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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN CHILDREN OF OLDER PRESCHOOL AGE IN THE PROCESS OF INTERACTIVE INTERACTION

Preschool age is a special stage of life, a period when a child, having gone through incredible changes, enriches his sensory experience and learns specific human forms of thinking and perception. At this stage, creative imagination, voluntary attention and memory are formed, as well as personality formation, which includes a sense of justice, responsibility, adequate perception of successes and failures, collectivism and discipline [1: 7].

Effective communication is a fundamental skill that plays a pivotal role in a child's overall development, particularly during the older preschool age. The ability to express thoughts, understand others, and engage in interactive exchanges lays the foundation for academic success, social integration, and future personal and professional achievements. Foreign language communicative competence refers to the ability to effectively and appropriately convey and interpret messages in a language other than one's native language. This article explores the significance of forming communicative competence in children of older preschool age through interactive interactions [2: 107].

Communicative competence, foreign language in particular, encompasses a range of abilities, including verbal and non-verbal communication, active listening, and the capacity to adapt communication styles to various social contexts. It involves both linguistic and pragmatic aspects, emphasizing not only language proficiency but also the skill to use language appropriately in different situations.

Nowadays, this topic is explored by such scientists as: I. Sinytsia, M. Kochergan, L. Matsko, M. Plyusch, N. Orlanova, A. Bogush, O. Bilyaev, M. Vashulenko, I. Cherezova and many others.

Interactive interactions provide children with opportunities to practice and refine their communicative skills. Whether through play, conversations, or activities, interactive interactions allow children to learn the subtleties of language, such as tone, body language, and appropriate responses. It fosters a safe and supportive environment for experimenting with new words, ideas, and emotions.

Educating a communicative personality means teaching children to use different means of communication in everyday life to provide communicative activities that will help develop communicative competence. That is, in modern conditions of education and upbringing in kindergartens, in the work of educators, in working with parents, such interactive methods of work should be introduced that would contribute improving the communicative competence of preschoolers [2: 105].

The purpose of the article is to study the peculiarities of the use of interactive learning in the formation of foreign language communicative competence of older preschool children.

In a similar vein, the development of foreign language communicative competence in children of older preschool age hinges upon a comprehensive approach that permeates various facets of their educational environment. The curriculum content, methodological frameworks, and the overall atmosphere within educational institutions must be carefully curated to foster interactive engagement. To cultivate foreign language communicative competence successfully, educators and caregivers should create an environment that seamlessly integrates linguistic, social, and emotional dimensions. This process involves encouraging interactive play, storytelling, group discussions, and peer interactions. By immersing children in purposeful and diverse interactive activities, we can lay the groundwork for effective communication skills, setting the stage for their academic success and positive social integration in the future [3: 16].

Since the child spends most of the time in a preschool educational institution, teachers and peers are his main interlocutors, and communication with them takes place mainly in game situations and everyday life, where children not only use learned foreign language structures, but also create their own unique expressions. The educator should provide interesting examples of communication situations, teach the rules of etiquette, actively apply innovative methods and techniques in the pedagogical process, set tasks and create appropriate conditions for the development of communicative competence in older preschool children [4: 10].

In the context of fostering foreign language communicative competence in older preschoolers, we propose a parallel emphasis on interactive strategies within the educational framework. Incorporating diverse interactive activities can play a pivotal role in developing effective communication skills. Engaging preschoolers in activities that encourage verbal expression, active listening, and collaborative interaction not only fortifies their linguistic abilities but also hones the pragmatic aspects essential for successful social interactions [4: 12].

Moreover, the utilization of interactive methods aligns seamlessly with the acknowledgment that stress is a prevalent factor in the contemporary educational landscape, interactive communication activities become valuable tools for stress relief. The inclusive approach to learning through interactive engagement creates a positive and supportive environment, allowing children to articulate their thoughts with confidence and navigate social interactions adeptly.

Thus, to facilitate the formation of foreign language communicative competence, we advocate for a variety of interactive activities, including role-playing, storytelling, and group discussions [5:237]. These activities not only enhance language development but also cultivate vital social skills, empathy, and adaptability in communication. By seamlessly integrating these strategies into the educational process, educators and caregivers can empower preschoolers to become effective communicators, laying the foundation for their continued success in both academic and social realms. Developing foreign language communicative competence is a complex process that goes beyond simply learning vocabulary and grammar rules. It involves

cultural immersion, practice, and a deep understanding of both the formal aspects of a language and its practical use in various social contexts.

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