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ORGANIZATION OF PEDAGOGICAL COMMUNICATION IN THE ENVIRONMENT OF THE ELEMENTARY SCHOOL

The article analyzes the process and components of the organization of communicative and speech development of the pupils of the first class in the space of pedagogical communication of a specialist speech therapist. The category "communicative and speech activity of the pupils of the first class" is revealed as productive-creative activity, aimed at establishing and maintaining contact, adjustment of interaction with the adults and peers, in the process of which a person solves the communicative and speaking tasks in the communication situations. There was outlined the statement that success of a teacher's speech contact with a child depends on compliance to the technology of its organization, taking into account the stages of the speech communication processes. In order to reveal the problem of pedagogical communication as a factor of development of communicative and speech development of children, its essential characteristics, functions, principles of organization, structure, using the categories related to the peculiarities of organization of communication in terms of the educational institutions, namely: "interpersonal communication", "pedagogical communication" are defined. The leading role in organization of communicative and speech development of the elementary school pupils in the space of pedagogical communication is given to the goals that determine the directions of pedagogical communication of the specialists and strategies of pedagogical influence. The importance of such pedagogical position as "understanding the child" in communication, its emotional states, needs and motives, identifying of the needs and individual characteristics of the pupils, establishing relationships of positive emotional support and psychological protection of the child are noted. This position indicates that a teacher perceives a child as a subject of speech interaction, not as a passive object of his or her influence. It is stated that the humanistic position of a speech therapist-pedagogue should be based today on the adult's conscious entry into the world of children's values and being, especially when correcting the speech defects and reforming the speech of a child. After all, establishing emotional contact allows to solve the complex pedagogical and linguistic problems of defectology and collectory pedagogy.

Key words: occupational training of a speech therapist-pedagogue, development of communication and speech activity, elementary school, personality-oriented approach, stages and strategies of pedagogical communication.

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ОРГАНІЗАЦІЯ ПЕДАГОГІЧНОГО СПІЛКУВАННЯ У СЕРЕДОВИЩІ ПОЧАТОВОЇ ШКОЛИ

У статті проаналізовано процес та складові частини організації комунікативно-мовленнєвого розвитку учнів першого класу у просторі педагогічного спілкування фахівця-логопеда. Категорію «комунікативно-мовленнєва діяльність учнів першого класу» розкрито як продуктивно-творчу активність, що спрямована на встановлення й підтримку контакту, налагодження взаємодії з дорослими й однолітками, у процесі якої особистість розв'язує комунікативно-мовленнєві завдання у ситуаціях спілкування. Окреслено твердження, що успішність мовленнєвого контакту педагога з дитиною залежить від дотримання технології його організації, врахування етапів перебігу процесів мовленнєвого спілкування. З метою розкриття проблеми педагогічного спілкування як чинника комунікативно-мовленнєвого розвитку дітей визначено його суттєві характеристики, функції, принципи організації, структуру, послугуючись категоріями, які пов'язані з особливостями організації спілкування в умовах освітніх закладів, а саме: «міжособистісне спілкування», «педагогічне спілкування». Провідне місце в організації комунікативно-мовленнєвого розвитку учнів початкової школи у просторі педагогічного спілкування відведено цілям, що визначають напрями педагогічного спілкування фахівців та стратегій педагогічного впливу. Зазначено важливість педагогічної позиції у спілкуванні як «розуміння дитини», її емоційних станів, потреб і мотивів, виявлення потреб та індивідуальних особливостей вихованців, встановлення відносин позитивної емоційної підтримки і психологічного захисту дитини. Така позиція засвідчує, що педагог сприймає дитину як суб'єкт мовленнєвої взаємодії, а не як пасивний об'єкт його впливу. Зазначено, що гуманістична позиція педагога-логопеда сьогодні має спиратися на свідоме входження дорослого у світ дитячих цінностей і буття, особливо це актуально у процесі виправлення мовленнєвих вад та корекції мовлення дитини. Адже встановлення емоційного контакту дозволяє вирішувати складні педагогічні та лінгвістичні завдання дефектології та колекційної педагогіки.

Ключові слова: професійна підготовка педагога-логопеда, розвиток комунікативно-мовленнєвої діяльності, початкова школа, особистісно-орієнтований підхід, етапи та стратегії педагогічного спілкування.

Formulation of the problem. Communicative and speech activity of the first-class pupils is productive and creative activity aimed at establishing and maintaining contact, adjustment interaction with the adults and peers, in the process of which a person solves the communicative and speaking tasks in the communication situations. A first-class pupil masters some ways of communicative-speaking interaction with the adults and peers, acquires experience of various forms of communication (depending on circumstances), ways of establishing social interaction, friendly relations and self-expression; develops and enhances ability to perceive, understand, plan, and correct speech. Of course, speech of a first-class pupil is based on communication motives, verbal and non-verbal means of communication, age and physiological features of development of a child's body.

Problem analysis. Pedagogical aspect of communication influence on the formation of a child's personality, organization of communicative and speech development were investigated by L. Artemova, A. Arushanova, I. Rohalska. It has been proved in the works of O. Zaporozhets, M. Lisina, O. Smyrnova, D. Elkonin, T. Pirozhenko, that pedagogical communication contributes to a child's comprehensive and harmonious development, establishing a child's interaction with other people, which is achieved by relationship between the speech activity development and communication efforts.

The complexity of implementation of this activity and at the same time it's importance for the overall mental and personal development of a child determines the need for it's purposeful development in elementary school. Analysis of the research works concerning the osculant problems has shown that insufficient attention in science is paid to the study of the method-

ical aspects of organization and development of communicative and speaking skills of the first-class pupils in systematic work of the speech therapists-pedagogues with them. The educational beliefs, professional qualities, and the level of subjective control of the specialists play a decisive role in the construction of subject-subject interaction.

The purpose of the article is to analyze the process and components of organization of communicative and speech development of the first-class pupils in the space of pedagogical communication of a specialist-speech therapist.

The result is the emphasis of the concept of “pedagogical communication”, which has the following qualities: correctness, accuracy, expressiveness, purity, wealth, advisability. Accessibility, clarity, legibility of speech influences the perception and assimilation of information by children; expressiveness, imagery, emotionality of speech affects the emotional-sensual sphere; persuasiveness – the willed one.

Statement of the main material. During communicative interaction, there is a process where the teacher’s “I” correlates with the “I” of the pupils, when a specialist transmits through the language the power of emotional influence, stimulates their speech activity and desire to communicate. Therefore, a speech therapist-pedagogue should take into account the individual features of children and rely on the principles of pedagogical speech (pithiness, normativity, emotional-imagery, logic) in his or her work with the pupils.

In order to reveal the problem of pedagogical communication as a development factor of communicative and speech development of children, we will define its essential characteristics, functions, principles of organization, structure, using the categories that are related to the peculiarities of communication organization in the conditions of the educational institutions, namely: “interpersonal communication”, “pedagogical communication”.

In the scientific sources communication is defined as the complex of connections and interactions of people, society, subjects (Andrieieva, 1996). Analyzing communication, the scientists distinguish in its structure such processes of interconnection and interaction of people as: informative (exchange of information), interactive (connections and influence of the participants), perceptual (perception by the senses). Accordingly, in the structure of any act of communication the communicative, interactive and perceptual parties can be distinguished.

Based on the above in the theory of communication can be distinguished interpersonal, intergroup, personality-oriented, and socially-oriented communication. I. Bekh points out the following signs of interpersonal communication: “peer-to-peer” interaction,

respect; trusting mutual openness of both parties; lack of evaluative attitude to any parties (Bekh, 2003).

O. Leontiev introduced the term of “pedagogical communication”. The scientist believed that pedagogical communication is a professional communication of a teacher with children, which fulfills certain pedagogical goals, functions, tasks and achieves its purpose (Akhmedzianova, 1993). As stated in the researches of the scientists, the following functions are inherent in the professional-pedagogical communication: the informative-communicative ones, the regulatory-communicative ones and the affective-communicative ones (Akhmedzianova, 1993).

Interesting is the V. Pytiukov’s assertion that an important role for effectiveness of communication is played by the opening of a child to communication, the function of complicity in communication, the raising of a pupil in communication, etc. (Antsybor, 1989).

The strategy is implemented through the specific methods of attracting attention, establishing and maintaining of contact and influencing a partner, convincing or bringing him into a certain emotional state. The methodological basis of pedagogical communication is the position of *child-centrism* – mastering by a teacher the educational positions of understanding, recognition, acceptance of a child (Bekh, 2003).

During communication self-development of a child’s personality takes place. Pedagogical communication (according to O. Zaporozhets, V. Kotyrla, M. Lisina), having developmental potential, requires searching for some innovative forms of organization of children’s activity that give the greatest space for expression of their creative opportunities. Educational communication of a speech therapist is a means of optimizing the educational effects on the child based on sincerity, confidence and empathy. During the created positive atmosphere of pedagogical communication, moral growth of personality takes place.

Equally important for a speech therapist-teacher is the “*understanding of a child*”, its emotional states, needs and motives. The result of understanding is identification of the needs and individual features of the pupils, establishment of relationships of positive emotional support and psychological protection of a child. Along with this, there is a position of “*recognition of a child*”, which embraces teacher’s acceptance of a child’s personality, which consists of the peculiarities of its temperament, perception, inclinations, nature and corresponding specificity of the interests, needs, abilities. This position indicates that a teacher perceives a child as a subject of speech interaction, not as a passive object of his or her influence. The lowest level of humane communication is the position of “*acceptance of a child*”,

which ensures the communicative skills to socialize with a child without condemnation, giving him opportunity to open for communication.

The humanistic position of a speech therapist-pedagogue should be based today on the adult's conscious entry into the world of children's values and being, especially when correcting the speech defects and reforming a child's speech. After all, establishing emotional contact allows to solve the complex pedagogical and linguistic tasks of defectology and collectory pedagogy.

The use of certain types of speech utterances by a speech therapist is determined by specific of the situations of professional speech communication with children and the tasks of regulatory documents. No less important factor in effective communication is mental development of a child, and therefore his speech.

M. Lisina proved that the speech contacts, initiated by an adult, encourage a child to accept the speech task and develop speech and communication skills (Holovan, 1991). Thus, specialized speech communication aimed at development of speech is formed by an adult's contact with a child.

According to A. Kuzminskyi, V. Omelianenko, the category of "pedagogical communication" is a system of socio-psychological action of a teacher-tutor and a pupil in all spheres of activity, which has certain pedagogical functions, aimed at creating of the optimal socio-psychological conditions for active productive vital activity of an individual (Kuzminskyi, 2007: 321).

In the first class growing of variety of the communication forms between a child and an adult takes place: evaluation of the practical actions, abilities to work together, the intellectual games, and situations of mutual understanding.

In elementary school, the emotional contact of a teacher with the pupils is an encouragement to activity as a whole and to speech communication in particular, which is caused by existence of a link between development of the emotional sphere and speech, influence of the emotional state of a person on the nature of speech. In particular, emotional communication of a teacher, creating a warm, friendly atmosphere by him stimulates activity of children in their games, influences nature of social communication, formation of emotional sphere (Bohush, 2004).

Emotional attitude of an adult to a child as a subject, a communication partner, which acts as an effective tool of pedagogical guidance, plays a significant role. Through this contact a child identifies the key components of the situation – the adult, the subject of communication, a child is oriented in the communicative speech task which was set by the adult. Experience of the joint practical actions allows a child to master a higher form of communication – situational-

business, in which it learns the ways to solve some new communicative and speech problems.

Influence of the contacts on communicative and speech development of the first-class pupils is determined by the subject-oriented nature of communication. Therefore, interactive contact is a prerequisite for an educator for the joint actions.

The next component of the communicative factor of children's speech development are the voice contacts. The voice contacts with an adult introduce a child to the world of language, human communication, reveal the possibilities of using speech as a way of solving various tasks. However, success of the speech contact depends on a teacher's ability to use various psychological, facial, pantomime, linguistic, motor techniques. Of course, a speech therapist-pedagogue should have the improvisational speech techniques – changing the tempo of speech, voice strength, repeating of a question, reformulation of a question addressed to a certain child, reflection of speech of children, providing a sample of some language standard when correcting a particular sound or syllable. However, a pedagogue has to teach children to perform the speech actions, to bring up a desire to cooperate, and not to be afraid to make mistakes during speech correction.

Success of the speech contact with a child depends on compliance to the technology of its organization, which takes into account the stages of progress of the processes of speech communication.

The first stage is indicative: an educator evaluates the conditions under which contact has to take place, its atmosphere; the content, methods of activity, an individual or a collective character of a child's activity. This helps to determine the content of communication with a child through observation: how it relates to activity and what emotional, physical state is it in.

The second stage is dialogical, it defines the content and tactics of carrying out, selects specific speech forms, lexical-grammatical, intonational and non-verbal means, predicts the result. During contact a teacher gains a child's trusting attitude. A modern speech therapist should master the various techniques of emotional influence: eye contact, smile, communicative touches (touching the hand, stroking), greeting, addressing by name in a gentle manner. At this stage, you can ask the child questions, provide with some interesting information, make jokes, advise something.

The third stage – generalized takes place in consequence of using some techniques of emotional influence and dialogization of speech, the successful conclusion of the dialogue, in the process of which the topic discussed is summarized.

Therefore, the leading place in organization of communication and speech development of the elementary

school pupils in the space of pedagogical communication is given to the goals that determine the directions of pedagogical communication of the specialists:

1) formation, development and satisfaction of children's need for speech communication: attention, understanding, compassion;

2) organization of communicative and speech development of children;

3) realization of communicative and speech complicity, cooperation in communication with children;

4) language learning and communicative and speech development of children;

5) psychological support in communication with children and entertainment.

The goals of pedagogical speech and communication are selected in accordance with the strategies of pedagogical communication.

The first strategic direction of pedagogical communication is determined by the function of formation, development and satisfaction of children's need for communication: attention, understanding, compassion. To a greater extent, it is realized in everyday communication through the following functions: contact, emotional, understanding.

The second strategic direction of professional speech communication is determined by the function of the communicative factor of speech development, organization of communicative and speech development of children. To a greater extent, it is realized in everyday communication through the functions of: understanding, establishing relationships.

The third strategic direction of pedagogical communication is determined by the function of communicative and speech complicity, cooperation in dialogue. To a greater extent, it is realized in everyday communication through the following functions: adaptation to a child, raising a child in communication, regulative, influence, stimulating.

The fourth strategic direction of pedagogical communication is determined by the function

of the way of teaching the language and communicative and speech development of children. It is primarily implemented in everyday communication through the following functions: contact, emotional, understanding, adaptation to a child, raising a child in communication, regulative, influence, informative, stimulating to dialogue.

The fifth direction of pedagogical communication is determined by the function of psychological support. It is most fully implemented in everyday communication through the following functions: contact, emotional, adaptation to a child, regulative, understanding, influence, raising a child in communication, stimulating; in the intimate-personal dialogue through such functions: understanding, adaptation to a child, education of personality on the universal values.

The sixth direction of pedagogical communication is the world of entertainment. The functions of a speech therapist – contact, adaptation to a child, emotional discharge, fun, raising a child in communication; during carrying out the games, holidays, entertainment through the functions of entertainment, emotional, stimulating, adaptation to a child in communication, raising a child in communication. A communication system arises between the goals and components of pedagogical communication.

Conclusions. Thus, the level of readiness of a speech therapist-pedagogue to organize communication and speech development is influenced by the style of communication and the valuable attitude to children, understanding of the stages of progress of the speech communication processes, modeling of the strategic directions of professional and speech communication. Success in organizing communicative and speech development of the first-class pupils in the work of a specialist speech therapist is entirely based on pedagogical communication, depends on the process of its generation and design in the space of personal-oriented education.

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