

ISSN 2411-4758 (Print) 2518-1602 (Online)

Native word in ethnocultural dimension, Drohobych, Posvit, 2019, pp 158-166.

DOI: <https://doi.org/10.24919/2411-4758.2019.181386>

УДК 373.2.015.31:81-028.31

## FORMATION OF SOCIAL-COMMUNICATIVE COMPETENCE OF OLDER PRESCHOOLERS IN PROCESS OF GAME ACTIVITY: COMMUNICATIVE ASPECT

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*Статтю подано до редакції / The article is submitted to the editorial board 23.10.2019.*

*Статтю опубліковано / The article is published 15.11.2019.*

The concepts of «competence» and «social and communicative competence» are revealed in the article; the scientists' views on the development of a competent individual are summarized. It is also stated that there is a possibility of the development of social and communicative competence in senior preschoolers in the process of playing activities.

**Key words:** communication activities; communication of children; communication; communicative personality; game activity; relationships of senior preschoolers; social and communicative competence of senior preschoolers.

## ФОРМУВАННЯ СОЦІАЛЬНО-КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТАРШИХ ДОШКІЛЬНИКІВ У ПРОЦЕСІ ІГРОВОЇ ДІЯЛЬНОСТІ: КОМУНІКАТИВНИЙ АСПЕКТ

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Одним із важливих завдань сучасної дошкільної освіти є формування соціально-комунікативної компетенції в дошкільників. Діти в умовах демократичного суспільства повинні залучатися до соціально-культурних процесів та си-

стеми людських взаємин. Дошкільний вік є сензитивним періодом для початку формування багатьох умінь, зокрема й для формування соціально-комунікативної компетенції дитини. Варто зазначити, що дошкільна установа зобов'язана створювати умови для того, щоб у дитини до кінця дошкільного віку розвинулися ці уміння.

Зміст Базового компонента дошкільної освіти в мовленнєвому розвитку дітей презентовано освітньою лінією «Мовлення дитини», у якій подано кінцеві результати формування комунікативної і мовленнєвої компетенцій дошкільників. Насамперед у документі увага звернена на комунікативні здібності дитини, які протрактовано як «комплексне застосування мовних і немовних засобів з метою комунікації, спілкування в конкретних соціально-побутових ситуаціях, уміння орієнтуватися в ситуації спілкування, ініціативність спілкування, стриманість у спілкуванні; культура мовленнєвої комунікації. Комунікативна компетенція передбачає сформованість усіх видів мовленнєвої компетенції».

Комунікація є однією з важливих форм активності особистості, без якої неможливі її діяльність, пізнання, рефлексія тощо. Цей процес характеризується взаємодією між людьми. Загально визнано, що продуктивність пізнавальної, мисленнєвої діяльності, загальна життєздатність людини значною мірою залежать від її здатності до спілкування, від рівня сформованості комунікативної компетенції.

У заладі дошкільної освіти дитина постійно спілкується зі своїми ровесниками та дорослими. Таке спілкування для дошкільника життєво необхідне. Граючись і навчаючись, розважаючись і працюючи, обмінюючись думками і обговорюючи свої справи, сперечаючись і поступаючись, радіючи і співчуюючи, дошкільник водночас набуває навичок людських взаємин. І від того, в якій формі він встановлює контакти з дітьми та дорослими, залежить його комунікабельність, вміння взаємодіяти із соціумом.

Формування соціально-комунікативної компетенції упродовж дитинства відбувається в різних видах діяльності. Проте на кожному етапі розвитку дошкільникові притаманна певна провідна діяльність. Ігрова діяльність у старшому дошкільному віці має найкращі можливості для соціально-комунікативного розвитку дитини.

З огляду на все зазначене доходимо висновку, що для розвитку соціально-комунікативної компетенції старших дошкільників необхідно: а) визначити її поняття та структуру, а також зміст на певному віковому етапі; б) застосувати системний підхід, в) забезпечити взаємодію різних суб'єктів, напрямів і технологій для досягнення повноцінного результату.

Перспективи подальших досліджень вбачаємо в більш глибокому дослідженні використання гри як ефективного засобу формування міжособистісних взаємин старших дошкільників.

**Ключові слова:** взаємини старших дошкільників; ігрова діяльність; комунікативна діяльність; комунікативна особистість; комунікація; соціально-комунікативна компетенція старших дошкільників; спілкування дітей.

**Formulation of the problem.** Nowadays, educational work with children in pre-school institutions is aimed at creating conditions which provide the opportunity for child's independent development while familiarizing with the environment. In view of this approach, the problem of interaction between children and peers, and adults is of particular importance.

Socio-communicative competence in the educational line «Child in Society» is defined as the awareness of different social roles; as well as elementary and moral ethical norms of interpersonal relationships; their ability to adhere to them in communication, and to interact with the people around them; the ability to empathize, to sympathize, to help others, to choose appropriate ways of communication in different situations in life.

The content of the Basic component of preschool education in the speech development of children is presented by the educational line «Child Speech», which presents the final results of the formation of communicative and speech competences of preschool children. First and foremost in the document, attention is paid to the communicative abilities of the child, which are interpreted as «the complex use of linguistic and non-linguistic means for communication, in specific social and everyday situations, the ability to navigate in communicative situations, the initiative and restraint in communication; culture of communication speech. Communicative competence implies the formation of all types of speech competence» (Кононко, 2012, с. 14).

Because of the state requirements for the quality of preschool education concern about the state of the formation of social and communicative skills of teachers' children, the scientific search for the optimal model and ways of solving this problem through the use of interactive technologies in the educational process of preschool institutions has been intensified.

**Analysis of research.** The theory and practice of the formation of communicative competence was developed by scientists G. Andreeva, I. Bekh, Y. Emelianov, Y. Zhukov, L. Milovanov, O. Muravyova, L. Petrovskaja, C. Titov and others. The model of social competence was investigated by foreign psychologists V. Slot and H. Spaniard.

A considerable amount of scientific work was devoted to the real contacts of preschool children and their influence on the formation of children's relationships. Within these studies, two main theoretical approaches or concepts can be distinguished: a) active mediation of interpersonal relations (A. Petrovsky); b) the genesis of communication, where the relationship of children was regarded as the result of interaction in communication (M. Lisin).

Psychologists B. Ananiev, O. Leontiev, A. Petrovsky consider communication as one of the types of human activity. Philosophers M. Kagan, V. Af-

anasiev, L. Bueva, Y. Pryluk emphasize the individualizing and socializing functions of communication in the process of personality formation.

According to the researchers T. Panchenko, E. Sarapulova, self-knowledge and ethics of communication are the means of forming communicative skills formation (Свитич, 2003, с. 40).

Modern Ukrainian scientists L. Artemov, G. Grigorenko, K. Shcherbakova investigate the formation of social orientation and the development of moral relationships of preschoolers in the game.

**The objective of the article** is to substantiate the expediency of using the game in the education and upbringing of older preschool children in order to form their social and communicative competence.

**Presenting the main material.** To begin with, we consider key competences both social and communicative, as they form the basis for the development of a harmonious personality.

Social competence includes the ways of interacting with people, collaboration in group communication, group work skills, the ability to take responsibility, to manage conflicts (Чекунова, 2012, с. 92).

In turn, communicative competence includes knowledge of the necessary languages, mastering the ways of transmitting information, the ability to listen and understand the interlocutor (Чекунова, 2012, с. 92).

Linguist V. Kukharenko emphasizes that the existence of humanity is inseparable from its communicative activity. Regardless of gender, age, education, social status, territorial and national identity, and many other personal characteristics, the latter constantly requests, transmits and stores information and is actively engaged in communicative activities.

L. Svitich interprets the word «communication» as a message, a conversation, an invitation to talk, noting that here «the main thing is a common affair, common communication, common interests and attitudes, reconciliation, interaction» (Свитич 2004, с. 54).

K. Kalandarov defines the term «communication» as «a certain activity caused by the system of socially significant norms and assessments, models and rules of communication adopted in this society» (Каландаров, Чекалов, Копорулина, 2008, с. 2)

Communicative activity as a system of sequential actions, each aimed at solving a specific task, is a certain «step» towards the goal of communication. In other words, it is a complex multichannel phenomenon of human interaction (Инханян, 1995).

According to V. Buriak, a communicative personality is a subject capable of producing, using and relaying communication codes that provide interaction between people (Буряк, 2003, с. 51).

Scientists identify a number of internal and external factors in the formation of communicative competence of the individual. Internal factors include: a) the motivational sphere; b) the inner position of the individual; the development and the formation of I-conception and the sense of identity. External ones include: 1) the social conditions and structure of the society in which a particular language is used; 2) the difference between native speakers, age, social status, level of culture and education, place of residence and speech behavior (depending on communicative situation). These internal and external factors are closely interrelated: the latter ones are defined by the former ones – and vice versa (Бодалев, 1985, с. 176).

In the concept of M. Lisina communication serves as a special communication activity aimed at forming certain relationships. Other scientists (K. Abulkhanov-Slavskaya, G. Andreeva, Y. Kolominsky, T. Repin) also understand the relation between these concepts. At the same time, they stress that the relationship is not only the result of communication, but also its indispensable prerequisite which leads to a certain kind of further interaction.

Unfortunately, in modern pedagogy, there is no a generally accepted approach to the classification of communicative skills. The basis for our position is orientation towards the children's experience.

Communicative skills can be divided into two groups: 1) basic, reflecting the substantive essence of communication (greetings; request; support, assistance, service; gratitude; refusal; forgiveness); 2) procedural, providing a communicative process (ability to analyze the situation of interaction with a partner regarding the feelings of both parties; the art of speaking in front of others; listening to others; cooperating; managing (commanding); obeying). The above classification can be the basis for the education of the system of communicative skills of preschool children (Пассов, 1991).

It is vital for a child to develop advanced communicative skills that help them find new friends; get to know themselves better by communicating with others; to learn the most effective methods of overcoming conflicts and difficult emotional situations; to form a basis for a sense of self-confidence and self-worth (Каландаров, 1998).

Communication is a form of interaction between people, an important sign of the vital activity of the individual as a social being. It is a complex process of establishing and developing contacts between people, generated by the need for their joint activity. Communication and joint activity are one of the most important social needs of a person. Social understanding of communication is that it is one of the dimensions of social culture (Пассов, 1991. с. 442).

At preschool age, communication is a kind of regulator of joint activity, a tool for shaping the child's consciousness and knowledge of the world,

and it also helps the child to express himself in thoughts and actions (Дубініна, 2005).

The development of communication with a peer in the preschool years involves several stages. In the first stage (2 – 4 years) the peer is first and foremost a partner for the baby with emotional and practical interaction based on imitation and emotional empathy of the child. The main communicative need of the child at this time is the need for peer participation, which is expressed in parallel (simultaneous and identical) actions of children. During the second stage in the development of communication between preschoolers (4 – 6 years), the need for situational and business cooperation with peers appears. Collaboration, unlike previous complicity, involves a clear and specific distribution of game roles and functions, and therefore an appropriate account of the actions and influences of a gaming partner. The content of communication becomes joint (mainly gaming) activity. During the second period, there is another new and important need for the preschooler – respect and recognition of his peers. In the third stage (at 6 – 7 years) communication with peers acquires more signs of non-situationality: the content of the interaction is abstracted, that is, it is deprived of direct dependence on the existing real situation and secure selective preferences among children are beginning to develop.

For the older preschooler knowledge about himself and other people is more relevant and accessible than knowledge about personal traits that manifest himself in communication. Starting from the preschool period, moral values and basic attitudes towards one's individuality (positive self-esteem) and others (interaction with them, respect for them) should be formed. All this does not facilitate communication, but also makes it moral.

The use of games contributes to the formation of communicative-activity nature of learning, psychological orientation of training for the development of speech and thinking activities of children by the means of the language learned, optimization of their intellectual activity in play activities, the complexity of training, its intensification, the development of group forms of work (Коньшева, 2006, с. 56)

Playing activity develops child's oratorical skills, improves language, facial expressions, increases self-esteem. During the older preschooler overcomes the shyness in communication, becomes more confident. Therefore, the main criterion in determining the child's communicative competence is his or her success while interacting with himself and others in different speech situations. Accordingly, will depend on the subject's ability to mobilize in the process of communication their knowledge, skills, ways, activities to solve certain problems (Чекунова, 2004, с. 91)

The use of play in the educational process provides not only individual but also pair, group and collective forms of work in the classroom with older preschoolers. The main thing is that the gaming activity allows you to successfully solve the main task – teaching communication. Thus, the game also acts as a means of communication and self-education, that is, the formation of social and communicative skills. At the same time, new knowledge is gained as a result of constant dialogue, exchange of different opinions and suggestions, their discussion and consolidation, mutual criticism and discussion.

Considering all above mentioned, it is evident that the participation of senior preschoolers in games contributes to the formation of principles of humanism, communicativeness, empathy, tolerance, organization, vigor etc. The reproduction of the subject and social content which is achieved through the game simulation and life situations in the case of appropriate combination of individual and group game activities of participants are regarded to be important features of games. At the same time, playing in the educational process gives children the opportunity to organize themselves as the motives that are related to the fulfillment of their obligations are formed then. Senior preschoolers have the opportunity to know their abilities, learn to evaluate them, feel different emotions. The game gives the opportunity to apply knowledge in conditions close to the real ones; train to investigate the influence of personal factor on decision making; to study the business, communication skills and moral qualities of senior preschoolers in order to correct them; to design your behavior in real-world conditions.

**Conclusions.** In view of the above mentioned, we conclude that in order to develop the social-communicative competence of senior preschoolers it is necessary to: a) define the competence concept and structure as well as its content at the given age stage; b) apply a systematic approach; c) ensure the interaction of different subjects and technologies in order to achieve a meaningful goal.

**Further** research of the use of play as an effective means of forming the interpersonal relationships among older preschoolers as well as in the development of the methods for the use of games contributing to the formation of social and communicative competence of older preschool children is considered to be a prospective direction.

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