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FORMATION OF COMMUNICATIVE COMPETENCE IN CHILDREN OF SENIOR PRESCHOOL AGE AT ENGLISH LANGUAGE CLASSES

In early childhood education, children's language typically has been studied from a developmental perspective. This approach has focused on child's development of language or sometimes, on child's lack of language. Recently, other perspectives have emerged that understand children's language quite differently. One such perspective is connected with sociology of childhood, which presupposes the complex language interactions in which young children engage with each other and with adults

In the *Basic Component of Preschool Education*, the concept of "social and communicative competence" is defined as: 1) preschooler's awareness of different social roles of people; 2) elementary social-moral and ethical norms of interpersonal relationships; 3) ability to follow appropriate rules during communication; 4) ability to interact with people around the child, i.e. to coordinate child's actions and behavior with them; 5) awareness of its own place in a certain social environment; 6) positive perception of itself; 7) ability to empathize, sympathize, help others; 8) possession of appropriate ways of communication in different life situations [3]

The peculiarities of the formation of English-language communicative competence in preschool children are considered in the studies of I. Bilouschenko, K. Wittenberg, I. Vronska, T. Shkvarina et al.

An important component is the motivational support of learning activities.

The concept of "competence" stems from the Latin word "competere", which means a range of issues in which a person is knowledgeable, has experience, certain knowledge. Along with the concept of competence, in the Ukrainian language the term "competence" is used (компетенція, компетентність). J. Raven considers these terms as synonyms, and V. Kraevsky and A. Khutorsky clearly distinguish them [4].

In a foreign language class, motivation is provided by:

- interesting learning material that meets the tastes and preferences of students. It can be an interesting text, a modern song, poetry, humor, etc;
- methods of working with educational material. Collective forms of work, educational games, problem tasks for exercises;
 - students' success in learning a foreign language, which causes satisfaction and a sense of progress in learning. It is achieved by feasible and accessible learning tasks, their evaluation by the teacher and students. Assessments can be verbal and non-verbal;
 - favorable psychological climate in the classroom. Mutual trust, equality, and partnership in communication make students enjoy the learning process and want to participate in it.

Understandings gained from considering children's situated talk and interaction show how children build their own social worlds. This is not to denigrate

developmental descriptions of children but rather to bypass comparisons and encourage a reexamination of the talk of children, recognising their complex and competent interaction work. To show this alternate perspective, we draw upon an episode of children's play in a preschool classroom, involving boys aged three and four years in the block area to show how they competently interacted with each other. In so doing, they drew on their resources of language [1]. The classroom was in a childcare centre in an Australian city. In the episode, the teacher intervened children's activity, yet analysis shows that the children themselves competently dealt with the interaction at hand. The teacher's presence could be described as having interrupted the talk and interaction occurring among the boys. Such analysis raises questions about the assumptions that are made about children's supposed lack of development (or competence), as well as the role of the teacher. Children's play interactions were videorecorded over a three-week period, twenty-six hours in total. Prior to this, the author had visited the classroom on a weekly basis. The children appeared to take little notice of either the video-recorder or the author's presence after the first few days. However, the author cannot assume that his presence was not part of the scenes being filmed; in the episode discussed here, one boy directed his attention to the video-recorder. Selected episodes were then chosen for detailed transcription, using the conventions of talk-in-interaction [2]

While the analytic focus examines talk and its details as a topic in its own right, it also takes into account non-verbal interaction, such as gestures. Since the transcript describes the pauses in the talk, as well as the overlaps and intonations, a fine-grained representation of the talk allows for detailed interpretations. The video-recordings and transcripts have been reviewed many times to help understand what was happening in the event. When first glancing at the episode, it is easy to think the children were not using the features of talk competently. At times, their talk appeared to be overlapping and incoherent. However, close examination showed that the children were indeed competent interpreters of their social worlds, using the same types of specific strategies that adults do for organising their talk and for ensuring that others hear their messages. In an analysis less concerned with examining the moment-by-moment utterances, the children's accomplishments might have been overlooked.

Conclusions.

This article recognizes the competence of young children. If children are already able to do this, then it can be assumed that the teacher cannot or should not be actively involved in managing their interactions with each other in everyday communication. But the kindergarten teacher controls what kind of interaction children choose.

One of the main principles of teaching a foreign language to preschoolers is the principle of visibility. Since children have developed visual and imaginative thinking, they memorize material better with the help of visual images. Therefore, in foreign language classes, one should use various forms of visualization – word and print, didactic drawings, demonstrative material, toys, multimedia, etc. This approach is not only effective, but can also get children interested in the work. In addition, it is worth combining visuals, and it is most appropriate to select materials for the lesson.

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