to the Education and Communication Development Dimension.

Example: In the dyslalia, considered as the most common articulation disorder in children, which is perfectly preventable and treatable, we work by:

Stages of treatment: Pre-articulatory, Instauration, Automation of isolated sound, syllables, words, sentences, texts and Differentiation if necessary.

In case of cochlear implant. Considered as the planting of an electronic device in the inner ear of the child that restores the ability to hear, but not to speak, so it is necessary to undergo speech therapy sessions to stimulate and develop auditory skills and with them the development of oral language.

These auditory skills go through different levels or phases.

Level I: detection-discrimination.

Level II: discrimination-identification.

Level III: identification-recognition.

Level IV: recognition-comprehension.

In Autism, a generalized developmental disorder that affects all levels of communication and socialization in general, its manifestations will improve the earlier it is detected and the earlier preventive, corrective and compensatory treatment is initiated.

For this purpose, a concrete language of few words should be used.

To establish language routines.

To accompany the message with gestures whenever you talk to him/her.

To speak clearly and without diminutives.

To name objects in the same way always.

To speak from the front, never from the back always.

To play games in which you can interact little by little with the child without the child rejecting you.

To use toys, puppets that demonstrate the different moods and interact with the child.

To repeat with insistence and in natural situations kisses, caresses, hugs, hugs, greetings....

To encourage exchanges with other children.

To use different reinforcers. They can be: applause, “very good!” hugs and things of your preference.

To use the reinforcer immediately after positive behaviors.

To establish functional routines. These can be: washing hands after bowel movements, brushing teeth after each meal.

To use pictograms, sign language, personal agenda, traveling agenda, facilitated reading, zootherapy (equine, dolphins, others), hydrotherapy, all as resources or supports in case of augmentative or alternative communication.

In the case of language delays, when the language components do not develop according to the established standards according to chronological age.

Their therapies are directed to the different areas of the same according to their chronological acquisition: phonological, semantic, lexical, syntactic and pragmatic.

We work according to the level in which the child is.

Guidance to parents, teachers and other socializing agents.

Other actions that can be implemented:

- Elaboration of an illustrated Early Childhood glossary (should contain definition of main concepts, symbols, icons and signs) Spanish-English for all age groups, according to the core activity.
- To develop family and community preparation topics related to the communication dimension. According to age groups and language development, as well as the core activity.
- To develop topics of the components of communication. According to age groups to favor the stimulation of language development at home.
- Elaboration of didactic materials for the development of communication. According to age groups to demonstrate to the family “alternative/augmentative systems of communication” (SAAC).

- Orientation to the family and the community on how to elaborate materials or toys to stimulate the development of communication.

The implementation of the actions allowed us to evaluate their effectiveness for the development of skills in the Early Childhood Education and Communication Development dimension.

Table 1. Values of the variables

<u>Description of variables</u>	Valor
Stimulation of communication and language	5
They favor the development of communication and language.	5
They are characterized by their variability	5

Source: Self elaboration, 2014

The criteria of the interview and survey conducted to check the effectiveness of the proposed actions, showed that with a value of (4) they accepted the proposal as a stimulus to communication and language of children. They issued criteria of (5) values that favored the development of communication and language. When the criteria were noted, they expressed that they are characterized by their variability and are aimed at various educational contexts (school, family and community).

Conclusions

The dimension Education and Development of Communication in Early Childhood is of great importance and confers profound changes for the training of the future speech-language pathologist teacher in this subsystem of early education. The proposal of actions directed to the Education and Development of Communication dimension, responds to the needs of stimulating the development of language and communication in terms of children's diversity, allowing the transmission, understanding and construction of messages in verbal and non-verbal form, so that they establish relationships with the

surrounding environment, the regulation of behavior and a favorable starting point for learning.