

*T. Rabushey,
Student,
O. Humankova,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University*

THE FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF DRAMA

The current stage of development of education, in particular preschool, involves the introduction of the native language, the strategy of which is to educate the speech personality, and the task of developing language skills is to learn to use verbal and nonverbal means of communication. These skills involve the formation of communicative competence.

The formation of communicative competence in children of upper-kindergarten age is regulated by the National Doctrine of Educational Development of Ukraine in the XXI century, Laws of Ukraine "On Education" [5], "On Preschool Education" [6], Basic component of preschool education [2], "Comprehensive measures for comprehensive development and functioning of the Ukrainian language ". These state documents emphasize the modernization of the preschool education system, improvement of technologies, methods and forms of teaching children the Ukrainian language, the development of speech communication and the formation of speech culture.

The formation of communicative competence in children of upper-kindergarten age was dealt with by many prominent Ukrainian and foreign scholars, such as Yu. Bystrova, K. Ostrovskaya, Yu. experience. However, the analysis of researches of E. Vereshchagin, V. Kostomarov, V. Tkachev, testifies to emergence of difficulties at children at drawing up of stories, transfers of works of art, etc. Therefore, it is advisable to pay attention to the need to introduce drama in the educational process of preschool educational institute.

The purpose of the article is to study theoretically and analyze the problem of the formation of communicative competence in children of upper-kindergarten age by means of drama.

Drama is a component of artistic and speech activity, which is associated with the perception and reproduction of works of art, a means of forming literary speech.

Scholars O. Amatyev [1], A. Bogush [3], note that drama helps the children to show their emotions by entering the role of a literary hero, teaches to compose coherent statements, promotes the formation of sound culture of speech, intonation, activates vocabulary.

The types of drama activities include:

1. By way of organization (individual, group).
2. According to the content of drama (independently invented and played by children plays, staging of works of art, improvisation games, articulation exercises, simulation exercises, games with musical accompaniment, etc.).

3. By types of game material (puppet, finger, flannel theater, shadow theater, puppets) [7, p.69].

These types of drama play an important role in the formation of children's communicative competence, in their play activities. Yes, for the reproduction of dialogues - puppet, finger, puppet theater. When speech moves to the inner level, one can include shadow theater and flannel theater.

The considered types of drama promote acquaintance of children with samples of the correct, emotionally colored speech saturated with kinds of phraseology. Thus, role-playing games, puppet theater, finger theater and puppet theater develop dialogic and monologue speech. Children's speech becomes expressive and grammatical. During the preparation and staging of the play, children develop an emotionally colored character of coherent speech, which involves showing verbal and nonverbal means of expression.

Drama of children of upper-kindergarten age provides a certain stock of play skills: drawing up a plot plan, distribution of roles, preparation of attributes of the play, collective communication. The task facing educators is to teach children of upper-kindergarten age to write scripts for plays and games.

Scientist N. Vodolaga developed a method of teaching storytelling for drama of children of kindergarten age. According to the method of N. Aquarius:

1. Children use images to form images of characters.
2. Coherent story of the beginning of events.
3. Discussion of the main part of the story.
4. Concluding the story.
5. Illustration of a jointly composed work.
6. Showing the plot [4].

The result of such work is the ability to independently build a dialogue, enter into a conversation, express their own thoughts following the rules of speech etiquette, compose stories, as well as developing the ability to express themselves.

Summing up drama is an important means of the formation of communicative competence of children of upper-kindergarten age, promotes creativity, improves coherent speech skills, promotes personal development of children of upper-kindergarten age.

REFERENCES

1. Амацьєва О., Макарова Л. Театрально-ігрова діяльність як засіб розвитку творчих здібностей дітей дошкільного віку. К. : Освіта, 1994. 146 с.

2. Базовий компонент дошкільної освіти / Науковий керівник: доктор психологічних наук, професор, член-кореспондента НАПН України – Піроженко Т.; Авт. кол-в: Байєр О., Безсонова О., Брежнєва О., Гавриш Н., Загородня Л., Косенчук О., Корнєєва О., Лисенко Г., Левінець Н., Машовець М., Мордоус І., Нерянова С., Піроженко Т., Половіна О., Рейпольська О., Шевчук А.
URL:

https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovoho%20komponenta%20doshkilnoyi%20osvity.pdf

3. Богуш А. Мовленнєвий розвиток дітей від народження до семи років. К. : В Д «Слово», 2004. 376 с.

4. Водолага Н. Навчання розповідання дітей старшого дошкільного віку в театралізованій діяльності. Дис. канд. пед. наук: 13.00.02. Одеса, 2001. 218 с.

5. Закон України «Про освіту» від 17.09.2020, № 910-ІХ. Відомості Верховної Ради України. 2020. № 51. С. 491.

6. Закон України «Про дошкільну освіту» від 05.11.2020, № 474-ІХ. Відомості Верховної Ради України. 2020. № 30. С. 207.

7. Костюшко Г.О. Педагогічні умови організації театральної самодіяльності. Наукові записки : педагогічні та історичні науки. Вип. 57 / М-во освіти і науки України, НПУ ім. М.П. Драгоманова; Укл. П.В. Дмитренко, Л.Л. Макаренко, редкол. М.І. Шкіль. Київ : НПУ, 2004. С. 68–75.