

THE ROLE OF THE COMMUNICATIVE APPROACH IN TEACHING PRESCHOOL EDUCATION

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ABSTRACT

This article is devoted to the problem of communicative competence of preschool teachers. The work reveals the essence of communication and communicative competence of a teacher. The essence and features of the communicative competence of teachers of a preschool educational organization are considered. The role of communicative competence in pedagogical activity is described. The main components of the communicative competence of a preschool teacher are analyzed.

Keywords: preschool education, communicative approach, behavior, pedagogy, young generation, theory and practice.

INTRODUCTION

The peculiarities of the pedagogical activity of preschool education teachers invariably sets tasks of a communicative nature, that is, interpersonal interaction. And the degree of implementation of such pedagogical tasks is determined by the level of development of the social and psychological abilities of teachers.

The relevance of the problem of developing the communicative competence of preschool teachers is due to the need and importance of the formation of competent communication in professional pedagogical activity within the framework of the preschool educational process. The effectiveness of the implementation of modern improved standards of the preschool education system is directly determined by the professional pedagogical competence of teachers, which in turn is determined by such a basic criterion as pedagogical communicative competence, which manifests itself through the teacher's ability to adequately perceive, accept, understand and support the child, and at the same time teach him the ways of communicative culture.

METHODOLOGY

The tasks and content of the pedagogical experiment are focused on the interrelated solution of communicative, cognitive (cognitive), developmental tasks. The selection of speech material was carried out based on the communication needs and the level of development of the cognitive processes of preschoolers.

Active vocabulary exercises were used; memorizing poems; staging of fairy tales; role-playing games with speech tasks; electronic educational resources.

LITERATURE REVIEW

The issues of pedagogical communication, communicative pedagogical culture and competence, communicative abilities of teachers are reflected in the works of many domestic and foreign researchers B.G. Ananyeva, A.A. Bodaleva, Yu.A. Emelyanova, I.L. Winter, O.L. Kazanskaya, V.L. Kan-Kalika, A.A. Leontiev and others.

The problem of the formation of the communicative competence of preschool teachers is reflected in the works of such mockers as N.A. Vdovina, O. L. Vorobyev, E. N. Gusarova, E. N. Komandin, E. V. Pozolotina, etc.

A theoretical analysis of modern studies devoted to the problem of the formation of the communicative competence of preschool teachers allows us to state a contradiction, which consists in the fact that, on the one hand, the professional standard of preschool educational organizations requires teachers to develop professionally significant competencies, including communicative ones, however, on the other hand, for preschool teachers face various difficulties in communicative stereotypes presented in educational methods, forms and technologies of working with children and parents. The revealed contradiction determines the relevance of the study of the features of the communicative competence of a teacher of a preschool educational organization.

In the research of M.I. Lisina, the role of the communicative factor in the development of preschool children was studied. She highlighted a number of aspects that affect the formation and development of speech. As a result, the author has established that the connection between the development of speech and the content of the need for communication is undeniable. The role of emotional communication based on the activity approach in the development and teaching of preschoolers is emphasized. E.V. Turkovskaya gave a theoretical substantiation of the system-forming role of the communicative approach in the context of solving educational problems of teaching foreign languages. And although children of primary preschool age learn a foreign language sporadically, the communicative component in this case is necessarily present. Many scientists have proven that without taking into account the age-related patterns of mental development of children, it is impossible to build a program for the development of speech in younger preschoolers. Scientific works of N.I. Gutkina, N.A. Lemyaskina, V.A. Moskvin, A.L. Sirotyuk, O.L. Soboleva, and others emphasize the importance of taking into account the psychophysiological and

age characteristics of preschoolers. D.S. Kovalenko, O.S. Dvorzhets believe that the use of various forms of electronic educational resources helps to improve communication skills and develops cognitive processes.

RESULTS AND DISCUSSION

Such a terminological combination as "communicative competence" was first applied in the framework of social psychology and was considered as the ability to establish and maintain effective contacts with people around them based on the use of internal resources, such as communicative knowledge and skills.

In the domestic scientific theory, there is no generally accepted unified view of the definition of communicative competence.

According to the Russian educational psychologist E.N. Team, communicative competence is an integral system of mental and behavioral characteristics of a person, on the basis of which successful communication is built, i.e. the goals of effective and emotionally favorable communication between the parties involved in the communication process are achieved [3].

The teacher E.V. Kuznetsova, under communicative competence, considers "the ability to establish and maintain the necessary contacts with other people." According to the teacher, an effective communication process is characterized by the achievement of mutual understanding between the communicants, as well as a deep understanding of the situation and the subject of communication. This, in turn, is an indicative factor for solving problems and achieving communicative goals with a minimum expenditure of available resources [5].

As S.V. Konovalenko, it is advisable to consider communicative competence as socially conditioned abilities, the expression of which occurs through the perception of people, their assessment, the ability to achieve mutual understanding, to influence the people around them, as well as to build their behavior in accordance with the requirements, prescriptions and expectations of certain behavior, in which the person himself can be understood and accepted by others [4, p. 39].

Speaking about the communicative competence of a teacher, it is worth emphasizing that the manifestation of pedagogical communicative knowledge, communicative skills and communicative abilities should occur in the process of all pedagogical activity. This statement makes it possible to single out such a component of pedagogical competence as pedagogical communication.

At the same time, it would be wrong to consider pedagogical communication only as a process of transmitting information by some transmitting system or as receiving it by another system. Compared to the usual process of information flow

between two devices, in the case of building pedagogical communication, it is appropriate to talk about the relationship between two individuals, each of whom is an active subject, while due to their joint activity, the process of their mutual information is being established. This, in turn, indicates the need for an active position of each communicative party in order to transfer information, taking into account the goals, motives and attitudes of its communicative partner.

In this regard, the study of the problem of the essence and characteristics of communicative competence as a basic component of the professionalism of a preschool teacher is in demand, since in the activities of preschool education specialists are not only communicative knowledge, skills and abilities as such, but also the formation of the ability to organize professional activity communicative direction in the context of increasing requirements for the profession of a preschool teacher.

Communicative activity is considered as a structural component of pedagogical professional competence along with such components as the activity and personal component. The communicative component is expressed through flexibility in communication, tolerance to uncertainty, optimism, developed skills of self-control in communication [7, p. 41].

At the same time, E.N. Gusarova and O.L. Vorobyeva in her research on the communicative competence

CONCLUSION

Thus, in the pedagogical practice of preschool education, communication is considered as the most important factor in professional success. Modern personality-oriented educational standards, models and technologies cannot be implemented if the teacher does not have a sufficient level of communicative competence, is not capable of flexible management of the interaction process in the implementation of the educational and educational process, is not familiar with effective communication technologies that promote mutual understanding, etc. ... For a teacher of a preschool educational organization, communicative competence is the main professional competence, manifested at all levels of his activities and has a significant impact on all, without exception, the results of pedagogical work. In educational and educational situations, when the interaction of the teacher with children is organized purposefully and mediated by the content of the educational process, the communicative qualities of the teacher become most valuable.

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