

A. S. Tolkachova, Berdyansk State Pedagogical University

THE METHODOLOGY OF THE IMPLEMENTATION OF EDUCATIONAL CLASS SYSTEM “MOVING TO COMMUNICATIVE COMPETENCE” INTO EXTRACURRICULAR ACTIVITY OF BOARDING SCHOOLS

Tolkachova A. S.

The Methodology of the Implementation of Educational Class System “Moving to Communicative Competence” into Extracurricular Activities of Boarding Schools

The article describes the methodology of implementation of the educational classes’ system “Marching to communicative competence” for primary boarding school pupils; the methodology of its implementation, forms and methods of primary boarding school pupils’ communicative competence forming in extracurricular activities are described.

Key words: communicative competence, primary pupils, educational classes, extracurricular activities, boarding school.

The State standard of primary education of Ukraine is based on personal and competent approaches, and this helps to clearly determine the adoption of its content.

The leading role in it belongs to competences, including communicative competence. The communicative competence is “the ability of the personality to apply for in a particular communication language skills, methods of interaction with people and events which are near the individuality or far from it, skills to work in group, performing different social roles” [2].

Problems connected with psychological and pedagogical conditions and methods of the communicative potential development personality, as well as the problems connected with competence in communication became the object of scientific researches (O. Verbitsky, Y. Yemeljanov, M. Zazhyrko, M. Kots, L. Petrovs’ka and others)

These problems are very important for general education boarding schools pupils, most of who are orphan children and children from problem and financially

unsecured families. The following psychological phenomena are typical for such families: derivative syndrome, rigidity, empathy decreasing, the notion of “group dependence”, diffidence, inferiority, loneliness, difficulties in communication with others, a tendency to nervous breakdowns, increased sensitivity, distrust to adults, aggression, lack of communicative skills, complicated communication: unprofitable, defective, destructive.

The problem of forming communicative competence of boarding schools pupils is very urgent, because orphans and children deprived of parents' care, children from troubled and financially unsecured families who need special attention of the society are brought up in boarding schools. For these children depression, indifference to study, inactivity, difficulties in communication with others, a tendency to nervous breakdowns, heightened sensibility, aggression, distrust to adults are the typical feelings.

Despite the fact that this problem is widely discussed in the pedagogical literature such aspect of this problem as forming communicative competence, junior school boarding pupils hasn't found theoretical basis and practical implementation.

The urgency of the research is also shown by a number of contrasts between extracurricular activities potential and its insufficient implementation in the practical work of boarding schools; the necessity of professional teachers training and insufficient methodical working of this problem.

The purpose of the article is to find the method of implementation of educational hours system into the extracurricular activity of boarding schools. The name of this system is “Moving to communicative competence”.

Analysis of scientific approaches to the interpretation of the essence of communication competence made it possible to specify the essence of the phenomenon “communicative competence of junior schoolchildren” as an integrative personal formation which provides to get and support of contacts with other people to share certain information having the knowledge of the ethical communication standards and appreciated attitude towards them.

The structure of this formation covers cognitive-regulating, emotional-valuable and active-operational components.

Implementation of pedagogical conditions – logical and methodical support of communicative competence formation of boarding schools junior pupils in their extracurricular activity took place through the educational hours system “Moving to communicative competence”. To realize the given pedagogical conditions we developed the system of educational hours “Moving to communicative competence”, its main tasks are the following:

1. The extension of cognitive sphere of junior pupils of boarding schools concerning the knowledge of the rules of communication and ways to realize them.

2. The assistance of adequate understanding of different communicative situations by pupils.

3. Brining up in junior pupils the valuable attitude to the rules of communication, focusing on dialogue interaction with others on the basis of mutual understanding and empathy.

4. The formation in the boarding schools junior pupils of skills to stick to the rules of verbal and nonverbal communication in different situations of interpersonal interaction, skills to make and develop constructive communication contacts with other people.

That is the subject matter of pedagogical hours.

1stForm. “Learning to introduce”, “Good morning, good afternoon, good evening”, “Learning the rules of communication”, “You said, “Hi ”, “The farewell words”, “Magic Words”, “Courtesy words”, “Simple word: “Sorry”, “I can to beg pardon”, “Let us be good interlocutors”.

2ndForm. “The rules of speech etiquette”, “Polite refusal”, “Secrets of communication”, “Travel to the country of Politeness”, “Attentive and interesting listening”, “Making up a dialogue”, “Smile”, “I can listen to others”, “A man among men”, “I got a call”.

3rdForm. “Standards of speech. Skills of speech etiquette”, “The Word can cheer you up, make you laugh and happy”, “The Word calms and insults”, “Courtesy

and politeness”, “Wishes, greetings”, “A man among men”, “What is cooperation?”, “The art of making compliments”, “We can communicate”, “Dialogue and its components”.

4 form. “Be a good interlocutor”, “I can understand others”, “We can understand each other”, “I can negotiate with people”, “We can act together”, “I can be friendly”, “I am friendly“, “Tolerance and intolerance in communication”, “I can hear other opinions”, “I learn to resolve conflicts peacefully”.

Forms and methods of work have been chosen according to the meaning of communicative competence and the content of the topics of conversational hours “Moving to the Communicative Competence”.

The work passed both with the whole class (class forms of work), and the groups of junior pupils, created on the basis of a heterogeneous principle. Usually in the group were entered the junior school children belonging to variety levels of communicative competence. However, they were not combined into one group with middle and low formation of communicative competence, or only with low formation communicative competence. This gave an opportunity to enhance their interpersonal communicative interaction and test their acquired theoretical knowledge. With the primary students, who belonged to the low-level formation of communicative competence, if it was necessary, individual counseling was carried.

Along with traditional interviews and stories, there were used exercises (development of verbal and nonverbal communication skills, working overactive listening and empathy manifestation), role playing (secure knowledge of primary students about the rules of communication and ways of manifestation), creative tasks on coordination of joint activities, representation of different types of information staging of real situations of communicative interaction and so on.

There are fragments of some pedagogical classes which were held on a forming stage of the experiment in order to establish communication competence of junior pupils in extracurricular activities. As one of the indicators of the formation of communicative competence of junior schoolchildren according to the cognitive

component the knowledge of communication rules was identified, special attention was paid to these questions from the first form.

For example, at the time of the lesson "Learning to introduce" primary pupils were acquainted with accepted forms of forming etiquette. Other pupils with the help of the teacher staged some introducing situations with people of different categories. Great importance was devoted to mastering the rules of speech etiquette by primary pupils.

At the beginning of such lesson a poem "Goodword" by T. Kolomiyets was read.

Furthermore, the conversation "Good morning. Good afternoon. Good evening" was conducted and the fairy-tale riddle "Fairy Politeness' Sons" was read.

Before reading this tale the children were asked to listen to the tale -puzzle and try to guess how the sons of Fairies courtesy were called.

For activation of primary school children and fixing their knowledge about the rules of speech etiquette the game was hold. During the game children had to answer the Professor Etiquette's questions using Mrs. Pointer's tags [3, p. 78 – 79].

Professor Etiquette asked the students the following questions:

1. Was Nehochuyko right having not greeted his neighbours?

Think about, who should greet the first, junior to older or vice versa?

2. What greeting words do you know?

3. Think about best greeting facial expressions?

Then Ms. Pointers tips were suggested to students:

- Saying to people "Good morning, good afternoon or good evening" means to wish them good morning, day or evening. Is it good for you when somebody greets you gloomy?

- By the rules of etiquette a younger first welcomes an older, a boy greets a girl and a man greets a woman.

- Very often men, while greeting, shake hands with each other. Here an older gives hand the first.

- We will remind that the phrase “a good day (morning, evening)” has the magic force. It is not difficult to pronounce it, but if you smile at the same time, it becomes easy and pleasant inside!

Within this topic younger students guessed the polite riddles, solved etiquette puzzles [1, p. 88 – 92].

For the reason to study the greeting form: “Good evening!”, the game “The polite clock” was held [3, p. 80].

The lesson “You said, “Hello”, was also devoted to the rules of speech etiquette.

It was intended to continue junior students’ exploration of the words of congratulations and their meanings in different situations. Of course, students were asked to name greeting words that they know (children named “Hello”, “Hi”, “How are you?”, “Good morning”, “Good day”, “Good evening!” etc.). Then teachers drew their attention to the fact that there are a lot of greeting words, but they must be applied to different situations. For example, in order to secure the knowledge of primary school students, they were asked, “What kind of facial expression is needed to greet somebody?”, “Is it possible for adults to tell “Hi”, “Bye!”, “How will you greet a friend who is on the other side of the street?”, “Is it polite to greet somebody while sitting?”, “What greetings do you know?”, “Who greets first –an older or a younger?”.

To familiarization of boarding schools pupils with rules of communication was dedicated the classes “Learning rules of communication”. It was denoted that people have the mind, they can speak and use the rules of communication.

On the blackboard there hung a poster “The rules of communication”. Then all communication rules were explained and discussed. To teaching boarding schools primary schoolchildren to communicate, enhancing their abilities to listen and hear, their skills to be attentive to oneself and others was devoted a class “Secrets of communication”.

At the beginning of the lesson it was said that there are people who have an inborn talent to find a common language with anyone, anywhere, anytime. But there are people who have difficulties with it. Communication must be learned.

The poster “Secrets of communication” was placed on the board:

1. Call your friend by name, and he will address to you in the same way .
2. Be attentive to those who surround you, and people will respect you.
3. Be polite, and you will have many friends.
4. Be able to listen carefully to the other, and you can learn a lot of new things .
5. Use games to help out the basic skills without which it is impossible to communicate.

There was held a discussion about the secrets of communication.

Since according to the results of the statement stage of the experiment was found a quite noticeable group of younger students who did not care or even had a negative attitude to communication, denied the importance to hold to some rules in this process, it was offered to pupils to complete an exercise «Picture for two».

The exercise was held in the form of pair work in two stages. On the first stage couples were given a task to draw something on the sheet of paper, holding one pen together and not saying a word. On the second stage, while drawing they were allowed to talk, exchange ideas to make an exercise better.

When all pairs have finished their work, they were asked:

- Was it easy to paint without talking? Why?
- When the task was easier to perform - on the first or on the second stage?

Why?

In order to consolidate the secrets of communicating with primary students there were held some games: “Faces”, “Masks”, “Gestures”, “Touches”, “Listen to the silence”, “Tsvetyk-semytsvetyk” [1, p. 42– 45].

For example, during the game "Faces", the students were asked to draw a person's face on a piece of paper with different expressions: funny, crying, gloomy, tricky, surprised, scared, etc. They were asked, “What do these faces express?” They said to children that expression is called mimicry.

As a result of the lesson they indicated that it was necessary to behave and look to others so as they were comfortable, nice, quiet, curious with you. Before to say something you need to think, whether it is appropriate or not to offend other people.

For the purpose of encouraging students to practice in extracurricular content educational work introduced collective creative business – a method that ensures activation of students in the process of finding solution for the problems set; helped to develop the humane basics of relationships, mutual support, independence and the formation of critical thinking and active, creative attitudes towards themselves, others and the environment.

Introducing of collective creative works to extracurricular activities is based on active, personal-preliminary and complex approaches.

The first of these provided the inclusion of students in different kinds of activities (cognitive, artistic, sporting, etc.), the second – consideration of individual characteristics of each child, considering the personality of each child, granting the role of active type of pedagogical process, the third – respect for the unity of goals, objectives , content, forms and methods of pedagogical work.

Based on the contents and main objectives, which are put forward in the planning of specific creative things, their themes and direction were quite varied. However, considering the limited experience of junior pupils, it was tried to keep the same structure methods of preparation and conduct, which involved passing a number of interrelated steps.

At the preparatory stage there was determined the general goal of the work, formed specific tasks that were needed to be solved in the course of business; held discussions with students about the case and the main areas of work of their implementation. Paying attention to the age characteristics of primary school pupils, they were helped to determine what and for what purpose they are doing. But this work was done in such a way as to take into account as much as possible of children's won suggestions. To do this, the leading questions that helped younger students to navigate to the theme of the case were put and the main tasks that needed

solving. Of the total number of the proposed questions, it was elected the one that has received the greatest amount of choices.

At the second stage there was elected the council of affairs, which also included a tutor, and the distribution of instructions took place. In this case, the teacher was not “the last authority”, he just “pushed” the children to accept a decision that came from them. That is, they were put in the position of the main authors and performers of the collective creative business.

The third stage. The development of the plan and the programme of actions, its clarification and correction.

An important condition for the effectiveness of this educational stage was the collective nature of the work, providing students manifestation of independence, creative activity.

The fourth stage is the practical implementation of the developed plans and programs. Students involved in the practice, if necessary, were given the teacher’s support in resolving specific issues. At this stage a pupil’s activity was encouraged, and also their initiative and independence of expression, manifestation of feelings and realization of concrete deeds.

Fifth stage. Summing up the collective creative work, determination of the causes of success and failure, analysis, clarification satisfaction degree students from of the work and possible cases of negative reactions to certain statements and actions of classmates.

During the formative process stage of the experiment were conducted collectively creative affairs in the following topics: “Our yard decorations”, “Our neighbors are first form pupils”, “Let’s be polite”, “Pupils on duty”.

Thus, semantic and methodological support of communicative competence of boarding schools younger pupils in extracurricular activities contributed to increasing the levels of their communicative competence as discussed in the next subsection.

In such a way, in accordance with the objectives of the article the method of introduction of educational hours “Moving to communication competence” in boarding schools extracurricular activities.

The given research does not exhaust the multiplicity of theoretical and practical efforts in searching to resolve the problem. We think that the increasing effect of post-graduate pedagogical education is perspective.

References

1. **Hodyna** spilkuvannya 2 klas [Conversation Hour in the 2nd form]: Vydavnytvo „Ranok”, 2011. – 160 p. – (Klasnyj kerivnyk).
2. **Derzhavnyj** standart pochatkovoyi zahal'noyi osvity [Elektronnyj resurs]. – Rezhym dostupu: http://osvita.ua/legislation/Ser_osv/17911/.
3. **Fesyukova** L. B. Vychovyemo ta navchayemo. Kompleksni zanyattya j ihry dlyaditej 4–7 rokiv [Educate and teach. Complex lessons and plays for children 4-7 years]: Vesta : TOV “Ranok”, 2008. – 208 p.

Толкачова А. С.

Методика впровадження системи виховних годин „Крокуємо до комунікативної компетентності” у позаурочну діяльність шкіл-інтернатів

У статті розкрито методику впровадження системи виховних годин „Крокуємо до комунікативної компетентності” для учнів початкових класів шкіл-інтернатів; описано методику її реалізації, форми і методи формування комунікативної компетентності молодших школярів шкіл-інтернатів у позаурочній діяльності.

Ключові слова: комунікативна компетентність, молодші школярі, виховні години, позаурочна діяльність, школа-інтернат.

Толкачева А. С.

Методика внедрения системы воспитательных часов „Шагаем к коммуникативной компетентности”

В статье рассматривается методика внедрения системы воспитательных часов „Шагаем к коммуникативной компетентности” для учащихся начальных классов школ-интернатов; описана методика ее реализации, формы и методы формирования коммуникативной компетентности младших школьников школ-интернатов во внеурочной деятельности.

Ключевые слова: коммуникативная компетентность, младшие школьники, воспитательные часы, внеурочная деятельность, школа-интернат.

Information about the author

Angelica Sergiivna Tolkachova – Senior lecturer of Pedagogics Department of Berdyansk State Pedagogical University.

The article was received by the Editorial Office on 04.03.2013

The article was put into print on 26.04.2013