

МРНТИ:15.31.31

10.51889/2959-5967.2023.77.4.020

Salmеke S.A.¹, Bekzhanova S. Zh.¹

*¹ Kazakh National Pedagogical University named after Abay,
Kazakhstan, Almaty*

PSYCHOLOGICAL FEATURES OF COMMUNICATIVE ABILITIES OF CHILDREN OF THE OLDER PRESCHOOL AGE

Abstract

Currently, the problem of developing preschoolers' communication skills is acute. The issue of the unique communication skills of preschoolers who are older is covered in this article. It is discussed how older preschoolers acquire their communication abilities. Their interactions with peers exhibit a variety of distinguishing characteristics. Also mentioned is the clear connection between this age group's psychological, emotional, and mental growth and communication skills.

Analysis and quantitative processing of the study's findings are two of the techniques utilized to diagnose the characteristics of older preschoolers. The SPSS version 23 statistical tool, the U-Mann-Whitney criteria, and the Spearman correlation criterion are used to process mathematical data. It has been demonstrated that there are gender disparities in the development of communication skills as well as a link between emotional intelligence and communication skill development in older preschoolers.

Keywords: preschool children, communication abilities, emotional intelligence, relationship problems.

Салмеке С.А.¹, Бекжанова С.Ж.¹

*¹Абай атындағы Қазақ ұлттық педагогикалық университеті, Қазақстан,
Алматы қ.*

ЕРЕСЕК МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ КОММУНИКАТИВТІ ҚАБІЛЕТТЕРІНІҢ ПСИХОЛОГИЯЛЫҚ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Мектеп жасына дейінгі балалардың коммуникативті дағдыларын дамыту мәселесі қазіргі таңда өзекті мәселе болып табылады.

Бұл мақалада мектеп жасына дейінгі балалардың коммуникативті дағдыларының ерекшеліктері туралы мәселе қарастырылады. Ересек мектеп жасына дейінгі балалардың коммуникативті қабілеттерді меңгеру ерекшеліктері талқыланады. Олар сыныптастарымен қарым-қатынас жасағанда көптеген ерекше қасиеттерді көрсетеді. Сонымен қатар, олар бұл жастағы балалардың психологиялық, эмоционалдық және психикалық дамуына қарым-қатынас ортасы тікелей әсер етеді деп тұжырымдайды.

Ересек мектеп жасына дейінгі балалардың ерекшеліктерін диагностикалау үшін зерттеу нәтижелері талданады және математикалық тәсілмен өңделеді. Математикалық деректерді талдау үшін статистикалық бағдарламалық қамтамасыз ету SPSS 23 нұсқасы, U-Mann-Whitney тесті және Spearman корреляциялық тесті қолданылады. Қарым-қатынас дағдыларын дамытуда гендерлік теңсіздіктер бар және эмоционалдық интеллект пен коммуникативті дағдыларды дамыту ересек мектеп жасына дейінгі балаларда қатар жүретіні дәлелденді.

Түйін сөздер: ересек мектеп жасына дейінгі балалар, коммуникативтік қабілет, эмоционалды интеллект, қарым-қатынастағы қиындықтар.

Салмеке С.А.¹, Бекжанова С.Ж.¹

¹Казахский национальный педагогический университет им. Абая, Казахстан, г. Алматы

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ КОММУНИКАТИВНЫХ СПОСОБНОСТЕЙ ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация

Дошкольники в настоящее время испытывают серьезные трудности со своими коммуникативными способностями.

В данной статье рассматривается вопрос особенностей коммуникативных навыков детей дошкольного возраста. Обсуждаются особенности приобретения коммуникативных способностей взрослыми дошкольниками. Они проявляют множество отличительных черт в общении с одноклассниками. Кроме того, утверждается, что сфера общения напрямую влияет на психологическое, эмоциональное и умственное развитие детей этой возрастной группы.

Для диагностики особенностей взрослых дошкольников используется ряд методик, в том числе анализ и математическая обработка данных исследования. Для обработки математических данных используются тест У-Манна-Уитни, корреляционный тест Спирмена и статистическая программа SPSS версии 23. Установлено, что существует связь между наличием гендерных различий в развитии коммуникативных навыков и развитием эмоционального интеллекта у взрослых дошкольников.

Ключевые слова: детей дошкольного возраста, коммуникативные способности, эмоциональный интеллект, проблемы в отношениях.

INTRODUCTION

Communication plays a huge role in the development of personality. Children's cognitive development cannot take place normally without communication. The substance of the structural elements of communication shifts as preschoolers become older, and speech takes over as the primary form of communication.

In order to ensure the control and flow of communication activities, a person's communicative abilities are a mix of their personality's communicative traits, knowledge, and skills[1]. According to A.A. Kidron, communicative abilities are manifested in the subject's communication skills to enter into social contacts, regulate situations of interaction, and achieve communicative goals in interpersonal relationships [2, p. 54]. R.S. Nemo's view is that communicative talents are the interpersonal communication skills and abilities that are essential for success. [3].

The development of communication skills in preschool children is the development of the ability for effective communication and successful interaction with others. It is based on such features of older preschool children as a desire to interact, the ability to listen and empathize with the interlocutor, the ability to put oneself in another's shoes, to take into account the interests and intentions of peers [4].

M.I. Lisina emphasizes the role of communication as a key factor in the psychological development of preschoolers. According to the study, a youngster uses "active actions" as a kind of communication when they are trying to coordinate their activities with others, develop important emotional connections with their surroundings, and receive information from others. [5].

V.S. Mukhina points out that preschool age is a period of mastering the social space of human relationships through communication with close adults, as well as in the process of play and real relationships with other children. At this age, such fundamental types of activity for children's development are acquired as communication with adults and creative play. The personal, mental,

emotional development of younger preschoolers occurs in the process and thanks to the development of the communicative sphere. Thanks to the communicative sphere, the world of a younger preschooler turns from a world limited to objects into a world of adult people [6].

Bright emotional saturation permeates all forms of interactions while speaking with peers. Preschoolers learn to empathize with others, feel other people's pleasures and sorrows as their own, and are able to tolerate other people's points of view. At this age, communication is characterized by a need for grownups and a desire for mutual understanding and empathy. [7, 8].

The problem of communication is reflected in the studies of domestic and foreign scientists (Ananiev, 2008; Bodaley, 2008; Leontiev, 2008; Myasishchev, 2011; Burn, 2012, Greenwood J.D. 2004, Hearnshaw L.S. 1987). Currently, mechanisms of communication, types of communication, communication functions, components and means of communication are being studied [9,10].

MATERIALS:

The above allows us to conclude that the communicative sphere of preschool children includes both speech development and the sphere of emotional relationships with other people, both adults and peers (see Figure 1).



Figure 1. Statement of the research problem

RESULTS AND DISCUSSIONS:

Figure 2 and Table 1 present the results of the methodology for diagnosing the communicative abilities of preschoolers (tests 1-4).

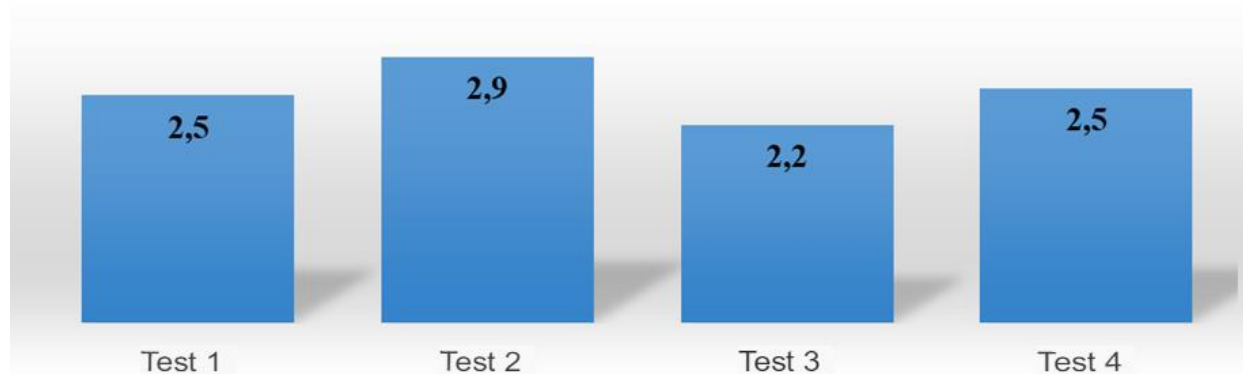


Figure 2. Arithmetic mean indicators according to the method of diagnosing the communicative abilities of preschoolers (tests 1-4)

Table 1. Frequency analysis according to the method of diagnosing the communicative abilities of preschoolers (tests 1-4) (%)

	High score	Medium score	Low score
Test 1	56,1	36,4	7,5
Test 2	90,9	7,6	1,5
Test 3	48,5	25,8	25,7
Test 4	66,7	21,2	12,1

From the data presented in Table 1 and Figure 2, it can be seen that the highest scores are demonstrated by children of high school age in Test 2 (mean = 2.9; 90.9%), indicating that these children are able to distinguish the emotional state of their peers and orient themselves towards it during communication. The results for Tests 1 and 4 are approximately similar, with a mean score of 2.5 points. However, in Test 4, 66.7% of children demonstrate a high score, indicating that more than half of the children have stable representations of commonly accepted norms of behavior in interaction with peers and are able to provide help and support. Only 56% of children achieve a high score on Test 1, and only 36.4% achieve an average score, showing that children do not always understand circumstances involving interactions and do not always recognize all adult-required activities. The actions of kids don't always follow the rules of the game.

With an average score of 2.2, Test 3 yields the lowest results for kids, showing that older preschoolers lack sufficient clarity on social norms and appropriate ways to communicate their attitude toward adults. Only 48.5% of children demonstrate high scores, and 25.7% of children demonstrate extremely low results. That is, one-quarter of children do not have a clear idea of ways to express their attitude towards adults and commonly accepted norms.

Further comparison was made between two groups of older preschool children – boys and girls. The data obtained is presented in Table 2 and Figure 3.

Table 2. Gender differences in communicative abilities.

Variables	Gender	Average rank	U criterion Manna Whitney	p
Test 1	boys	29,24	399,000	0,04
	girls	38,03		
Test 2	boys	33,54	542,500	0,97
	girls	33,45		
Test 3	boys	31,93	490,500	0,46
	girls	35,17		
Test 4	boys	34,35	515,000	0,66
	girls	32,59		

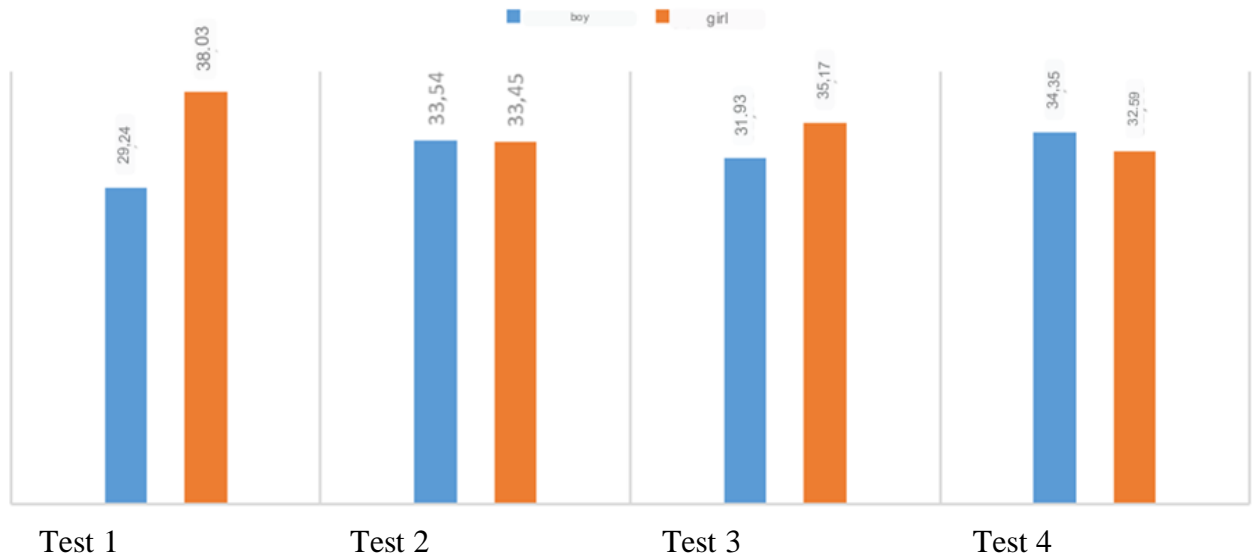


Figure 3. Gender differences in communication skills

From the data presented in Table 2 and Figure 3, it can be seen that there are statistically significant differences in communicative abilities between boys and girls of senior preschool age according to Test 1 ($p=0.04$).

According to the obtained data, girls of senior preschool age more clearly recognize different interaction situations, identify tasks and requirements demanded by adults in these situations, and adjust their behavior accordingly.

The next step was to diagnose the level of emotional intelligence development of senior preschoolers (M.A. Nguyen), which includes two projective tests "Drawing: World of Things - World of People - World of Emotions" and "Three Wishes".

The results of the projective techniques "Drawing: World of Things - World of People - World of Emotions" and "Three Wishes" are presented in Figure 4 and Table 3.

Table 3. Frequency analysis for the techniques "Drawing: World of Things - World of People - World of Emotions" and "Three Wishes" (%).

Emotional intellect	High rate	Average	Low rate
Drawing in: the world of things - the world of people - the world of emotions	54,7	34,2	11,1
Three wishes	42,1	48,6	9,3

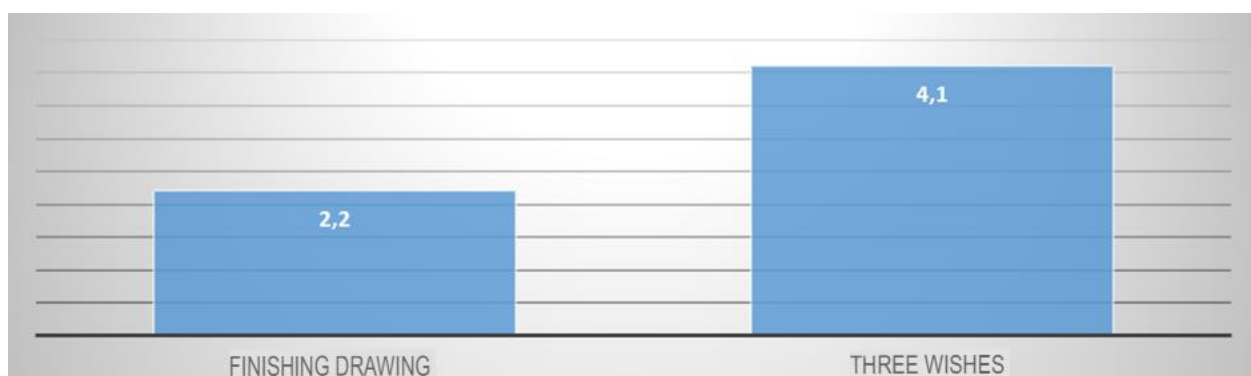


Figure 4. The level of emotional intelligence in children of senior preschool age (M.A. Nguyen)

From the data presented in Figure 4 and Table 3, it can be concluded that children of senior preschool age have an average level of emotional intelligence development. When performing projective tests, children most often draw wishes "for themselves" and human faces. It is important to note that emotional intelligence can be discussed in preschool age if a child shows orientation towards another person, their emotional experiences, and tries to behave accordingly. Only by relying on their own emotions and those of other people, children learn to orient themselves towards others, obtaining useful information about what is really happening.

It should be noted that 48.4% of children of senior preschool age demonstrate high levels of emotional intelligence development, with human figures and wishes "for others" appearing in their drawings. 54.7% of children show emotional orientation towards the world of people, while 34.2% show orientation towards the world of things:

- low level is noted in 11.1% of children - these children most often turn geometric shapes into object images (flower, sun, meteorite or stone, ball, snowman, house, rocket, clock) or animal drawings, often toy-like;

- average level was noted in 34.2% of children - along with images of objects or animals, there are images of human faces, very rarely - a person as a whole.

- high level was shown by 54.7% of children - for these children it is typical to draw a person (expressing their emotional state or shown in motion).

Thus, a tendency can be observed towards gradual reorientation of children from the world of things to the social world - people, their emotions, relationships.

The results of the diagnosis using the "Three Wishes" technique allow us to say that most children in this case think only about satisfying their own requests. This is typical for 48.6% of children. Their drawings depict various toys: dolls, soft toys, sets of furniture and clothes for dolls for girls, robots, various cars, weapons, Lego constructors, sweets for boys. In addition, both boys and girls often draw various gadgets or a "magic" wand to fulfill all their wishes. Wishes for others (usually family members) are mandatory in this case for 42.1% of children. Overall, we note this trend as an average indicator of children's orientation towards other people.

Further, a comparison was made between two groups of senior preschoolers - boys and girls. The obtained data are presented in Table 4 and Figure 5.

Table 4. Gender differences in emotional intelligence according to the methods "Drawing: the world of things - the world of people - the world of emotions" and "Three wishes"

Variables	gender	Average rank	U criterion Manna Whitney	p
Drawing	boys	20,78	642,500	0,02
	girls	29,12		
Three wishes	boys	27,17	219,500	0,44
	girls	25,83		



Figure 5. Gender differences in emotional intelligence in older preschool children (M.A. Nguyen)

From the data presented in Table 4 and Figure 5, it can be seen that there are statistically significant differences in emotional intelligence between boys and girls in the preschool age group ($p=0.02$). According to the data, girls show a higher orientation towards the world of people and relationships than boys. As for the Three Wishes method, both girls and boys are equally oriented towards their own wishes.

CONCLUSIONS:

1. The preschool age group's children's communication world has the following characteristics:

Children who are skilled at identifying their classmates' emotional states and positioning themselves in that direction during dialogue.

More than half of the kids can offer assistance and support and have firm beliefs about what is considered to be appropriate behavior when interacting with classmates.

Children are good at coordinating and building group actions, as well as monitoring the execution of plans.

Children frequently fail to perceive social contexts, making it difficult for them to recognize all of the demands and obligations placed on them by adults. Children's conduct doesn't always follow the rules of the setting.

One-fourth of the kids are unsure of how to express how they feel about adults and social standards.

A large percentage of children (53.1%) still have difficulty differentiating emotions, and their abilities to differentiate emotions are in the zone of proximal development, requiring adult assistance.

There is a tendency for children to gradually shift their focus from the world of objects to the social world of people, their emotions, and relationships.

2. Gender differences in communication skills among children in the preschool age group:

Girls in the preschool age group more clearly recognize different situations of interaction, identify tasks and requirements presented by adults in these situations, and adjust their behavior accordingly. Girls show a higher orientation towards the world of people and relationships than boys.

Boys are better than girls at recognizing and naming basic emotions.

Both boys and girls equally need adult assistance in understanding abstract concepts and identifying emotions.

Both boys and girls communicate equally well with each other, coordinate and build joint actions, and monitor the implementation of plans.

Both girls and boys are equally oriented towards their own wishes.

3. The relationship between communication skills and emotional intelligence among children in the preschool age group:

Significant correlation relationships were found between emotional intelligence and communication skills among preschoolers.

List of sources used:

1. Trofimova O.V. *Theoretical foundations of the problem of teaching communication skills in older children. Specialties of Personal Communicative Development // Science and Education Today*, n. 2 (37), 2019, pp. 105-110.
2. Cedron, A.A. *Communicative ability and its improvement: Dis. cand. psychol. Of the sciences.* / A.A. Cedron. - L.: 1981. - 235 p.
3. Nemov, R.S. *Psychology [Text]: Text in 3 books. - Book I: General foundations of psychology: A text for students of higher educational institutions.* - M.: Vlosdos, 2013. - 687s
4. Gavrilushkina, O. *Development of communicative behavior in kindergarten / O. Gavrilushkina // Child in kindergarten.* - 2003 - No. 2, p. 3 – 5
5. Lisina M.I. *Communication, personality and the child's psyche / M.I. Listen* - M., 1997. - 168 p.
6. Mukhina V.S. *Phenomenology of personality development and being.* - M.: MPSI; Voronezh: MODEK, 1999. - 640 p.
7. Batenova Yu.V. *Features of the development of the communicative sphere in the modern socio-cultural situation (obtaining the involvement of the agent in information and communication technologies) // Azimut of scientific research: pedagogy and psychology*, vol. 6. no. III (XX), 2017, pp. 288-292.;
8. Gubina E.G. *The development of communication skills in older preschoolers // University of the 21st century: Scientific approach: Material for the scientific conference of faculty, students, students, and applicants TSPU. L.N. Tolstoy.* - 2010. - S. 239 - 241.
9. Greenwood J.D. (2004) «The Disappearance of the Social in American Social Psychology»
10. Hearnshaw L.S. (1987) «The Shaping of Modern Psychology»

References:

1. Trofimova O.V. *Fundamenta theoretica problema institutionis artes communicationis in pueris senioris aetatis adplicant. Specialia progressionis Communicativa Personalis // Scientia et Education Hodie*, n. 2 (37), 2019, pp. 105-110.
2. Cedron, A.A. *Communicativa facultas et eius emendatio: Dis. cand. psychol. Scientiarum.* / A.A. Cedron. - L.: 1981. - 235 p.
3. Nemov, R.S. *Psychologia [Text]: Textus in 3 libris. - Liber I: Fundamenta generalia psychologiae: Textus studiosorum institutionum paedagogicarum superiorum.* - M.: Vlosdos, 2013. - 687s
4. Gavrilushkina, O. *Progressio morum communicatarum in kindergarten / O. Gavrilushkina // Puer in kindergarten.* - 2003 - N. 2, p. 3 – 5
5. Lisina M.I. *Communicatio, personalitas et Psyche puerilis / M.I. Lisin.* - M., 1997. - 168 p.
6. Mukhina V.S. *Phaenomenologia progressionis et entis personalitatis.* - M.: MPSI; Voronezh: MODEK, 1999. - 640 p.
7. Batenova Yu.V. *Features evolutionis sphaerae communicativae praescindentis in moderno situ socio-culturali (obtentu agentis implicationis in informationibus et technologiatarum communicationis) // Azimut investigationis scientificae: paedagogiae et psychologiae*, vol. 6. no. III (XX), 2017, pp. 288-292.;
8. Gubina E.G. *Progressio artes communicationis in vetustioribus preschoolers // Universitatis saeculi XXI: Scientifica ratio: Materia colloquii scientifici facultatis, alumni alumni, quaelibet et petitores TSPU. L.N. Tolstoy.* - 2010. - S. 239 - CCXXI.
9. Greenwood J.D. (2004) «The Disappearance of the Social in American Social Psychology»
10. Hearnshaw L.S. (1987) «The Shaping of Modern Psychology»