

THE EFFECTIVENESS OF GAMES AND EXTRACURRICULAR ACTIVITIES IN DEVELOPING THE COMMUNICATION COMPETENCE OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION**Latofat A. Ismatillayeva**Master's Student, 2nd Year, Special Pedagogy Kimyo International University in Tashkent
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Annotation: This article addresses the issues of developing communication competence in children with special needs in the context of inclusive education. Communication competence is crucial for children's social integration and academic success, with individual approaches and innovative methods playing a significant role in its development. The research analyzes the importance of multimodal approaches, differential methods, collaborative learning for children with special needs, as well as the effectiveness of extracurricular activities.

Keywords: Inclusive education, children with special needs, communication competence, differential approach, multimodal communication, extracurricular activities.

Аннотация: В данной статье рассматриваются проблемы развития коммуникативной компетенции у детей, нуждающихся в особой помощи, в условиях инклюзивного образования. Коммуникативная компетенция имеет важное значение для социальной интеграции детей и их академического успеха, а индивидуальные подходы и инновационные методы играют ключевую роль в её формировании. В исследовании также анализируются важность мультимодальных подходов, дифференцированных методов и совместного обучения для детей с особыми потребностями, а также эффективность внеурочной деятельности.

Ключевые слова: инклюзивное образование, дети, нуждающиеся в особой помощи, коммуникативная компетенция, дифференцированный подход, мультимодальное общение, внеурочная деятельность.

Communication is one of the most essential conditions for human existence; without it, not only the development of mental functions, processes, and characteristics, but also the holistic formation of personality, becomes impossible. Communication serves as a means of joint activity, cooperation for living, and interaction in interpersonal relationships.

Inclusive education creates the necessary conditions for the participation of children with special educational needs in the general educational process and for ensuring their social adaptation. Within this process, communication competence directly influences children's interaction with society and their success in the learning environment. The development of communication skills in children with special educational needs is carried out through specific methods and tools. Today, the system of inclusive education aims to foster social adaptation by involving such children in the educational process.

Prominent scholars and researchers in pedagogy and defectology, such as L.S. Vygotsky, D.B. Elkonin, and V.V. Davydov, have emphasized that primary school age represents a crucial stage for socialization and the development of communication skills. They considered it to be a key factor for children's future activities, efficiency, and well-being.

In inclusive education, the integration of children with special educational needs into the general educational process and the provision of their social adaptation make the primary school period particularly favorable for mastering communication skills. This is because, at this age, children are especially receptive to language norms, speech experience, and interaction, and they demonstrate strong curiosity and willingness to engage in communication. Thus, the development of students'

communication competence is considered one of the most urgent tasks of the primary education process. Taking into account the characteristics of different age stages, by the end of primary school pupils are expected to acquire essential skills such as engaging in interpersonal communication, listening to interlocutors, and justifying their own opinions.

Communication is a process of information exchange that arises from the need for cooperative activity among people.

Communication competence is the child's ability to communicate effectively in various social situations using verbal and nonverbal means of speech. In this context, communication competence plays a crucial role and its content includes the following:

- The ability of students to solve tasks in different situations through the use of language as a means of communication;
- A set of knowledge, skills, and abilities in the use of verbal and nonverbal means; the capacity to correctly perceive and reflect reality in diverse communication situations (analysis–synthesis).

According to I.N. Zotova's research, the complex structure of communication competence consists of the following components:

- **Emotional-affective component** – the ability to understand another person's feelings, thoughts, and experiences, to show empathy and compassion, and to be attentive to the partner's actions;
- **Cognitive component** – related to understanding another person, predicting their behavior, and effectively resolving various interpersonal problems;
- **Behavioral component** – reflected in a child's cooperation, readiness for joint activity, initiative, correctness in communication, organizational skills, and other qualities.

The above-mentioned components are essential in ensuring children's active participation in social life, success in the educational process, and independence. Based on the research conducted by Associate Professor of the Department of Childhood Psychology at Buryat State University, Candidate of Psychological Sciences, Natalia Nikolaevna Klimentyeva, it was revealed that the majority of primary school students demonstrate only an average level of communication competence. The findings indicate that children often face difficulties in providing mutual assistance, reaching agreements, and following the rules of communication as well as applying them in practice. Therefore, targeted work on developing communication competence among primary school students is necessary. For children with special educational needs, an individual and differentiated approach is required. For instance, audiovisual tools should be used for children with hearing impairments, while tactile materials are necessary for children with visual impairments. In addition, multimodal technologies (e.g., specialized software and communication devices) can be applied to expand communication opportunities.

Game-based technologies are also considered an effective method for developing communication competence. Through play, children learn social situations, reinforce language skills, and develop collaboration. Cooperative learning strengthens social integration by engaging children with special educational needs alongside their typically developing peers. Interactive games and group activities foster the development of social and communication skills, while inclusion in mainstream classrooms broadens social connections. Collaboration with teachers and peers provides a source of motivation and accelerates the development of children's communicative abilities. Furthermore, extracurricular activities can also serve as an effective means of supporting the development of communication competence.

Extracurricular activities refer to all types of activities carried out by schoolchildren outside of formal educational tasks, providing opportunities to address issues of upbringing and socialization. The involvement of primary school students in social activities should be shaped as an entry into

a friendly and cooperative environment. Based on the results of empirical research, the main tasks to be solved during corrective and developmental work aimed at improving communication competence are as follows:

- Broadening and strengthening children's understanding of the rules of communication;
- Fostering kind and friendly attitudes towards one another;
- Developing listening skills, encouraging communication, enhancing communication abilities, and increasing endurance during conversations;
- Shaping positive relationships among children and their peers;
- Teaching children to care for close ones and to establish appropriate relationships with people of different ages;
- Developing skills of cooperation and collaborative work.

Thus, since primary school age represents a sensitive period for the development of children's interest in communication, it provides highly favorable conditions for mastering communicative skills. Therefore, fostering communication competence among pupils is one of the urgent tasks of primary education. In inclusive education, the development of communication competence in children with special educational needs plays a crucial role in ensuring their social integration and improving their quality of life. Differentiated approaches, multimodal technologies, and cooperative learning methods have proven to be effective strategies in this process. Therefore, in the system of inclusive education, special attention and a differentiated approach should be given to the development of communication competence in children through the collaboration of teachers and parents.

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