Features of pedagogical activity in development of communicative universal learning actions in younger school students

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Annotation. The low level of communicative competence of students is reflected in the increase in the number of children with high social and interpersonal anxiety. Cases of rejection and harassment of children by classmates, loneliness, hostility and aggression towards peers are increasing. In this regard, there are requirements for the professional competence of the teacher working with children of primary school age. The primary school teacher has a task to organize effective pedagogical activity and to aim it at education of children's' ability to cooperate and work in group, to be tolerant to various opinions, to be able to listen and hear the partner, to state the point of view on a problem freely, accurately and clearly.

1 Introduction

Currently, modern society requires a person who thinks freely and has a high level of communicative competence.

Universal learning activities mastering that enable each student to be independent learn to set goals and find ways to solve them, to be able to monitor and evaluate learning activities and their results provides great opportunities for this. One of the blocks of universal learning activities (hereinafter the ULA) contained in the FSES PGE does is communication activities. The level of development of communicative ULA affects the socialization and adaptation of the individual in society (look table 1).

Now more and more we can see an increase in the number of children with high social anxiety. There are cases of aggressive behaviour, hostility and rejection among peers.

In the literature you can find a classification of children with all sorts of communication disorders.

1. Children with disorders in the emotional and volitional sphere. They are distinguished by aggressiveness, lack of self-control skills, disinhibition.

2. Children with signs of giftedness, who have a lack of arbitrariness and high conflict due to an increased sense of perfectionism.

3. Children with kinesthetic representative system are highly vulnerable, prone to self-flagellation.

4. Children with the type of temperament melancholic, characterized by self-doubt, choleric, characterized by short temper and incontinence.

Table 1. Types of communicative universal learning activities

1	I.N. Agafonova, I.A. Grishanova, O.N. Mostovaya	- educational cooperation with the teacher and peers-definition of the purpose, functions of participants, ways of interaction; - raising questions-initiative of students and further interaction in the search and collection of information; - conflict resolution-problem definition, search and evaluation of conflict resolution options, decision-making on their resolution; - management of partner's behavior-control, correction, evaluation of partner's actions; - the ability to fully and accurately express their thoughts in accordance with the objectives and conditions of communication.
2	A.G. Asmolov	- communication as interaction; - communication as cooperation; - communication as a condition of interiorization.

In connection with different groups of children with communication impairments, it is necessary to consider a model of pedagogical activity for the development of communicative ULA.

In our work we relied on the conceptual provisions of various theories: the theory of activity and development of personality (B. G. Ananyev, L. I. Bozhovich, A. N. Leontiev, S. L. Rubinstein, etc.); research reflection in

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educational activities of children (A. B. Vorontsov, B. V. Davydov, N. Ya. Saigushev, etc.); formation and development of universal educational activities (A. G. Asmolov, G. V. Burmenskaya, I. A. Volodarskaya, O. A. Karabanova, etc.).

The reliability of the results is provided by the reliance on modern achievements of psychological and pedagogical sciences; the choice of methods and techniques that are adequate to the subject and objectives of the study; the representativeness of the sample of surveyed primary school children; quantitative analysis of experimental data; the introduction of research results in educational practice.

Based on the provisions of the system-activity approach, taking into account the requirements of the new Federal state educational standard of primary general education, a model of pedagogical activity for the development of communicative universal educational actions in younger students and a model of formation of professional competence of primary school teachers for the development of communicative universal educational actions in younger students are developed.

The materials can be widely used in the practice of secondary schools and institutions of additional education, in the implementation of curricula and programs of primary education, as well as in the system of professional development of teachers.

In this study, an attempt is made to resolve the contradiction between the social order for the formation of a person ready to interact with other people and the lack of effective implementation of this order by teachers.

2 Materials and methods

The study was conducted on the basis of the secondary educational institution of Kurgan "Secondary school № 34". The study involved students of the 1 "a" class in the amount of 28 people, 12 of them girls and 16 boys.

The present study was conducted in three stages:

1. Search and preparatory stage consisted in an analysis of the literature on the research topic, the definition of goals, objectives, research hypothesis carried out, the selection of diagnostic methods taking into account age characteristics.

2. The main stage included conducting a diagnostic study, conducting an ascertaining experiment and developing a model of psychological and educational activities for the development of communicative ULA among younger schoolchildren.

3. Control - summarizing included the analysis and synthesis of the results of the study.

We used the following methods for diagnostics:

1. "Left and right sides" (Piaget technique).

Objective: to identify the level of formation of actions aimed at taking into account the position of the interlocutor.

2. "Mittens" (methodology G. A. Tsukerman).

Objective: to identify the level of formation of actions to harmonize efforts in the process of organizing and implementing cooperation (cooperation).

3. "Dictation Pattern" (G.A. Tsukerman technique).

Purpose: to identify the ability to highlighting and displaying in speech the essential guidelines of the action, as well as transmit (communicate) them to their partner, the planning and regulatory function of speech.

Below are the results of the initial level of development of communicative ULA in the surveyed first graders. The high level is 17%, the average level is 50%, the low level is 33%.

In connection with the results obtained, it can be concluded that the need for purposeful work on the development of communicative ULA is necessary. For this purpose, we have developed a model of pedagogical activity for the development of communicative ULA in children of primary school age (table 2).In this regard, there are new requirements for the professional competence of teachers who carry out pedagogical activities in the conditions of the requirements of the Federal State Educational Standards of PGE for the development of communicative ULA among younger students. Below is a model of the formation of professional competence of a teacher in the development of communicative ULA among younger students (see table 3)

3 Discussion, results and conclusions

After the implementation of the model of pedagogical activity on the formation of communicative ECD in younger schoolchildren, we carried out a re-diagnosis in order to identify the effectiveness of the work done.

Table 4. Results of the comparison of the input and intermediate diagnostics on the formation of communicative universal educational actions of class 1 "a"

Method name	Level	Student percentage	
		Input diagnostics	Intermediate diagnosis
Left and right side	Tall	22%	33%
	Average	50%	56%
	Low	28%	11%
Mittens	Tall	22%	33%
	Average	56%	67%
	Low	22%	-
Dictation pattern	Tall	11%	39%
	Average	56%	39%
	Low	33%	22%

Table 2. Model of educational activities for the development of communicative universal learning activities

Purpose: development of social competence, ability to cooperate and build constructive interaction			
Substantive process component			
Levels: basic, variable			
Levels of manifestation of communicative ULA	tall	average	low
The nature of the interaction	Joint-separate with the dynamics of roles	Joint	Reproductive
Mechanisms	Attraction	Identification	Stereotyping
Methods	Problematic	Partial search	Explanatory illustrative
Forms	Role-playing game Blitz tournament Opinion exchange	Heuristic conversation Commented reading	Story Exercise on the model
Evaluation component			
Success criteria			
understanding the possibility of different positions and points of view	the ability of children to negotiate, come to a common decision, the ability to convince, argue	emotional attitude to joint activities: positive, neutral or negative	ability to make statements clear to the partner
Pedagogical conditions			
Subjective	**Objective**	**Resource provision**	
positive motivation	activation of children for self-determination and self-actualization within the framework of the system-activity and meta-subject approach	Regulatory staffing logistical	
Effective component			
Communication skills	Communicative actions	Communication skills	

Table 3. Model of the formation of professional competence in the development of communicative ULA among younger students

Goal setting component Purpose: formation of a high level of professional competence of teachers, ensuring successful pedagogical activity in the implementation of the requirements of the Federal State Educational Standards of PGE				
Resource Support Component				
1 Conditions to ensure the implementation of the requirements of the FSES PGE **(internal resources)**				
Regulatory support	Methodical support	Staffing	Organizational support	Logistical support
2 Conditions for networking of the TOE **(external resources)**				
Online community of educators	Municipal, regional, regional, federal innovation sites	Creative groups of teachers	Methodical associations of pedagogical workers	Distance courses
The substantive and procedural component of the model				
Principles of formation of professional Competence of teachers: -the principle of openness; - the principle of flexibility; -the principle of integration; - the principle of continuity; - principle of dialogue; - principle of cooperation.		Reflexive-creative mechanism for the implementation of the model	Technologies of system-activity approach	
Criterion-estimated component of the model				
momentum of innovation change	reflexivity	availability achievement motivation	creative tension indicator	
Effective component of the model				
Successful implementation of the requirements of the Federal State Educational Standards of the National Educational Establishment for the development of communicative ULA among younger students				

At a high level, 17%, and after y - 28% of students. The average level was detected before the experiment in - 50%, and after y - 61%. The low level before the experiment was 33%, after which it remained in 11% of children.

Diagnostics showed that as a result of the implementation of the model, the number of students who have developed a communicative ULA at a high and medium level has increased.

Thus, according to the results of a comparative analysis of the results of input and intermediate diagnostics of the level of formation of communicative ULA in 1 "a" class, it can be concluded that the work will be more effective if you use dialogical forms of verbal communication and jointly separate productive activities in teaching activities.

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