SUMMARY OF NEW CONCLUSIONS OF PhD THESIS

Title: ***Education of communication skills for students with intelectural disabilities in inclusive primary school***

Speciality: ***Theory and Education history***

Classification: ***62.14.01.02***

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New conclusions

- Education of communication skills for students with intellectual disabilities in inclusive primary school is meaningful and helps students absorb knowledge better during their learning and integration process into the actual classroom environment as well as the society in the later stage.

- Studies on students with intellectual disabilities in inclusive primary school in terms of characteristics of communication skills reveal that: there are differences in categories of communication skills of students with intellectual disabilities; students with intellectual disabilities have relatively good Listening and Speaking language usage skills while have poor skills for controlling and modifying the communication process, skills for self-controlling personal moods, and writing language usage; categories of communication skills have strong interaction with each other and with level of disabilities, yet have no relation with gender.

- Results of field studies on inclusive teachers at primary schools show that: most of them have paid attention to education of communication skills for students with intellectual disabilities, however, the level of their attention is limited due to inclusive environment, such as their own capacity, barriers from classroom environment, and cooperation among entities, etc.

- The thesis proposes 03 groups of methods with 09 methods of specific communication skills for student with intellectual disabilities in inclusive primary school. Results of experiments on 03 typical students with intellectual disabilities, analysis and comparison among such 03 cases have shown positive effect of proposed methods and lessons learnt during application of these methods into reality.

Advisors **PhD Student**

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