



The Content of the Formation of Communicative Competence in Children of Preschool Age

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Abstract

The article substantiates the relevance of the formation of communicative competence in preschoolers, describes the factors and principles of the formation of communicative competence in children. Teachers are given pedagogical requirements and tasks for the formation of professional competence in children. In today's era, when social relations and interpersonal communication have become "delicate", it is important to form communication skills in preschool children, to teach them full-fledged communication skills as important members of society. Therefore, the need for communication in children's adaptation to social life is urgent. This is related to the effective result of the activity and the process of interaction. One of the most necessary components for the effective communication of a child's personality is the formation of communicative competence.

Keywords: *Communicative; Competence; Intensive; Manipulation; Method; Excursion; Diagnostics; Monologue; Dialogue City; Speech; Plot–Role; Motive; Social Motive; Reflexivity*

Introduction

The importance of preschool education can be explained by the fact that it is the first step that every person takes towards becoming a perfect person. It should be noted that a number of positive reforms are being implemented in the preschool education system today. Among them, it is possible to count the improvement of the content of preschool education based on world standards, the introduction of modernized forms of organization of educational activities into practice, the intensive introduction of information and communication technologies into the work of pedagogues. As a task of preschool educational organizations, it is important not only to form a system of knowledge, skills and qualifications in children, but also to create a series of competencies necessary for life. In addition to the cognitive (knowledge-oriented) competencies necessary for school education, social (self-control and expression, analysis, communication, mutual support, tolerance, activity...) competencies are developed in children. If formation is achieved, children of this age will easily and comfortably adapt to society, and will be ready to acquire school education effectively.

It is known that by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 802 of December 22, 2020, the state standard of preschool education and upbringing was approved.

Chapter 4 of this document contains the state curriculum of the preschool education organization. In paragraph 3.2 of the program, the child's developmental competences are distinguished as follows:

- Physical development and formation of a healthy lifestyle;
- Socio-emotional development;
- Speech, communication, reading and writing skills;
- The development of the cognitive process;
- Creative development.

The Main Part

If you pay attention, you can see that elements of communication training are embodied in each of these competencies. For example, if we take only “physical development and the formation of a healthy lifestyle”, it is noticeable that communication is the primary aspect of the development of this competence in children, because no process can take place without communication. Understanding the content of physical exercises, knowing the names of equipment and devices, following the rules of their use, and understanding of others by children, speech appeals are primary, that is, the child not only plays, but understands the essence of the game, and the game is reflected in its rules. Educators explain the rules of the game to children in the form of pictures and words. The results of the research showed that, in practice, it was observed that educators-pedagogues do not pay attention to explaining the rules of physical games and that children do not pay enough attention to their repetition. This situation has a negative effect on the formation of communication skills in children, observing the rules of speech in the process of performing physical actions. Therefore, in the study, we focused on speech instructions that encourage children to speak correctly and fully during active games. For example, Abror, throw the red ball into the green basket, stand to the right of the line and jump to the right ring. Go around the seat to the right, then get the kegel in the rectangle. Go around the third friend, take the flag on the left and give it to your friend. The first row jumps like a rabbit, the children in the second row walk like a bear, and the children sitting in the chair watch like an owl. At the end of any physical activity, “What game did we play, who did what in the game?” answers to such questions were required. In some cases, children's question-and-answer about the game was considered one of the most effective approaches. During the research, we recommended a methodical map of the formation of communicative competence in older children of preschool age. A clever methodical map allowed educators to choose the right goal in choosing educational and speech tasks related to the formation of communicative skills in children.

According to the State Curriculum of the “Ilk qadam” preschool educational institution, in the field of “Physical development and formation of a healthy lifestyle”, children are “physically active in accordance with their capabilities and the standards of physical development related to their age” shows; knows how to perform various mobility activities harmoniously and purposefully; uses fine motor skills in various life and educational situations; controls his actions with the help of emotional and sensory organs; uses personal hygiene skills; knows the basics of a healthy lifestyle and diet; complies with the rules of the basics of safe life activity”.

In the table below, we present a methodological map of the formation of communicative skills in children in the field of physical development and the formation of a healthy lifestyle.

Table 1. Methodological map of formation of communicative skills in children based on the competence of the field “Formation of physical development and healthy lifestyle”

№	Communication environment	The semantic aspect and grammatical structure of children’s speech
1	Perform and describe different running methods	When walking, your snake treads small steps. Walking in a crooked way, the steps are alternated. When crossing obstacles, a bench, a rope and a rope are used.
2	“Cars and birds” game	Birds should fly away when a car is coming. Because the car is ... dangerous. Birds fly with their wings ... high. When there are no cars, the birds eat grain. But they should be aware. ... When they hear the word car, they should avoid the road.
3	Talk about personal hygiene	When we wake up in the morning, we wash our hands and face ... (with soap). We clean our teeth ... (with toothpaste). In order for our body to be healthy... we do physical education. Because physical education is useful for ... people ...

In the area of “Social–emotional development” competence, the child will have an idea about his “I” and the role of other people in the life environment; manages his emotions and expresses them according to the situation; differentiates the emotions of others and responds to them accordingly; communicates appropriately with adults and peers; learns constructive ways out of difficult situations. It is self–evident that competence in this field develops in connection with the formation of communicative skills. The development of competence in this field is carried out in all types of training organized at Preschool Educational Organization (PEO). The most important thing is that pedagogues should deeply understand the need to develop socio–emotional competence in every child, because the state standard of preschool education and upbringing defines the priority of the aspirations, abilities and interests of the student, taking into account the uniqueness of children as a special principle. In this case, the organization of various activities of children in a communicative direction during educational activities is an important factor. Children use different forms of (verbal, non–verbal, mixed) communication components to express their personal “I” through their inner experiences. Addresses and even gestures expressed by children are a manifestation of their attitude to the outside world. Gestures are a child’s passive vocabulary reserve. Educators should choose appropriate approaches to bring this vocabulary to the level of active vocabulary. In the works of the linguist scientist Abduhamid Nurmonov, based on the communicative function of the language, the paralinguistic tools that accompany the language in expressing thoughts, functionally compensate or monitor it, and the qualitative and quantitative characteristics of the voice, which are important in communication and interaction, as well as gestures–valuable information is given about the importance of gestures in speech. Of course, communication through language does not completely exclude other means of communication, because communication is a complex process, and a person naturally uses various means to convey certain information to the listener. These are non–verbal tools, which are used in communication by means of gestures, facial expressions, body movements, different states of the voice: its high or low, tone, pause. They are considered additional (assistant) tools involved in communication, and in communication–intervention, they perform tasks such as transferring certain information, adding content, and clarifying. Among these tools, the language is a natural, ready–made means of communication that is understandable for the speakers of this language. For this reason, non–verbal means are secondary means of communication, regardless of their function of communication and intervention.

If the child does not know the words and concepts that mean the essence of the events in the fairy tale, a form of non–verbal communication occurs. In this case, it is a methodical requirement for the

educator to clearly and fluently hear the words (phonetic–phonemic perception), meaning (lexical–semantic), re–pronounce them.

Table 2. Methodological map of formation of communicative skills in children based on competence in the field of “social–emotional development”

№	Communication environment	The semantic aspect and grammatical structure of children’s speech
1	Conversation with peers on the topic “My day yesterday”.	Yesterday I helped my mother at home. I put the kitchen ... in order. I didn’t have time for my mother, because my mother ... (prepared food). For dinner ... (I decorated the table). Then I read a book with my father. My father read me a story about friendship. Listening to the story, I learned what a friend should be. Educator: “What is friendship?” ...
2	A conversation about social ethics and norms	Educator: “What rules should children follow when walking on the street?” You can’t shout and laugh in the street. Because polite children must follow the rules of walking on the street. When getting on the bus, you should give room to adults. It is necessary to observe cleanliness on the street. Garbage should be placed in garbage cans or boxes.
3	Teaching communication with adults and peers	Educator: “How to talk to adults?” First he greets, then he speaks if he has a question. Then you have to say goodbye to them. Educator: “What shall we say to our sister, the cook?” “We put our hands on our chests and thank them for cooking”. Educator: “What do we call a child who goes to school?” A student? Why are we called students? Because he ... “How to appeal to students?” Brother or sister. Why? They are from us... Educator: “How do you relate to your peers? Your friend’s car broke down. What do you do? I will help him. Why do you help? What do you do when your friend plucks the beautifully blooming flowers in the garden? Why do you like your friend?”

In the state curriculum of the “Ilk qadam” preschool educational institution, the composition of the field competence “Speech, communication, reading and writing skills” is shown as follows: the child uses correct pronunciation, convenient grammatical forms and various sentence constructions in his speech; shows interest in works of fiction; hears and understands speech; has an idea about the lexical, syllabic and phonetic structure of the word; knows how to compose and pronounce different forms of meaning independently. The important criteria of the listed information exchange process require the formation of communicative skills. The development of technologies for the development of speech, communication, reading and writing skills during educational activities constitutes the concept of our research and will be covered in more detail in the next paragraph.

Table 3. Methodological map of formation of communicative skills in children based on the field competence “Speech, communication, reading and writing skills”

No	Communication environment	The semantic aspect and grammatical structure of children’s speech
1	Telling a story based on the story picture “Animals of the forest”	Educator: “Lion is the king of the forest, he is very strong. Controls animals. Why is the lion called the king?” The lion called other animals (wolf, bear, fox, tiger, elephant) to keep the forest clean. How will the forest be clean? ... (gives all the animals a task). What task was assigned to the wolf? Bear ..., Fox ..., Tiger ..., Elephant performed the task. Thus they cleared the forest.
2	Retelling of works of art	Educator: “What good did the old man do to Lilac?” Which fairy tale is this? What did the stork give him? Why did he give it? Why did the old man go to the Stork again and again? Why did the children get beaten up?
3	Continue the conversation	I get up in the morning and wash my face and hands, then ... I have breakfast with our family. Dad takes me...

The composition of the competence of the field “Development of the cognitive process” consists of the following criteria, and communicative skills are considered important for their formation in children, therefore, the cognitive component was chosen as one of the important directions for the formation of communicative skills in older children of preschool age. We will describe in detail our opinions on the connection of the competence of this field with communicative skills. Implementation of the methodological system improved during the research was carried out through trainings focused on the competence of this field. For example, the criterion of independent finding and use of information for educational and life activities was taken into account when formulating the content of integrated training recommended by us. In educational research, the rules for the use of personal and Preschool Educational Organization (PEO) property based on the criterion of “understanding the simple connections between objects, events and manifestations and perceiving them as a whole, showing a careful and caring attitude towards the environment” the content of activities and activities aimed at preparing children for social life through teaching was formed. The development of the content of conversations focused on the development of children’s monologic speech was based on the strategy “From home to Preschool Educational Organization (PEO), from Preschool Educational Organization (PEO) to home” within the “criterion of observing and researching events and phenomena in the environment” within the competence of the field “Development of the cognitive process”.

Conclusion

After summarizing the scientific analyzes carried out on the improvement of technologies for the formation of communicative competence in older children of preschool age, the presented methodological developments and recommendations, and evaluating their level of effectiveness, the following conclusions were reached:

Education is acquired by learners through information in certain forms. Information consists of speech units. Oral and written forms of speech are the main forms of information transmission. Therefore, information exchange as an important component of communication is a mechanism for forming the content of educational activities in Preschool Educational Organization (PEO). It is desirable to adjust the criteria of formation of communicative competence in preschool children, the requirements of speech skills, listening, understanding, speaking, speaking to the trajectory of educational activities.

The use of innovative game technology (reflexive, creative, motor –developmental, intellectual–motivational, speech relay) in the formation of communicative competence in children develops communication components (cognitive, lexical–semantic, emotional, behavioral). The formation of the concept of “I” in children is achieved through the information exchange environment, which is oriented to the motivational need for speech.

The model of the process of formation of communicative competence in older children of preschool age through the integration of educational activities, the rational use of the principles of person–oriented education, communicative competence in future elementary school students (the ability to use communication tools in various situations) showed that it was formed.

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