

***TECHNOLOGIES FOR DEVELOPING COMMUNICATIVE SKILLS
AND ABILITIES IN SCHOOLCHILDREN***

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Introduction. Since the introduction of the New Ukrainian School Concept and the State Standard for Primary Education, increasing attention has been paid to the formation of essential life competencies such as communication in the state and foreign languages, mathematical literacy, digital literacy, social and civic competencies, general cultural awareness, entrepreneurship, and others. The foundation of most of these competencies lies in well-developed communicative skills and abilities. The most favorable environment for cultivating such skills is

the humanities disciplines. For instance, studying a literary work encourages interaction between students and teachers: learners ask questions, and educators, in turn, design tasks and problem-based situations that stimulate younger pupils' interest in actively listening to and reflecting on each other's statements.

Many prominent philosophers, educators, and psychologists have explored the issue of developing communicative skills and abilities, including M. S. Vashulenko, O. Ya. Savchenko, V. R. Zhytnikov, V. I. Skvortsova, N. M. Bibik, S. E. Trubacheva, K. I. Ponomariova, and N. P. Lystopad.

The aim of this article is to substantiate the features of forming communicative abilities and skills in younger schoolchildren during the study of humanities subjects.

Since the speech-development component is identified as one of the key elements of the State Standards for Language Education and language curricula, the development of speech skills is only the first step toward establishing communicative competence. During the various types of classroom activities, children engage in speech interaction (communication), and it is specifically through practical cooperation that communicative abilities are formed [1].

Communicative skills may be defined as the ability to use speech skills in a differentiated manner for various communicative purposes [6]. M. Pentyliuk considers communicative skills to include the ability to correctly determine the topic of a statement and adhere to its boundaries, construct coherent utterances based on causal relationships between facts and phenomena, and use language means appropriate to the type, genre, and style of the statement [5].

It is also important to remember that the level of students' communicative skills directly depends on the communicative abilities of the teacher, as well as on the child's age-related characteristics. Interpersonal communication is a decisive factor in personal development at primary school age, when school becomes a new social environment. By the end of primary school, children are only

beginning to develop the need for communication, while in early primary years this need is particularly strong. The desire to communicate is expressed through the search for understanding and support [3].

The formation of communicative culture among peers has distinctive characteristics that differ significantly from communication with adults: a wide range of communicative actions (requests, commands, imposing one's will, deception, sympathy, reassurance, etc.); pronounced emotional intensity (a variety of expressive-mimic manifestations such as joy, discontent, aggression, concern); and unregulated, non-standard behaviors [2].

Communicative qualities that require attention include meaningfulness, logicality, coherence, accuracy, clarity, richness of linguistic means, comprehensibility, correctness, and expressiveness. Meaningfulness concerns the ability to organize information in a specific sequence and emphasize key points; logicality refers to the ability to structure thoughts consistently and reasonably; coherence requires that information be interconnected rather than fragmented; accuracy concerns the appropriate use of verbal means according to the purpose; clarity refers to the precise formulation of ideas; comprehensibility requires accessibility for others; richness relates to the use of lexical, grammatical, and stylistic variety; correctness reflects adherence to linguistic norms; and expressiveness involves selecting statements that fit the communicative situation.

Three main groups of communicative skills can be identified:

1. **Proper communicative skills** – the ability to clearly articulate ideas, analyze others' thoughts, and justify or refute statements.
2. **Perceptive skills** – the ability to correctly perceive and interpret information.
3. **Interactive skills** – the ability to manage one's behavior and the flow of conversation during interaction.

Lessons in the development of coherent speech—where students learn to construct texts of various types, styles, and genres—belong to the communicative component of the renewed curriculum. Such lessons aim not only to develop speech but also to enhance communicative competence.

In my view, the main issue in developing communicative skills is silence in speech interaction and the fear of saying something incorrectly. Silence may stem from two sources: misunderstanding of the learning material (in which case passive sitting only exacerbates difficulties, accumulating misunderstandings like a snowball), or a lack of desire to engage in conversation (which, while not necessarily causing misunderstandings, prevents clarification of seemingly minor issues). A child's self-esteem, influenced by how others communicate with them and evaluate them, plays a crucial role in their speech development.

It is necessary to organize classroom interaction so that every student has an attentive listener—someone who not only listens with interest but also expresses what they liked or asks for clarification of what was unclear. To create such conditions, pair and group work should be implemented (with permanent or rotating membership). Within each pair or group, every child has the desire to be heard, so they must also learn to listen to others. Such work becomes effective when at least one student listens carefully and draws a personal conclusion.

Students must learn to manage their voice: excessive tension can harm the vocal cords, resulting in hoarseness or loss of voice, and overly loud speech can damage hearing. The voice should be raised only when necessary—for example, to report something urgent, attract attention, call for help, or warn others [1].

For a child's speech to develop successfully, it is essential to:

- distinguish sound complexes (words) from the continuous speech stream they hear;
- conduct fine phonemic analysis of each sound complex—identify and differentiate similar phonemes and words;

- associate each word with an object, attribute, action, or relationship (understanding vocabulary);
- generalize similar objects (actions, attributes, relationships) and name them with the same word;
- understand entire sentences united by grammatical relations, each expressing a complete thought;
- master articulation mechanisms;
- acquire the ability to select appropriate words and combine them into grammatical structures that clearly convey one's thoughts to others [4].

Conclusion. Thus, the formation of communicative knowledge and skills in younger schoolchildren during the study of humanities subjects is a complex process that begins in primary school, which can be considered the most favorable stage for such development. Humanities subjects facilitate the exchange of ideas and enrich communication with emotional expression. However, it is important not to overlook the difficulties that may arise during communication—especially those related to the teacher's interaction with the child.

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