SOCIALLY SIGNIFICANT COMMUNICATION FOR OBTAINING SELF-KNOWLEDGE AT PRE-SCHOOL AGE

Delyana Chuhovska
St. Cyril and St. Methodius University of VelikoTarnovo, Bulgaria, d.chuhovska@abv.b

Abstract: In the pre-school period, the child experiences dynamic changes in the development of language and speech. Language begins to play an increasing role in shaping individuality. The child has a need for self-expression through socially meaningful peer-to-peer communication. The need for self-expression becomes a significant motivation for searching forms of personality realization and for satisfying the need for communication.
The problem of self-knowledge has been the subject of scientists for millennia.
According to Maya Lisina and Ivan Dimitrov, the main source from which we obtain knowledge about ourselves is the experience gained in our activities: the practice - a criterion of truth, but the collective activity is of greater important here. In the process of working with other people, children are provided with the best opportunity to discover their own abilities: they can compare their success with the success of others; they can understand the attitudes of other people towards them; and, in particular, they can discuss with others their achievements and shortcomings.
"Communion is the most important way of self-knowledge, and the proper perception of oneself, in turn, influences communication by aiding its deepening and strengthening" [1].
Communicativeness necessarily requires respect for the principle of situational awareness in organizing the educational process. Thus, the problem of creating a communicative situation is crucial in organizing the modern learning process.
"The communicative and action-oriented approach to developing speech does not always and necessarily require "copying" natural communication, but only the use certain features and principles of real communication in order to make education successful and effective" [2] .
The communication process at this age is spontaneous and voluntary. Children come into contact with the surrounding social environment as complete, free and initiative individuals. The conveying and receiving of information becomes self-expression and self-development, and the result of this process is self-actualization. By communicating, children acquire self-knowledge, they compare themselves with the significant personalities from their social environment, and they analyze their actions and update their knowledge. The obtained life experience and vocabulary are prerequisites for a higher level of communication.
Often, however, some children are found to be reluctant to communicate and passive. This is caused by impulse suppression and leads to dissatisfaction due to difficulties in finding partners for cooperative activities. These processes lead to reduced activeness and motivation and are a serious prerequisite for problems in the development of children's individuality and can negatively affect the transition to the forthcoming social role of a student. Communication deficiency could adversely affect both the mental and physical health of children.
Such negative tendencies, unfortunately, are observed ever more often in pedagogical practice, and there is a wide range of causes for their development.
Keywords: pre-school age, communication, speech, language, self-knowledge

The interaction of children within the social environment with partners who are significant for them is a dominant factor for their development. It is essential that various forms of behavior should be shaped so that the need for communication is satisfied. Mastering of social skills is a process which is a life-long practice and requires a purposeful management, control and care since pre-school age.
According to Jacob Moreno "the welfare of a person is defined by the position in the interpersonal relation system, determined by the emotional relationships, mutual liking and disliking, mutual attractions and repulsions"[3].
The following competences for the establishment of socially meaningful communication can be defined as core competences:
- planning one's speech;
- verbalizing it through the use of appropriate linguistic instruments in order to be meaningful;
- realizing adequate feedback;
- analyzing the reactions of the communication partner and acting responsibly in accordance with them;

- recognizing the emotional states of others;
- being able to construct strategies for tackling conflict situations;
- feeling satisfaction from communication.

The following skills for the accomplishment of socially meaningful and personality-significant communication can be defined:

- becoming aware of one's own abilities through searching and finding at the moment;
- finding the personality potential through communicative interaction with the social environment;
- tackling conflict situations through activation of the communication processes and emotional experience of the present moment in each of its dimensions;
- recovering the suppressed parts of the personality through self-expression, self-understanding and self-accepting – "I am me";
- supporting an effective and positive relations with the others and the environment;
- activating the motivation for positive joining a communicative act through enhancing the confidence of the child in their own abilities to cope in a situation of speech communication.

In order to accomplish these skills it is essential to ensure an integrative conception which will activate the personality-significant structures through active social interaction aiming at the formation of flexible behaviour.

Only factors that children actually perceive in their consciousness through the environment can truly influence them. It is possible that the group may isolate a certain child if the child breaks toys, pushes, insults the others, but if the child is not aware of it, that fact will never enter his/her life space and will never influence his/her bahaviour during playtime.

The American psychologist Kurt Lewin (1890 – 1947) describes the functioning of a person in the life space using a number of concepts borrowed from natural sciences and topology. He contextually pleads for a research of humans and their environment in such a way that satisfies finding the truth. According to Lewin "in order to understand and predict one's psychological behaviour, it is necessary for each kind of psychological event (actions, emotions, experiences, etc.) this short-term active entire situation to be defined, which is in itself a short-term structure and state of personality in its psychological environment (background)…" [4].

Therefore, the life space is a dynamic by its character symbiosis of the necessities of a child and his/her interaction with the environment.

"According to field theory, each type of behaviour depends on the entire field at the specific moment, including the time perspective, but it does not depend ona certain past or future field with its time perspective"[4].

Time perspective may include images of real as well as imaginary events.

Remembering a game together with children is real, while the perspective how life will change if the other children do not want to play with me is imaginary. Both images, however, can be a part of the time perspective of the child at a certain moment and, being such, they influence his/her behaviour.

Conclusion: The idea of the thorough observation of the social environment, the individual characteristics of a child and communication as an integrating connection between them is based on the holistic conception. The human being is accepted as an integrated entity which consists of spirit, soul and body. Intellect actively constructs the socially meaningful and personality-significant reality which gets beyond objects as they are. The dynamics of the environment influences the child's behaviour, but the child, in his/her turn dynamically influences the group processes.

REFERENCES
[1]Lisina, M., Iw. Dimitrov.Communication and Self-knowledge.Sofia, Science and Art, 1982, 6.
[2]Daskalova, F. Methodology of Education in Mother Tongue in Kindergarten. Sofia, Prosveta, 1991, 63.
[3] Schultz, D., S. Schultz. History of Modern Psychology. Science and Art, Sofia, 2006, 365
[4]Galperin, P. Ya. and Zhdan, A. N. (edited) (1980). A chrestomathy on the history of psychology (Hrestomatiyapoistoriipsihologii (p. 1221-130). Moscow: Moscow University Publishing House, 122.