Formation of Communicative Abilities of Children in The Conditions of Pedagogical Design

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Abstract. The purpose of this study is to identify communication problems and determine optimal conditions for further reproduction of experience in pedagogical practice for effective communication formation in children. Analysis of the literature has revealed several causes of communication problems. The genetic predisposition affects the interaction with others, but by creating a favorable environment for children, it is possible to adjust the regulation of behavior by pedagogical influences and form the child's communicative skills that will help them to stay and interact with people around them without harm to themself and society. The emotional internal state can also negatively affect the relationship with others and, if one teaches the child to relieve internal stress, negative situations can be avoided. Also, if one teaches a child to recognize the emotional state from others, then it will also help to avoid many problems in communication and interaction with others. The article describes the principles and conditions of effective formation of communicative skills in children, defines criteria, as well as the definition, of pedagogical design of communication of children. Pedagogical design is a condition for the successful formation of the communicative skills of the child. In this regard, the teacher needs to provide a favorable communicative space of the child. The article is oriented to use in practical activities and can be useful to methodologists and employees of educational institutions.

1 Introduction

Federal state general education standards of primary general education [1] regulate the formation of a whole range of communicative competencies among primary school graduates already at the first stage of educational institutions in which communication is highlighted as one of the main components of the results. This is one of the important tasks in education — to form communication among graduates of educational institutions.

The purpose of this study to identify optimal solutions to communication problems and further reproduction of experience in pedagogical practice for effective communication formation in children.

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Scientific works of Russian and foreign studies of aspects affecting children's communication were studied and analyzed to solve the goal.

2 Methods

This study was a theoretical part devoted to the study of effective communication formation in primary school-age children within the framework of pedagogical design. It was planned to create a model of pedagogical design and to test in practice methodological studies: efficiency, performance, and reproducibility (adaptability) in other classes.

We developed a diagnostic tool that allowed confirming the result of the formation of communicative skills in children (methods of observation and sociometry expert sheet was developed based on the methodology of M.M. Semago and N.Ya. Semago [2, 3]).

The research described in this article allows considering the problems affecting the formation of communication of children and determining favorable conditions for communication formation.

3 Results

We highlighted the following basic components of communication based on the analysis of scientific literature:

− communicative activity (the activity of the communicant was aimed at interaction and exchange of information with others in the general information field);

− communicative adequacy (understanding in the communication of communicative messages addressed to it);

− formation of communicative skills (to be able to enter and communicate, as well as to interact according to the communicative situation, to use nonverbal behavior using communicative models, according to the norms of the culture of communication).

According to these components, several experiments have been conducted that prove their close relationship (according to Spearman criterion r = 0.7—0.9) and also that the selected conditions and methods allow effectively forming communication of children [3].

4 Discussion

In psychological studies, Eleanor E. Maccoby raises the question: Does genetic predisposition affect the effectiveness of pedagogical effects on the upbringing of a child. The author believes that, in addition to adult exposure, many factors influence how children grow and develop. As children grow up, they have a widening area of social communication. The child is more and more exposed to the adults involved in its socialization (educators, teachers, coaches, etc.) and, of course, individual friends and the company of peers.

The study found that children with different genetic predispositions react differently to the same parental contribution to parenting, depending on either what they are paying attention to, how they interpret the actions of their parents, or from what behavioral predisposition was caused by themselves [4].

In a broad sense, communication can be defined as one of the foundations of human life, a type of interaction between people involving knowledge sharing [5].

Y. Lotman represents communication as translating a text from the language of my "I" into the language of your "you". "The very possibility of such translation is since the codes of both communication participants, although not identical, but form intersecting sets" [6 p. 12-13].

Many scientists draw attention to the emotional sphere in solving problems of understanding and in the successful interaction of people.

Drawing on the theory of self-regulation scientists (Lisa Feldman Barrett, James Gross, Tamlyn Conner Christensen, Michael Benvenuto) it is believed that people with experience in recognizing emotions are better able to regulate their emotions. That will avoid emotional tension as well as the manifestation of the negative behavior of children [7].

Also, scientists (Hanna K. Lenarz et al.) believe that understanding their emotional states and understanding them as separate states allow people to respond adequately according to this situation. As well as the ability to recognize emotions will effectively regulate emotions, both in maintaining positive emotions and in suppressing specific emotions (such as anger or sadness), it is more difficult to regulate emotions associated with severe conditions (i.e., poor health) [8].

James J. Gross in his works presented the model of emotion regulation as one of the types of evaluation and identifies three stages of emotion regulation (identification, selection, implementation) [9].

Studies confirm that the interaction between teachers and students is important for the trajectories of school results of students [10]. Therefore, the educator needs to provide an emotionally favorable atmosphere in the educational space.

Early on, children's speech is primarily a medium of communication that is always addressed to someone. At the same time, it simultaneously develops as an increasingly accurate means of displaying the subject content of the process of the child's activity. Thus the individual consciousness and reflexivity of the child's thinking are born within their interaction and cooperation with other people [11, p. 123].

The social and emotional development of children and their language skills are an integral whole. Socio-emotional development includes externalization and internalization of behavior, social skills, and self-regulation [12].

In particular, significant relationships were found in a study by scientists (Kim Yong Tae, Kang Jin Gen, Kim Jung A.) between receptive language and self-regulation, between expressive language and internalizing behavior, as well as between emergent literacy and self-regulation [12].

These results demonstrate the need to develop methods of language intervention to reduce negative socio-psychological emotions and strengthen positive [12].

Scientists, Claire V. Crooks, Alexandra C.G. Smith, Natasha Robinson-Link, Shawn Orenstein, Sharon Hoover, highlighted five groups of important pedagogical conditions in the educational space: 1) engage family and community; 2) use various pedagogical methods and technologies; 3) monitor the status of the class and the settings therein; 4) make the material accessible and age-appropriate; 5) focus on individual needs.

The authors argue that special attention needs to be paid to the adaptation of novice children in school settings [13].

Thus, the analysis of the literature allowed considering aspects affecting the learning process. We see that, despite the genetic predisposition, it is possible to create favorable conditions for the effective formation of communication, focusing on the individual characteristics of the child. Our task is to teach children how to recognize the emotional state, both their own and those around them. This will allow them to learn how to regulate their emotional state and react correctly according to the communicative situation. Special attention to the formation of language skills and social and emotional development of the child.

4.1 Principles of pedagogical design

The following principles formed the basis of the pedagogical design of children's communication: communicative, system-active, personality-oriented, informational, cultural, social, and phenomenological.

As part of the communicative approach, speech material is selected to organize situational classes following the needs of students, training in various types of communication is provided.

The system-activity approach involves the active inclusion of students in educational and cognitive activity, based on acquired knowledge, through independent detection and understanding of educational problems, as well as educational cooperation in achieving the goals of personal, social, and cognitive development of students.

A personality-oriented approach is manifested in the creation of conditions for the formation and self-development of a child's personal potential to give direction to the development process in education, justified on cultural, historical, and psychological grounds [14, p. 179-180].

The informational approach allows studying the most typical information aspects of communicative situations and analyzing their further state and development [15].

The culturological approach is based on the notion that culture embodies all manifestations of society and incorporates norms and behavior adopted therein.

The socio-phenomenological approach allows the teacher, along with systemic, to integrate the achievements of the concepts used [16].

Thus, these approaches form the basis of the pedagogical design of communication in children.

4.2 Conditions of pedagogical design

We highlighted the optimal conditions of pedagogical design aimed at the formation of communication among students as follows:
 − nonlinearity based on the principles of synergy, as well as modularity of the educational process, ensure variability of forms of learning, allowing effective absorption of communicative skills accessible personal and age characteristics of the child;
 − the effective social partnership of educational organizations;
 − pedagogical support of subjects of educational space;
 − change of positions of students of educational activity. As part of the work of project activities, children actively participate in different roles, working on several different projects, in groups with changing composition of classmates, as well as in individual works. They learn to perform their assigned tasks and functions of this project. Children acquire the skills of interaction with each other, take into account the opinions of others and relate to their own, work cohesively, helping each other, learn how to solve differences in controversial issues and find a compromise, learn how to manage the communicative situation, etc. Thus, children form such an important aspect of communication as informed interaction with others.

Child development moves along its individual trajectory, and there are many children in the classroom, and the teacher needs to monitor the formation of each person's communicative skills. Therefore, the teacher periodically diagnoses the level of communication skills formation in children and makes adjustments to the design of their activities and students in educational, social, and physical space, creating conditions for effective formation of communicative skills in children.

5 Conclusion

Modern teachers design their and learners' activity in the educational, social, and physical space, relying on scientific and pedagogical technologies in the educational process; we call it *pedagogical design*.

The pedagogical design of communication is aimed at the problem of communication formation in children. A control system for the structure of communicative interactions, factors affecting the communication process, has been developed to implement the pedagogical design of children's communication.

The formation of communicative skills in younger schoolchildren allows successfully adapting and socializing in the surrounding world of the child; these skills also contribute to an effective assimilation school curriculum. The diagnostics complex has confirmed this.

However, it is planned to conduct several experimental studies for clarifying to verify and confirm the optimality and effectiveness of the selected conditions for the implementation of pedagogical design. We strive to identify such conditions of pedagogical design, as well as to select such methods that teachers could use in their pedagogical practice.

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