

ABOUT THE DEVELOPMENT OF CHILDREN'S COMMUNICATIONAL ABILITY IN PRESCHOOL AGE

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ABSTRACT

This article addresses the problem of communicative development of preschool children. The impact of the development of communicative abilities on the formation of a child's personality and development of cognitive and emotional areas are also widely divulged.

Keywords: Child, preschool, peers, communication, communicative ability, kindergarten, motivation, interest, activity, play, occupation, egocentric speech, group.

INTRODUCTION

It is well known that communication is one of the means of information exchange between people, which is explained by the formation of communication skills in childhood. According to the laws of mental development, the preschool age is a specific age in which the child develops cognitive, emotional, affective and communicative fields. Especially at this age, peer-to-peer communication becomes a leading need. Throughout the play, the child acquires a system of social experience and social interaction through interaction with peers and adults. This in itself spurs the process of socialization.

In the process of socialization, the child embodies the beliefs and social behaviors that are necessary for normal life in society. However, communication interruptions complicate both the play and the socialization process, which negatively affects the mental development of the child. This problem is still the focus of many psychologists. The methodological tools, diagnostic methods and experimental studies on the study of the communicative abilities of preschool children and their development need new methods. In addition, this issue is considered to be a relevant category of psychological work, which is also studied in our local studies.

LITERATURE REVIEW

A number of psychologists have written a noteworthy scientific study on the problem of communicative development of preschool children. Leontiev, S. Rubinstein, M. Kagan, M. Lisina, D. Elkonin, H. Walloon, J. Piaget. The focus is on the factors that influence communication and its formation. In contrast, the study of children's relationship with various fields of development of communication skills, intellectual development, emotional experiences, interpersonal relationships, interpersonal activity, and personality formation was held by researchers like B. Anan'ev, L. Vigotsky, L. Bozhovich, L. Wenger, P. Khalperin, O. Gordeeva, I. Dubrovina, L. Vygotsky, A. Leontev, M. Lisina, B. Mukhina, G. Andreeva, A. Bodalev, Y. Kolominsky, A. Leontiev, B. Lomov, E. Smirnova and A. Usova.

Scientists in our country have made considerable research in this regard. The main issue is the formation of communication skills in preschool children, practical methods for studying the personality of the child and the formation of social behavior patterns in the child's personality, asymmetry in children and its impact on learning activities. Especially works of the most creative teachers such as M.G. Davletshin, E.G. Goziev, B.R. Kadirov, V.M. Karimova and young scientists PS Ergashev, DI Ilhamova, UBSHamsievs' researchs are noteworthy.

Psychologically, the ability to communicate is a necessary psychological condition for the child's mental development, socialization, and preparation for future educational activities. It is also one of the key factors in overcoming distressing situations in interpersonal relationships. Communication with peers during preschool age has a number of important features that are different from adult relationships.

In this age group, 9 to 10 times more expressive mimic expressions are observed, which represent different emotional experiences in children. That is, feelings of violence, anger, joy, gentleness and so on. Children also tend to be more receptive to their peers in communication, but are more likely to be in conflict with adults than to communicate with them.

Another important feature is the diversity of communicative actions. It is also important to note that the child's interaction with peers does not occur in communication with adults. The child argues with his peer, forces his will to act, calms his peers, orders them, cheats or regrets what he does. For the first time in a child's communication with other children, such behavioral traits as conduct, betrayal, and fantasy appear. For this reason the role of psychological, pedagogical, psychodiagnostic methodological tools to explore the development of communication skills in children is of great importance.

Another important feature of the development of communicative abilities in preschool children is their unconventional and unregulated behavior. Even the youngest children follow certain forms of behavior and then use unexpected and specific behaviors to interact with their peers. These actions can be seen as a state of relaxation and confusion. Kids jump, do strange acts or imitate each other, learn new words and issues.

This behavior of preschool children, that is, unregulated behavior, is like the actions of the early generations of humanity. In contrast, behavioral motivations of conduct are also taken into account. In our view, motivations are the driving force behind the subject's activities and behavior. There is no single definition in psychology in understanding its nature.

A.N. According to Leontev, motivation is closely related to the concept of activity and is related to the function of the perceived object [1,17].

METHODOLOGY

According to M.I. Lisina, the motivation for communication is in the process of understanding the partner's virtues and meeting the need for communication. Because the motivations for communication are related to necessity, understanding it requires self-disclosure of the meaning [2, 24].

Communication products are the qualities of the material and spiritual upbringing created by communication and the child's understanding of the image of himself and his or her partners. This is a process that explains the mental development of the child.

The content of a child's communication is determined by the formation of a specific image of it and the establishment of relationships with the outside world. Also, the very essence of the need for communication is self-awareness and understanding through the knowledge about the partner. Consequently, interacting with a partner creates a motivation for communicating with the partner, which is the specific nature of the subject, which helps to reveal his personality and self-awareness. Children turn to the people around on some interesting them issues. In this way, the relationship develops between them so that the child recognizes others by the qualities they show during communication.

N.E. Boguslavskaya identifies three areas where children can interact with their peers. They are: [3, 24]:

1. Cognitive field;
2. Emotional sphere;
3. The field of personal motivation.

In addition, there are three groups of motivations in a child's life, and they are always intertwined. But at different stages of childhood, their relative roles change and one of them takes the lead. The first group of motivations are motivated by the needs of the children in dynamic activity, and they appear in role-playing games among preschool children. The child communicates with his peers in order to participate in the game, which is due to the qualities of his peers.

In preschool children, cognitive interests develop rapidly. He starts developing new knowledge and thinking about the world. The motivations of the second group provide the socialization of emotional experiences. The third category includes personal motivations, through which the child begins to compare his or her peers and own abilities. Reveals the need to communicate with peers, that is, the first manifestation of personal intention. The second impression of the child's personal motives is his qualities. The child demonstrates his / her abilities, knowledge and personal qualities in play and communication, and requires other children to approve their actions. The motivations for communication are the qualities that a child has to match with his or her peer. Peer qualities play a key role in both concepts of personal motivation [4,16].

By definition, communication is a complex and multifaceted activity, and it is a process of acquiring the social experience accumulated by generations. Advanced level of communication is explained by the psychologists' as the formation of communication skills at an early age and the successful adaptation of the child to the social environment.

The world of preschool children is not limited to family members. For him or her not only parents, but also other children and peers are important. Peers also play an important role in shaping a child's personality and developing his or her communicative abilities. It is noteworthy that a child learns to communicate with other children and defend his/her own rights, only through communication with other children. The growth of such a process is the basis for further development of the individual. The child's relationship with peers develops in different groups. The development of relationships with other children is influenced by the nature of the activity and their ability to perform those activities. That is, kindergarten life is an appropriate example.

In our opinion, kindergarten is the first social association of children of various ages (preschool). The kindergarten community has different relationships. That is, friendships, empathic relationships, and difficulties in communication or communication are evident. Over time, the attitude of children towards their peers changes, not only in their business qualities but also in their personal, especially moral. This is due to the development and understanding of the valuable qualities of ethics.

According to I.L. Kolominsky, preschool children are more sensitive to absorbing other people's emotions. That is, in the peer community there are a number of personal qualities, such as self-awareness and understanding, empathy, reflection, identification, desire to help, friendship, joy, justice, honesty and decency. In addition, the ability of self-acknowledgment and self-direction towards some activity is formed [5,16].

First of all, communication is one of the most important factors in the psychological development of the child from the first day of his or her life. A similar situation can be seen in the various aspects of a child's mental development, such as the need for an interest in something.

Second, the process is also important in the child's emotional needs, such as in his or her love for adults, in speech, in the child's self-awareness. The need to communicate among children becomes clear at the age of three.

L. V. Chernetskaya's research shows that early initiation of communication determines the future development of children and shapes the child's sense of belonging to the people around him, himself, and the outside world [6, 256]. If a child's communication skills are not developed early, he or she may face a series of interpersonal conflicts in the future. There are three forms of communication between preschool children and their peers over a five-year (2-7 year) life cycle. And they are:

1. Emotional and practical form of interaction between children and peers (second and fourth years of child's life). Communication with each other occurs during game activities, in classes, in homework. Children want more attention and self-esteem.

2. Business model of the situation between children and peers (4-6 years old);

3. Exceptional status - the form of business among children and peers (6-7 years) and so on.

Mentioned above classifications help to explain the basic content of communicative needs of children. The need for children to communicate with each other arises in the course of their activities, such as games, homework, and so on. Questions, answers, explanations, and mockery at the sessions are meant to enhance attention in the upbringing process.

Children, especially kindergartens, do not yet have skills or have poorly developed hand muscles. For this reason, children fall and break something, not because of delusions or weaknesses, but because they just can't afford it. In the event of such a tragedy, it is not worth fighting or reprimanding the child as if he would never catch the eye. Instead, the child should be shown how to do this work.

It is important to bring together children of kindergarten in a spirit of hard work. When working in a team, the tutor instructs a child to do some specific work. In this way, the children are engaged in a team work together. For example, older children take turns in groups. One child puts a tablecloth on the table, another spoon and a fork, and the third child puts chairs and the fourth child puts bread on the table. Children who are trained in kindergarten will also help in the family.

Generally, middle and senior kindergarten children at the family should be given the task which he can handle. This creates great opportunities for training them in the workforce and to gain some skills. A child who is not involved in socially useful work will find it very difficult to recruit later. The kind of child labor activities in the kindergarten is very diverse. For example,

taking care of animals or plants in the corner of nature, working in the backyard, queuing in the kitchen and in groups, helping to dress the little ones.

Kindergarten children are engaged in any game, education or labor activity, and their motives are based on certain motives, such as the desires that motivate them. The behavior of kindergarten children is largely dependent on the conditions in which these activities are performed. They do not understand the motives behind the behavior. As a result, they often begin to act in a situation without accountability.

According to E.G. Gaziev, the first striking difference between peers is that they are characterized by a very vivid feeling. Increased communication in preschool children regulates the behavior of information sharing and the interaction with adults [7, 360].

CONCLUSIONS. The child's self-esteem begins to appear in the preschool age. When they come to kindergarten, they try not to notice or be noticed by their peers. Later, during a variety of games and compulsory activities, the children join the community and try to win the respect of their peers, that is, to look good in their eyes. Moral motives play an important role in the development of early childhood behavior. As children realize their behavior, their interest in moral motives or social morals becomes more and more intense. Children now begin to focus on their social pursuits, not on their egoistic interests. For example, children will give their favorite toys to others and even share the sweets they bring from home.

In summary, a child in a kindergarten life begins to develop interest and gratitude for his or her comrades, which is characterized by a desire to focus on their partners or achieve greater luminosity.

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