

Socio-communicative Development of Early School-age Children in the Context of School Education*

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Abstract—The article deals with the problem of social and communicative development of younger schoolchildren. It defines the structure of the socio-communicative development of younger schoolchildren, its factors and mechanisms. There are some components that have been elicited: socio-cultural, activity-practical, motivational-axiological, emotional and reflexive-axiological. It is pointed out that the use of mass, group and individual forms of social communication, and important technological components of socio-cultural development of younger schoolchildren. The article presents the content of a special extracurricular activities program, ensuring the development of social skills in children. It also presents the results of social and communicative development of younger schoolchildren in the school environment.

Keywords—social and communicative development of younger schoolchildren; the structure of social and communicative development; types of communicative interaction; social skills development programme

I. INTRODUCTION

Transformation of the world has led to significant psychological changes in man. Most notably this refers to the modern generation of children who prefer virtual communication to “live” communication as they have a wider range of new gadget-technological competencies and unlimited possibilities in gaining knowledge and processing information than their parents do.

The psychological development of children today is effected not only by their parents and school, but also by the Internet environment and social networks. These revolutionary changes resulted in fragmented thinking, an extremely high level of media interests and increased difficulties with real social communication.

The standards of modern Russian school education define

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communicative universal learning activities as the metasubject results of mastering the basic general education program of primary education. They are associated with the ability to communicate on the basis of competent statements and argumentation, readiness to assess their own behavior and those around them, the ability to solve educational problems together, etc.

In this regard, the social and communicative development of children is becoming an urgent and important task.

II. STRUCTURE, FACTORS AND MECHANISMS OF SOCIAL AND COMMUNICATIVE DEVELOPMENT OF YOUNGER SCHOOLCHILDREN

Social and communicative development of a child viewed as a psychological and pedagogical phenomenon is a process of developing their social communication skills. It enables younger children to learn the ways of other people’s behavior, acquire the skills of solving social and communicative matters, learn how to adequately assess their own emotional state and that of communication partners, satisfy the need for communicative interaction with peers and adults to solve cognitive and practical tasks in an educational and real-life situation [1].

The structure of the social and communicative development of the younger student includes the following components:

- socio-intellectual, which serves to develop the comprehension of the behavior elements and behavior systems of other people;
- activity-practical, which provides the ability to interact with peers and adults in educational activities and everyday co-operation; adequate use of verbal means of organizing this interaction, development of skills of cooperation with adults and peers in different social situations, the ability to avoid conflicts and find ways out of controversial situations;

- motivational-axiological implies the existence of a positive motivation for social communication, motivational-axiological involvement of the younger student in the interaction with peers in the study group;
- the emotional component implies the evaluation by younger schoolchildren of their own emotional state and that of their communication partners, the nature of social-emotional communication;
- reflexive-axiological component is determined by the junior schoolchild's own state and the state of communication partners, the nature of social and emotional communication of children, the ability to adequately assess their own behavior and the behavior of others; the development of the initial forms of self-reflection [2].

In social and communicative development of younger schoolchildren, it is necessary to pay attention to the factors (external and internal factors), influencing the process. The external factors include the type of educational institution that implements extracurricular activities programmes for younger students (secondary school, boarding school, institutions of additional education for children, etc.). Internal factors of social and communicative development of younger schoolchildren are the predominant type of educational environment in a school (creative, authoritarian, dogmatic, serene) and its characteristics [3].

The social and communicative development of the younger schoolchild is considered by the authors of the article from the point of view of the formation of the actor's position of the child while collaborating with a peer. V.I. Panov identified the types of communicative interaction of the child in the system "student - educational environment" and identified the subject-object, object-subject; subject-subject, subject-joint and subject-generating types of interaction [4]. Thus, the object-object type of communicative interaction in the educational environment is characterized by bilateral passivity towards learning situations and has a formal character. Object-subject type of interaction involves the manifestation of situational activity as a reproductive type in communication with peers and adults, interchanging the positions of the subject and the object. The subject-subject type is an active two-way interaction within the system "student - educational environment"; the subject-generating type is a change of one's own personal agency while achieving the goal of communicative interaction; subject-joint (polysubject) type of interaction - is a process of joint activity aimed to achieve a common socially significant goal. Activation of the subject-joint (polysubject) and subject-generating type of interaction of younger schoolchildren with peers functions as the most important mechanism ensuring the dynamics of social and communicative development of the younger schoolchild.

III. TECHNOLOGICAL SUPPORT FOR SOCIAL AND COMMUNICATIVE DEVELOPMENT OF YOUNGER SCHOOLBOYS IN THE CONTEXT OF SCHOOL EDUCATION SYSTEM

The social and communicative development of younger schoolchildren is provided by means of using various mass, group and individual forms of social communication.

This is social and communicative games in the first place. Such games help to make the child's functioning in the communication environment easier and more comfortable, guides him to become a subject of communication through research communicative activity. Furthermore, they provide opportunities for overcoming communication barriers, revealing the communicative potential of the child and contributing to communicative experience accumulation. During gaming activities, the younger schoolchild may take on a leadership role in a group and have an opportunity to compare him with others.

Socio-communicative practical activities are an ordered set of patterns of communicative activities that allow the child to succeed in one form of activity or another. Representing a certain system of knowledge and life standards, social and communicative practical activities provide adequate communication of ideas in a particular situation, and the awareness of the accepted patterns of behavior in a certain information environment.

We used the technology of specially organized group social and communicative situations. In communication and interaction younger students faced external (environmental) and internal (intra-group) social and communicative situations. Game situations of the communicative interaction of younger schoolchildren in the peer group were specially organized. They stimulated the activity and initiative of children, made it possible to share the experience of taking part in some events, in the course of it was possible for the children to acquire socially approved norms of behavior. The game situations contributed to bringing the children closer to each other and to the surrounding adults.

Individual forms of social communications contribute to the disclosure of as-yet latent abilities, ensure the disposal of the child's individual accomplishments and satisfy his need for self-actualization. With the help of such forms, the child develops typical communication roles:

- the dominant communicant who seeks to seize the initiative and does not like being interrupted;
- a mobile communicant who speaks a lot and with pleasure, who can speak in a captivating way and is able to support various types of contacts (conversational, visual, tactile);
- a conservative communicator who has some difficulty in establishing a contact due to insufficient speaking skills, slowness in performing communicative actions and fear of contacting a particular person;
- an introspected communicant who does not tend to seize the initiative and surrenders it [5].

An important component of the technological support of social and communicative development of younger schoolchildren is the implementation of the psychological and pedagogical program of extracurricular activities. In the course of the experimental work, the authors of this article developed and implemented such a program. It was entitled "We live in the world" [6]. In the course of 2017-2018, it was mastered by younger schoolchildren of the progymnasium "Rainbow" in Kursk (58 people), who formed an experimental group (EG). The control group (CG) consisted of pupils of the third forms of MBEI Secondary School No. 14 of Kursk (58 people).

Classes under the psychological-pedagogical program were held once a week during the school year. The program included four integrated blocks:

- "We are playing". It aims at the realization of game activity and game interaction and the development of skills of communication with peers. Children learn to support their peers and to assist them, as well as to lose in a game without confusion. It helps to develop organizational and other skills.
- "We are learning". This block is focused on acquiring skills in learning activities as well as in holding an educational dialogue; on developing the ability to ask questions, resolve conflicts and form monologic speech. It gives a possibility to try social roles in different learning situation, realize the importance of behaving adequately, using proper communicative style communication style. It makes it possible to create a safe environment for self-understanding and for knowing themselves, their identities and for forming reasonable self-esteem.
- "We are holding a festival". It deals with formation of voluntary behavior, emotional-volitional regulation, mastering the rules of adequate safe behavior in society. Children get acquainted with the culture of celebrating different holidays, with local traditional festivals and folk festivals of their country and those of neighboring countries and other peoples' holidays.
- "We are doing well." Within the framework of this block, we organize socio-cultural practices on a voluntary basis, from the perspective of initiative and spiritual need to assist people, organizations, and natural objects. It deals with the implementation of social projects aimed at effective assistance, taking into account the opportunities and interests of younger students.

The program of extracurricular activities "We live in the world" was divided into three component parts for our purpose: specially organized training in the form of classes; event-related joint activity of junior schoolchild and adults; natural independent activities of younger students.

The implementation of the program included the use of various forms of activity: classes, trips, excursions, holiday events, competitions, working landing, creative workshops, etc.

The program used the mechanism of organizing polysubjective interaction, which provided the realization of social communications in the "child – teacher – parent" chain in the progymnasium. According to the type of interaction, they can be divided into three groups:

- teacher-children (the teacher pushes forwards the activities, gradually transferring children to the actors' position);
- children-children (the child is the initiator of the activity, they form the team, assign roles, etc.);
- teacher-children-parents-society (any of the subjects may be the initiator of the activity, active social interaction is assumed. The adults ensure safety of social activities).

The study of the dynamics of social and communicative development of younger schoolchildren was carried out with the help of a specially developed method "index map of social and communicative development of younger schoolchildren" ("Table I") [7].

TABLE I. DYNAMICS OF SOCIAL AND COMMUNICATIVE DEVELOPMENT OF YOUNGER SCHOOLCHILDRENS

Components of social and communicative development	CG	EG	t, p
Socio-intellectual	5.1	5.2	2.253 **
Activity-practical	4.9.	5.1	4.943 ***
Motivational-axiological	5.4	5.6	4,723 ***
Emotional	5	5.2	9,504 ***
Reflexive-axiological	5.1	5.3	9.157 ***
Direct overage, grades	5,1	5,28	

^a *Statistically insignificant differences (p≥0,05);

^b ** Statistically significant differences (p<0,05);

^c *** Statistically significant differences (p<0,01)

As it follows from the data presented, a positive statistically significant dynamics of the social and communicative development of younger schoolchildren was detected.

IV. CONCLUSION

The analysis of empirical data shows that there are psychological and pedagogical possibilities of social and communicative development of younger schoolchildren at the stage of primary schooling. These opportunities are associated with the organization of special classes for the development of communication skills and interaction among between children as well as with the integration of subjects of the educational environment aimed at the social and communicative development of younger schoolchildren. The identification of psychological and pedagogical conditions supportive to the social and communicative development of children in school, the definition of the role of the teacher, psychologist and parent in solving the problems of social and communicative development of younger schoolchild seem rather promising.

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