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## **BUILDING THE COMMUNICATIVE COMPETENCES OF PRIMARY SCHOOL PUPILS THROUGH GROUP-CREATIVE ACTIVITIES**

**Introduction.** Changes in social relations, the direction of European integration require teachers and pupils to improve their communication skills, to improve their language skills, therefore learning English as a means of communication is a priority. Therefore the issue of communicative skills is particularly important. Under the conditions of New Ukrainian School, modern educational institutions will face one important task - to improve the learning process as a whole, which includes the strength of knowledge, skills and abilities of students, individual development and creativity.

The theory of competence approach in education is reflected in foreign works (I. Agapov, V. Bolotov, A. Verbitsky, I. Zimneya, E. Zeer, A. Zolotareva, M. Katunova, V. Laptev, O. Lebedev, N. A. A., 1999). The authors of the present research are: Radionov, V. Serikov, A. Tryapitsyna, A. Khutorskii, S. Shishov, R. Bader, D. Mertens, B. Oskarson, A. Shelten and others) as well as national researchers (I. Beha, N. Bibik, L. Vashchenko, I. Ermakov, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko, S. Trubacheva and others).

The analysis of the scientific literature shows that there is no definitive definition of "competence" and "communicative competence".

Domestic scientific literature widely uses an important set of knowledge and skills for effective professional activity as a definition of competence: analytical skills, predicting the consequences of professional activity, the use of S. Goncharenko.

The key to the formation of communicative skills in younger students is the creation of a positive environment that stimulates conversational activities of students, based on the involvement of students in such activities. The aim of the article is to define the concept of "communicative competence" of junior school students in the context of modern domestic and foreign researchers.

**The main body.** Activity plays an important role in the formation of personality. It grows according to what the person does, how the person works (modes of action), the organisation and nature of this activity, and the person's perception of this activity. That is to say, the set of related attunements, abilities and behaviours, some knowledge is modified. The person recognises himself/herself in the process of his/her activity with other people.

Today the CTB method has a very common name - the method of collective creative interaction, because it is away from the school and used wherever creative projects need to be created and implemented.

It should be noted that today collective creative technology has lost some of its popularity. Firstly, Pligin links this to a change in personal values and social

development priorities. Undoubtedly, collective action strategies need to be re-evaluated and changed today to ensure individuals' right to self-determination.

It is noted that the main psychological aspects of communicative skills formation in beginners are communication, motivation, interest, psychological preparedness of students, and ensuring the effectiveness of the learning process [1].

The achievement of this goal focuses on principles (competence, communication, contingent, speech and mental activity, practicality, novelty, individuality, cultural discussion, interaction, movement), methods (descriptive-imitative, semi-objective, descriptive, communicative, etc.).

The development of communicative skills of primary school children takes place in the most characteristic forms for this age group: play activities, pupil interaction, co-creation.

School-age children's activities foster creativity and social awareness. It acts as a helicopter, shifting all educational systems: the set of educational goals, the community of people implementing them, the interaction between the participants in these activities, the forms and methods of learning, and the school environment for achieving the goals [2].

During play, the child's self-control becomes more realistic. Pupils communicate directly with adults and expect help and understanding. The basic values, a set of rules, and the ability to develop are available to the beginning pupil in primary school.

In order for pupils to gain social experience and to be able to live in society, the teacher should actively involve the pupils in various activities based on discussion and co-operation. One of the criteria for choosing activities should be a combination of the pupils' experience and social behaviour, intrinsic motivation.

In the process of social activities, the pupil gains social experience and develops communication skills. The organisation of social activities ensures the embodiment of certain activities, for example, the acquisition of social knowledge, rules, norms, values by the pupil; Development of communicative skills and social communication skills, relations with the participants of the learning process. The smaller the village, the closer the relationship between children and adults [3].

In the process of collective work, many educational tasks are solved simultaneously. Joint social activity develops three aspects of a personality in unity: cognitive-world outlook (knowledge, beliefs, attitudes, thoughts), emotional-volitional (emotions, desires, needs), functional (abilities, skills, abilities, behaviour). The preparation and behaviour of pupils in collective work better contribute to active social activities, hence creating favourable conditions for social experience.

The main points of the methodology are:

- 1) The social direction of the movement is to educate citizens only in caring for their country. Therefore all joint ventures should focus on caring for their school, kindergarten or nursery, citizens in need (elderly and disabled), opening a page of history, caring for nature, participating. In the struggle for justice (social, moral, etc.). All this ensures participation in the creation of an environment and participation in citizenship;

- 2) Concerned relationships - friendly, honest, democratic relationships with children can only increase their interest in collective activities in the atmosphere. Such

a relationship does not exclude interests, but the nature changes - demands are not made personally by the teacher, but questions are asked of all participants. In this way, the child is prepared for future activities by focusing on the health of the micro-cholera;

3) Division of group into small groups - creative groups, teams, groups, classes, etc. To ensure that all team members are involved in planning, organizing and reviewing activities, a two-stage process is necessary: at the micro group level (3 people), where everyone presents ideas, discusses, acts; AND will be discussed at the general group level, at scheduled times, by representatives of each subgroup or individual subgroup. Small groups can be permanent or temporary. The basis of distribution may vary (by interest, interest, location, etc.);

4) Collective creative work is a form of organising collective creative activity and is also a basic educational tool for community approach. Collective creative work, Collective creative play, Collective creative holidays, Collective organisational activities are ways of organising a vibrant, full of work and play, creativity and friendship, dreams and joy, life [4].

In order to ensure key communication skills, pupils must develop a desire to communicate with others. In order to achieve this, pupils should have a good command of

- different types of speech activities (listening, speaking, reading, writing);
- Language as a means of communication.

But today, in cases of acute respiratory illness due to widespread coronavirus, the current algorithm of professional activity and a review of methods of work with students, parents, teachers suggest restoring Ukrainian education; Focus on the result and change priorities, preserving the physical and mental health of all participants in the learning process.

Distance learning is one of the main problems of personal contact with teachers and peers. After all, one of the first moral needs of children is the need for communication. The child understands the world of human relationships, diverse human activities and social activities. When communicating, not only the exchange increases, but also the knowledge, the knowledge of each participant becomes a shared heritage. Thus, one learns and learns through a combination of different social practices, traits, cultural values, traditions and customs. At the same time, a variety of secular traits and behaviours of the individual are revealed and manifested in communication, in which their inner world is accessible to others [5] .

This is a school designed to teach you how to live in harmony with yourself and others and how to communicate with the world to be happy. Children stay at home during distance learning; Parents do not understand what to do with them; Teachers have their own, well-established, sustainable (and far-reaching) learning system, and demand that they change, adapt or revise their distance learning practices. This situation is found to be stressful for all those involved in the learning process.

We recommend that the following key points from the distance learning experience be highlighted:

Promote the creation of communication skills, using full, distance or blended learning skills, teaching responsible work, communication, negotiation and sharing of responsibilities, creating a friendly attitude and fostering a friendly attitude. Positive

emotional background, patient attitude, creating a successful environment, consistent speech development.

**The conclusion.** The analysis of psycho-pedagogical literature on the problem of research allowed to understand the content of the concepts of "communication skills". The notion of "communication skills for beginning pupils" is explained. This dynamic category is considered to be the core quality of the elementary school, reflecting the unity of the experience of establishing and supporting important relationships with other people, controlling knowledge, skills, building relationships based on motivation and values.

In this respect, the educational districts are created with the tendency of a democratic environment to coordinate efforts around the theme of the district: creating a common learning space to ensure equal access to quality education for children; The educational institutions of the district provide students with the necessary skills (social, communicative, informational).

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