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РАЗВИТИЕ КОММУНИКАТИВНЫХ НАВЫКОВ ДОШКОЛЬНИКОВ В УСЛОВИЯХ ВАЛЬДОРФСКОГО ОБУЧЕНИЯ

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В данной статье представлены материалы экспериментального исследования по развитию коммуникативных умений дошкольников в условиях вальдорфского обучения через определение структуры компонентов исследуемого понятия, моделирование процесса развития, обоснование педагогических условий, диагностику и анализ полученных результатов.

Ключевые слова: коммуникативные умения, вальдорфское обучение, дошкольники, развитие.

DEVELOPMENT OF COMMUNICATION SKILLS OF PRESCHOOL CHILDREN IN WALDORF EDUCATION

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This article presents the materials of an experimental study on the development of communication skills of preschool children in Waldorf education through the definition of the structure of the components of the concept under study, modeling of the development process, justification of pedagogical conditions, diagnosis and analysis of the results obtained.

Keywords: communication skills, Waldorf education, preschool children, development.

Relevance of the study. In the modern conditions of development of the Kazakh society that implements the idea of trilingualism, interest in the formation of communication activities both in the framework of traditional and alternative education, including Waldorf, has increased. The formation of communicative skills and knowledge is the most important component of the personal sphere and provides the necessary social and psychological adaptation of the child in the world around him. The ability to make contacts with other people, establish relationships with them, and regulate their behavior have a decisive impact not only on positive joint activities, but also on the future social status of the child in modern society [4].

The analysis of the scientific literature devoted to the study of the problem of communication activity, its role and influence on the mental and personal development of preschool children shows that this problem is under constant attention of scientists. The following aspects of children's communicative activity in the preschool sphere of education and upbringing are most fully investigated: the influence of communicative activity on the child's mental and personal development (I. V. Dubrovina, M. I. Lisina, B. C. Mukhina, A.V. Petrovsky, etc.); the communicative interaction of a child with an adult in the pedagogical process (L. I. Bozhovich, L. A. Wenger, V. K. Kotyrlo, T. A. Repina, A. A. royak, A. P. Usova, etc.); communicative relationships of a child with peers (L. N. Galiguzova, Ya. I. Kolominsky, S. Yu. Meshcheryakova, T. A. Repina, A. N. Ruzskaya, E. O. Smirnova, E. V. Subbotsky, etc.); structure of communication

activities (L. I. Bozhovich, L. N. Galiguzova, SI. Kaphalia, M. I. Lisina, E. O. Smirnova, R. K. Tereshchuk etc.). However, the question of how the formation actually communicative activities in terms of waldorfschule training, are poorly understood. In particular, the concept of the content of the process of forming communicative activity is not sufficiently developed.

The purpose of our study was to provide theoretical justification and methodological support for the development of communication skills of preschool children in Waldorf education.

In our study, we proceed from the hypothesis that the development of communication skills of preschoolers in Waldorf education will be effective if: the child's communicative activity is understood as a component of his educational activity and is aimed at the implementation of his creative and cognitive abilities; the organization of communication activities will be based on the use of interactive methods by the teacher as; to create situations of self-determination, self-development, creative self-design and implementation of the knowledge received by preschoolers in various life situations; communication activities of preschoolers are built as a step-by-step projective process associated with the degree of implementation of natural connections between the components of training and education [2; 7; 9]. The goal and hypothesis determined the need to solve the following research tasks: to clarify the essence of the concept "development of communication skills of preschool children" based on the analysis of modern psychological and pedagogical literature»; design and experimentally implement a model of development of communication skills of preschool children in the educational process of kindergarten; identify pedagogical conditions that contribute to the development of the studied skills.

To reveal the key concept for our work, "development of communication skills of preschool children", it is necessary to address the understanding of communicative activity as such and consider the essence of such concepts as: "communication", "communication", "formation", "development", "communication activity", "speech activity", "culture of speech", "skill", "skill", "communication skills". Based on the

analysis of the above approaches to the interpretation of generic and specific concepts, we will in this work understand communication skills as a system of theoretical and practical skills that ensure the successful implementation of communication activities, which is based on the formed motivation, as well as a system of knowledge about how to implement it. And under the development of communication skills of preschool children, the process of their quantitative and qualitative increment. Based on the goal, objectives, and subject of the study, a model was constructed for the development of communication skills of preschool children, which is characterized by the presence of: goals, approaches (system, activity, personality-oriented, cultural), principles (integrity, subjectivity, self-actualization, creativity and success, trust and support); features of the development of skills in the conditions of the Waldorf kindergarten, subjects of interaction; pedagogical conditions and the final result [1; 3].

Our study was conducted on the basis of the Waldorf kindergarten in Ust-Kamenogorsk, which is strikingly different from the usual one even in appearance. First of all, it is that everything in it is made of natural materials: wood, fabric, almost no plastic. In the room in the morning there is a cozy twilight, but then the rooms are illuminated more brightly (this is part of the "rhythm of life"). Even at the entrance, it is noticeable that the situation here is not quite familiar for a kindergarten: in winter, Christmas stained-glass Windows, in autumn, as if accidentally flown colorful leaves, in spring, green sprouts making their way to the sun. On the walls there are no traditional posters with letters and numbers, designed to stimulate the previously intellectual development of the child. In the Waldorf kindergarten, much attention is paid to manual labor: all children - both boys and girls - learn to embroider, cut wood, work on a Potter's wheel and even a loom. The main content of work in the Waldorf kindergarten is the development of folk culture and various types of artistic activities. Fairy tales, songs, dances, and myths permeate the lives of children.

The main classes in the Waldorf method are considered to be classes in fine arts and music, theatrical performances: drama and puppet shows. These classes are not like regular kindergarten classes with a set of didactic materials. So drawing lessons

are games with colors, during which children learn to find independent creative solutions, and not to copy the template given by the teacher. There are only three colors: red, yellow, and blue, and children must make up additional colors from the main ones offered to them. Children never draw or sculpt according to a given story, they create what their heart and intuition tell them at the moment. There are no special "music classes" in the kindergarten, but every day the group conducts a so-called rhythmic game: a kind of combination of free movements with music, singing, and recitation of poems. In addition, telling children a fairy tale, the teacher also accompanies her RAS-tale by playing some musical instrument: xylophone, flute, lyre. These tools are freely available in the group, and each child can take it and try to play on their own.

The formation of children's communicative activity is considered in our study in relation to the older preschool age. At this age, the main lines of contact between children have already been largely defined in the process of communication in games, service work, and everyday life. They are caused by the experience of relationships acquired at previous stages of development. Conducting a formative experiment in a kindergarten-school in Moscow. Ust-Kamenogorsk in the East Kazakhstan region, which implements Waldorf education, provided for a special organization of children's communication with the teacher and with their peers. Was used the complex method of research which included these diagnostics, such as the survey of parents and teachers; observation; conversation with preschoolers about knowing the main ways of cooperation; methods of studying personality, the development of children by questionnaire of R. Cattell (children's version); testing using projective techniques "Man", "Nonexistent animal"; methodology of the study of anxiety (R. Temml, M, of Dorcas, W. of Amen); a linear scale to determine the level of aggressiveness. Especially Stewie the listed methods is purposefully chosen combination, providing all-round and profound research of problems of formation of the personality of the preschool child in a special social situation of development that is provided by the use of techniques that reveal the personal characteristics of children in close cooperation

with det-mi and monitoring, and methods to obtain data on intensity of certain features of children indirectly at the polls, testing.

The criteria used to evaluate the level of competence of children's communicative activities were the manifestation of their personal qualities in the environment of communicative interaction, typical for the conditions of the Waldorf kindergarten. Based on the results of the diagnostic study, most of the children studied were found to have age-related characteristics that adversely affect the development of children and their interaction with other people. So, according to the questionnaire p. Kettella revealed that children showed low values for the factors L-sociability, H-social courage, which can characterize them as prone to isolation, distrust, low sociability and to the manifestation of timidity in communicating with adults, it is difficult to come into contact with them. Overestimated scores on the O - anxiety factor indicate the tendency of children to get upset often, as well as to concern and bad mood. Approximately the same values were obtained for the factors-excitability, -dominance,-self - control, - conscientiousness, which are on the average level. Information about the presence of the above-mentioned personality traits in the studied children is confirmed by the results of testing children using projective methods: "Human", "Nonexistent animal"; anxiety tests By R. Temmla, M. Dorka. V. Amen, aggressiveness - on a linear scale.

In the course of a diagnostic study based on the methodology developed by Kobeleva G. R. [4, p. 79-80], the degree of formation of communicative skills was studied. The methodology includes 3 blocks, each of which is represented by a number of indicators, in particular: 1 block – the ability to make contact with others (the ability to listen to the partner and adequately understand the meaning of his statement; the ability to establish friendly contacts with children on their own initiative; the ability to speak out); 2 block-the ability to apply rules and regulations (the ability to think dialogically; the ability to subordinate their desires to the interests of a group of children; the ability to adequately perceive the content of a particular interaction); 3 block-the ability to organize communication (the ability to find a topic and plan the

likely course of the upcoming communication; the ability to choose appropriate communication tools and implement them in practice; the ability to prevent possible conflicts).

The data were obtained by competent judges by evaluating the characteristics of the manifestation of each of the selected features of the studied phenomenon in children based on observations of their communicative actions implemented by them in various communicative roles. In accordance with this, the levels of children's mastery of communication skills were highlighted.

The main direction of communicative development of preschool children in the Waldorf education system is purposeful, systematic training by involving the child in accessible and interesting forms of communicative activity, which change depending on the age, personality, and to a large extent on the experience, knowledge and skills of the child and the teacher. We have developed a set of measures of psychological and pedagogical influence on the formation of communicative skills of preschool children [10]. Organized learning of communication activities is a complex process. In this process, components actively interact, representing a generalized experience passed to children from adults in the form of ready-made rules and traditions; on the other hand, this is a child's own life, a versatile activity in which relationships between children are formed-games, games-dramatizations, educational games, imitative-performing and creative exercises, free and thematic drawing, and entertainment. We used verbal and nonverbal psychological exercises, role-playing games, and conversations that helped develop self-confidence and learn some ways to communicate in the presence of a large number of people [8]. They also helped to form the ability to conduct a conversation, to help an inactive child easier to come into contact with peers, to work out a certain pattern of behavior that contributes to a better awareness of themselves in a positive way, to prevent difficulties that arise in the child's communication with children and adults, helped to master the ways of joint conflict-free communication, awareness of the possibilities of overcoming isolation, self-confidence.

As our research has shown, purposeful organized assimilation of forms and methods of communicative interaction of a child with adults and peers in the course of their joint activities and interpersonal contacts naturally leads to the formation of socially significant communicative neoplasms in the structure of a child's personality and its full-fledged personal development. The formation of communicative activity provides both prevention of potential and elimination of existing negative manifestations in the child's communicative and personal development, as well as the use of new, personal-oriented forms and methods of the child's communicative interaction with people around him. The use of a specially developed complex of children's communicative interaction in the form of communicative and developmental learning will allow changing the psychological content of factors that affect the development of a child's personality at a certain age stage of ontogenesis (see tables 1, 2).

Table 1. Communication skills of the experimental group after the experiment

Communication skills	boys	girls	m
Ability to listen to your partner	3,25	3,65	3,44
Ability to establish friendly contacts	3,01	3,12	3,08
Ability to speak out	3,23	3,08	3,12
Ability to think adequately	3,08	3,08	3,10
Ability to subordinate your desires interests of others	3,21	2,92	3,00
The ability to perceive the interaction	3,21	3,22	3,21
Ability to find a topic of conversation	2,83	2,72	2,78
Ability to choose the means of communication	2,91	3,02	3,02
Ability to avoid possible conflicts	3,00	3,12	3,12

The analysis of the table clearly shows the positive qualities in the behavior and actions of children. Children have well-learned and largely well-known ideas about moral norms of behavior and relationships. In this group, interest in peers has increased, and children are beginning to seek each other's company, show attention and empathy. In the experimental group, special work was carried out to develop children's Dialogic communication. As a result, children (especially girls) learned to maintain

such a dialogue and hear their partner, began to Express their opinion more often, defend their point of view, justify it, but found it difficult to find topics of conversation (the lowest indicators for parameter 7)

Table 2. Degree of formation of communicative skills of the experimental group

Communication skills	Experimental group before experiment	Experimental group after the experiment	Significance
Ability to make contact with others	5,06	9,53	t=2,8
Ability to apply norms and rules of communication	4,84	9,48	
Ability to organize communication	5,28	9,13	

This table also confirms that there were changes in all three blocks after the communicative training. A Student coefficient of 2.8 with a significance level of $p < 0.05$ indicates the significance of differences between available skills based on the results of two diagnostics.

We also conducted a comparative analysis of the initial and final levels of formation of communicative activity of senior pre-school students. This stage of the work is aimed at determining the quality of the results of traditional and experimental methods of forming communicative skills. Summing up, we can say that in the conditions of experimental classes, the subjects of both groups showed different levels of mastery of communication skills. The data convincingly prove that the desired phenomenon was formed much more successfully in the experimental group than in the control group. The subjects of the experimental group achieved higher results in terms of the degree of manifestation of communicative skills than the subjects of the control group. The degree of reliability of the results between the control and experimental groups is reliable at the level of $p < 0.0019$.

A test survey of children's knowledge and perceptions of behavioral norms revealed that the knowledge of children in the experimental group became clearer. Children learned to coordinate their own and other people's actions, as well as to focus on communication, the ability to subordinate their behavior for the entire period of

interaction. The children of the experimental group have a fairly developed speech, but, nevertheless, they solved the proposed communicative tasks with some help from the teacher. Against the General background of our observed relationships, this group of children is distinguished by the ability to fairly distribute roles in the game, to show positive emotions in solving conflict situations on their own initiative.

The study allowed us to establish that the study of problems of child development should take place in the context of considering all areas of interaction of the child with the social environment: activity, intellectual, personal and communicative. The latter is directly related to the implementation of communication activities that reflect the nature and methods of the established relationships and relationships of the child with the people around him. The process of developing communicative skills of preschool children will be effective if the following pedagogical conditions are met: the creation of an educational Waldorf kindergarten focused on the development of communicative skills, effectively organized management of this process and systematic monitoring of it.

The effectiveness of the implementation of the constructed model is confirmed by obtaining statically significant differences in the dynamics of development of communicative skills in control and experimental groups.

The analysis of the content of the problem of formation of communicative activity in the conditions of preschool educational process allowed us to come to the following conclusions:

1. In the study of such a multi-dimensional, capacious and complex problem, which is the phenomenon of communication in relation to the preschool sphere of nutrition, it is necessary to clearly specify the aspect of study that is primarily due to the requirements and tasks of pedagogical practice.

2. Since the entire life activity of children in pre-school educational institutions is considered as learning in the broad sense of the word, the communicative processes from the psychological and pedagogical point of view are characterized from the position of their development. The development of communicative activity is

interpreted as a special, specific type of cognitive activity carried out by the child in various spheres of interaction with people around him.

3. Purposeful organized development of forms and methods of communicative interaction of the child with adults and peers in the course of their joint activities and interpersonal contacts should naturally lead to the formation of socially defined communicative neoplasms in the structure of the child's personality and its full-fledged personal development as a whole.

4. Purposeful formation of communicative activity provides both prevention of potential and elimination of existing negative manifestations in the child's mental and personal development, as well as the use of new, personality - oriented forms and methods of communicative interaction of the child with people around him.

5. The use of a specially developed set of measures (techniques) for children's communicative interaction in the form of communicative and developmental training will allow changing the psychological content of factors that affect the development of a child's personality at a certain age stage of ontogenesis.

The obtained data of the experiment confirmed the hypothesis that purposeful formation of communicative activity in the preschool educational process in the form of specially organized communicative training provides positive changes not only in the sphere of communicative and personal development, but also in the mental development of the child.

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