

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOLCHILDREN BASED ON COMPETENCY-BASED APPROACH

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Abstract

Modern society imposes special requirements to the formation of a system of personal value orientations, communicative competence, and interaction skills of younger students in primary school. The article reveals the problems of development of communicative competence of primary schoolchildren on the basis of competency-based approach. Communicative competence is considered as a holistic system of mental and behavioral characteristics of a person that contribute to successful communication, that is, achieving the goal (effective) and emotionally favorable (psychologically comfortable) for the parties involved. From the standpoint of dialogue and interaction, the leading socio-psychological needs and value orientations of primary schoolchildren are shown; their communicative difficulties are described. Technologies and criteria of efficiency of development of communicative competences are presented: paired and group work; tasks aimed at independent search and choice of solutions, the justification of opinions; problem communicative situations (cases); games; special communicative tasks, etc. The data of the study with the use of group activities aimed at creating an integrative learning environment in the classroom are presented. It is shown that in the experimental group, after specially organized classes with the performance of tasks in pairs and mini-groups, the indicators of mutual control, the ability to negotiate, increase the clarity of statements.

Keywords: communicative competence, socio-cultural environment, communicative difficulties, competency-based approach

1. INTRODUCTION

The education development strategy in Russia has proclaimed a competency-based approach as one of the basic provisions for updating educational theory and practice. The competency-based approach focuses on the result of education, and the result is not the amount of learned information, but the person's ability to act in various problematic situations. The need to develop such a key competency as a communicative one, already within the framework of school education, is caused by changes in the society, especially in the professional fields. Today it's not enough to be a good specialist, you must also be a good employee. This primarily means being able to work in a team for a common result, to participate in decision-making, to be able to make clear the meaning of your statement to another and to understand the point of view of your

partners. In addition, it is necessary to productively resolve conflicts and publicly present the results of their work.

Communicative competence is understood as a complex of personal characteristics that involves orientation in various communication situations, based on the knowledge and sensory experience of the individual; the ability to interact with others, understand oneself and other people with the constant modification of mental states, interpersonal relationships and social conditions. The level of communicative development is one of the basic conditions for the existence of a social individual, who performs various functions in the process of formation and functioning of a person: the transfer of social, cultural and moral values, the formation of the spiritual world of a person and his lifestyle, impact on the consciousness and behavior of people is the sphere of implementation personality of their essential forces. Students' communicative contacts encompass a special category of real-life relationships, namely the subject-subject relationship. This category of relations includes almost all types of interpersonal relationships, which include schoolchildren and teachers in the educational process (Ivanov D.A., 2003).

Communicative competence includes communicative abilities and skills, psychological knowledge, personality traits (character, temperament), mental states and manifests itself in communication with people. The issues of gaining communicative competence by primary school students often fall out of the real teaching process. Teachers do not always pay due attention to the assimilation of communicative knowledge and skills by children, experience difficulties in managing the process of interpersonal communication among schoolchildren, and often do not take into account the rich communication potential of children (Mudrik A.V., 1994). Such inattention to this problem results in the destructive behavior of primary school students, the tendency of children to resolve conflicts using force, as well as the appearance of various complexes in them, the emergence of stressful situations in the classroom.

2. MATERIALS AND METHODS

In the 2018-2019 academic year, a study was conducted in several schools of the Mari El Republic to study the level of communicative development of primary school students. The study involved 126 students from first to fourth grade. The main indicators of the level of communicative development of students were identified, the most effective methods recommended for children of this age were selected. The following parameters were studied: the status of the child in the peer group, the likes and dislikes of children in children's groups, social fitness, which includes the child's ability to navigate social systems, the presence or absence of aggressiveness, conflict, the ability to choose an appropriate way to interact with a partner in a particular situation.

A separate, no less important aspect was the study of the concrete personal relationship of the child with other people. For example, parental authority and emotional attachment to them; the ability or inability of the individual to change the initial position even in the face of obvious insoluble contradictions (egocentrism); comprehension of the emotional state, penetration into the experiences of another person (empathy); the desire for solitude, the presence of curiosity, goodwill, the desire for mutual assistance. Attention was also paid to the development of self-esteem, as the success of social contacts depends on the level of self-esteem.

The attitude of primary school students to themselves is formed and changes in the process of self-knowledge. Most important for self-knowledge is communication with significant individuals (friends, parents, teachers), in which students often receive open information about themselves in evaluation terms. If the student's relationship did not work out quite well (there are no friends, conflict with adults, it is not possible to take a satisfactory position), then this also affects his knowledge of himself, his result is distorted.

Studies have shown that 26% of primary school students have a high level of communicative development, an average level - 54%, a low level showed 20% of respondents. A deeper analysis of the results revealed the main problem areas in the communicative development of primary school students. First of all, this is a violation of family ties (13%), difficulties in relationships with classmates (15%), pronounced egocentrism in children (23%), a tendency to aggressive resolution of conflict situations (44%). The leading type of activity of students of primary school age is educational activity. It is in it that their communication process is mainly organized, because 59% of students have friends at school, 21% in the courtyard of the house in which they live, and only 4% in sports sections and clubs.

Education and training take place in the process of children's communication of with teachers and peers, i.e. the very nature and essence of the pedagogical process suggests the presence of purposeful and effective communication in terms of its results. Our studies have shown that in children working in the form of

cooperation with peers, reflexive actions are formed faster, the child quickly moves from centering to decentration, which allows him to master the ability to stand on the point of view of another person, develops the ability to empathy (Zheltovskaya L.Ya, 2011).

In order to determine what conditions should be for the further development of primary school students, a study was conducted of the impact of the educational process on their communicative development. An important aspect in organizing the process of communication is the ability to clearly and accurately, without difficulty expressing your thoughts. A study of the level of development of active vocabulary of students showed that the number of children with a low level of development of active vocabulary is 61%. This suggests that children who previously fall into conditions that require a certain specially organized process of communication earlier accumulate this experience. The students' speech becomes coherent, the sentences used are more widespread, the skills to correctly and competently express their thoughts, reason, and argue in favor of the correctness of one or another answer develop. In the first grades, 9% of students make mistakes in the construction of sentences, in 4 classes children do not make such mistakes.

Errors in the correctness of the construction of sentences become less, the longer a child learns specially organized techniques and methods of constructing sentences in an educational institution. The same conclusion applies to questions of children's knowledge of different ways of behavior in specific life situations; in the 1st grade, students can offer up to 3 options, and in the 4th grade - 6-7 different ways. This means that the educational process creates conditions for the development of students' awareness of the choice of methods of behavior in specific situations. Research has helped suggest feedback. A child who has problems communicating with adults and peers, as a rule, encounters difficulties in learning, organizing behavior. Of the 25 people with a low level of communicative development, 64% of children have difficulties in training or education.

The main problems that students face are the lack of a permanent friend, a person with whom you can share your problems, fear of ridicule from classmates in answering their appearance; lack of proper attention from parents. The relations of all family members, both adults and children, are built according to the type of a peculiar circle, subject to the laws of mutual causation. The nature of the interaction, the communication style of adults and children, as well as the personality traits that form not only in children but also in adults, form a closed, in some aspects reproducing complex cycle. In such relationships, the child is most fully accepted, deep contact is maintained, interaction is built on a dialogical principle, and within the limits accepted by the family of norms of behavior, children are given sufficient room for personal initiative. This prepares the child for the creation of adequate forms of behavior in society when establishing relationships with the outside world, and promotes communicative development.

3. RESULTS

The variability of modern education enables each teacher to apply various methods, techniques and means of forming the communicative competencies of younger students. Having studied and summarized in detail the experience of teachers on this issue, we identified as the most effective means - group work, role-playing games and solving communicative problems.

An important means of developing communicative competence is the organization of group activities, in particular - various forms of pair and group work, creating the conditions for free communication (Kozhanov I.V., Petrova T.N., 2017). In those classes where paired and group work is used, children speak 25 times more often in the lesson than in those where such work is not carried out. The technology of cooperation creates the conditions for the manifestation of the capabilities of each student. Pupils, communicating with each other, can speak freely and much more often than with the common work of the whole class. One of the options for such training is the technology "Learning Together" [6]. The class is divided into heterogeneous (according to the level of training) groups of 3-5 people. Each group receives one assignment, which is part of a large topic that the entire class is working on. As a result of the joint work of individual groups and the class as a whole, the assimilation of all material is achieved. The basic principles work here - one award to the whole team, individual responsibility of each student for the success or failure of the group, equal opportunities for each student to achieve success, that is, each student brings points to his group that he earned by improving his own previous results. The teacher must control not only the success of the academic task by groups of students, but also the nature of their communication with each other, the way to provide the necessary assistance to each other.

The most effective way of developing and forming communicative skills in younger schoolchildren is role-playing (Kondratenko E.V., Biryukova N.A., Kondratenko I.B., 2017). Its essence is that the stated communicative task is solved by the participants in the role-playing game by improvised acting out of certain

situations on behalf of fictional characters. The role-playing game allows students to demonstrate and see several individual options for playing the same role in a given situation.

A specific tool for the formation of communicative competencies of younger students is the solution of communicative problems. The role of the communicative task is that it can serve as a source of interest and stimulate communicative activity. Also, the use of communicative tasks by educators in the educational process provides cognitive activity and improving the communicative experience of students. In the study we used the following types of communicative tasks (Bushueva G.M., 2007):

- Tasks of informing (sending messages about objects, relationships, events): inform, request information, describe.
- Tasks of motivation (regulation of behavior): to ask, offer, advise, explain.
- Tasks of expressing opinions, evaluations: expressing opinions, feelings, expressing one's attitude, finding out a partner's opinion, persuading, agreeing / disagreeing with a partner's opinion.
- Tasks of establishing contact (systematization of behavior): to greet, introduce oneself, take an interest, maintain a conversation, congratulate, thank, apologize, say goodbye.

The ability to independently solve communicative tasks, the ability to express our thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication, we implemented in such methods and techniques as individual tasks, theatricalization, generalizing conversations, "fat" and "thin" questions, etc. The formation of monological and dialogical forms of speech in accordance with the grammatical and syntactic norms of the native language, the adequate use of speech means to solve communicative problems was carried out using research institutes of speech clusters, reading with stops, vocabulary work.

4. CONCLUSION

Analysis of the diagnostic results allowed us to confirm the idea of a positive impact of the educational process on the level of students' communicative development. The main conditions that affect the communicative development of primary school children were identified: the general level of development of the child, the presence of certain personality characteristics, the favorable status of the child in the children's team, the development of an active vocabulary, the presence of communicative skills, the creation of a communicative environment for students. Diagnosis of the levels of development of communicative competence allowed us to draw the following conclusions: if you take into account all the factors that arise when creating the necessary conditions for the formation of communication skills, such focused work can increase the level of communication development of individual students.

The personal-oriented educational paradigm transforms the child from the object of influence into a full partner of the teacher in collaboration, into a person who cannot be manipulated in any way, and the teacher acts as an intermediary between the child and the world of culture. That is why the personality of the teacher acquires great importance: after all, he can become a factor either in the destruction of another person, or in the growth of his self-understanding, self-esteem, self-development (Makarova O.A., Maltseva E.V., Biryukova N.A. et al., 2018). The personality of the teacher is included in the subjectively significant circle of the child's social environment, in communication with which the individual and personal warehouse of the developing person is mainly formed.

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