

ATRIBUTIVE FUNCTIONS OF SPEECH ACTIVITY THE CHILDHOOD TEACHER FOR STIMULATING THE SOCIAL COMPETENCE IN THE CHILD AT PRE- SCHOOL AGE

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Abstract: The modern educational situation is characterized by many challenges that require the need to update conceptual and strategic statements related to the professional realization of the educator. The discussed needs for social competence in a modern society determine the need to rethink the mission of pre-school education with emphasis on the concept of "pro-socialism". In the context of the new educational paradigm, this determines the particular significance acquired by the teacher's communicative skills, given the specificity of the pedagogical profession as a "speaking profession". Today, the educational institution is placed in the competitive environment of "e-education". The modern teacher has formulated the expectation of mastering information and communication technologies in education. As an educational platform, the web-environment offers multiple incentives and unrestricted access to information for all who have initial learning literacy. The realization of the possibilities of virtual reality, with its educational potential from many active teachers, contributes to the modernization of the educational technologies. As an alternative to the traditional organization of the educational process, web-based education is not only recommended, but also preferred and applied in today's pre-school educational institution. But, in parallel, it determines the leading need of the child in the kindergarten for understanding, acceptance and security, which can only be provided to him by the "living contact" with the adult / the teacher. Due to this need of the child in pre-school age the forming teacher's function retains its necessity and timeliness, but the ability to ensure full verbal interaction with the child is actually the leading meaning of the presence of the teacher in the kindergarten. As specific to verbal communication in kindergarten, its functions are to create conditions for psychosocial adaptation and mental comfort, which requires the educator to support the inclusion of the child as a partner and an active participant in the verbal interaction. From this position, the professional role of the teacher in the kindergarten is to perform the pedagogical interaction on the basis of the acquired skills for effective verbal activity. In the psycholinguistic aspect, verbal activity corresponds to the speaker's ability to realize his intentions by converting them into signals of the culturally-acceptable code, and providing an adequate interpretation of them by the listener. As a teacher's skill, verbal activity is called upon to dynamize the conventional model of education, from pedagogical impact to pedagogical interaction, and is seen as a result of the optimal unity of professional motivation and activity on the one hand, and on the other, as a complex of speech and communicative skills.

Keywords: pre-school age, social competence, speech activity, childhood teacher

АТРИБУТИВНИ ФУНКЦИИ НА СЛОВЕСНАТА ДЕЙСТВЕНОСТ НА ДЕТСКИЯ УЧИТЕЛ ЗА СТИМУЛИРАНЕТО НА СОЦИАЛНАТА КОМПЕТЕНТНОСТ У ДЕТЕТО В ПРЕДУЧИЛИЩНА ВЪЗРАСТ

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Abstract: Съвременната образователна ситуация се характеризира с множество предизвикателства, които налагат необходимостта от осъвременяване на концептуални и стратегически постановки, свързани с професионалната реализация на педагога. Дискутираните потребности за социална компетентност в модерното общество обуславят необходимостта от преосмисляне мисията на предучилищното образование с

акцент върху концепта „просоциалност“. В контекста на новата образователна парадигма това обуславя особената значимост, която придобиват комуникативните умения на учителя, предвид спецификата на педагогическата професия като „говорна професия“. Днес образователната институция е поставена в конкурентната среда на „е-образованието“. Пред съвременния учител е поставено очакването за овладяване на информационните и комуникационни технологии в образованието. Като образователна платформа web-средата предлага множество стимули и неограничен достъп до информация за всички, които притежават начална образователна грамотност. Осъзнаването на възможностите на виртуалната реалност, с нейния образователен потенциал от много действащи учители допринася за модернизиране на образователните технологии. Като алтернатива на традиционната организация на образователния процес, в голяма степен web-образованието е не само препоръчвано, но също предпочитано и прилагано и в съвременната предучилищна образователна институция. Но, успоредно с това, определяща е водещата потребност на детето в детската градина от разбиране, приемане и сигурност, които може да му предостави единствено „живият контакт“ с възрастния/учителя. Поради тази потребност присъствието на детския учител запазва своята необходимост и актуалност, но истински смисъл му придава умението за осигуряване на пълноценно словесно взаимодействие с детето в предучилищна възраст. Като специфични за словесното общуване в детската градина се открояват неговите функции да създава условия за психосоциална адаптация и психичен комфорт, което изисква педагогът да подкрепя включването на детето като партньор и активен участник в словесното взаимодействие. От тази позиция, дефинитивно професионалната роля на учителя в детската градина е да осъществява педагогическото взаимодействие върху основата на овладени умения за ефективна словесна действеност. В психолингвистичен аспект словесната действеност кореспондира със способността на говорещия да реализира намеренията си, като ги преобразува в сигнали на културно-приемащия код и да осигурява адекватност на интерпретирането им от страна на слушащия. Като умение на учителя, словесната действеност е призвана да динамизира конвенционалния модел на образование – от педагогическо въздействие към педагогическо взаимодействие и се разглежда като резултат от оптималното единство на професионална мотивираност и активност от една страна и от друга – като комплекс от говорно-комуникативни умения.

Keywords: предучилищна възраст, социална компетентност, словесна действеност, детски учител.

INTRODUCTION

New information technologies, as a product of man and his ever-growing achievements, have reproduced a qualitatively different world in which man becomes the result of his creation. By overcoming geographic and temporal spaces, information also changes interpersonal distances, where communication rather pursues rapid information exchange and fails to take the time for meaningful, meaningful communication between people. It turns out that their efforts and their undisputed efficiency in the field of information and communication technologies provide fast access to information for the modern man, but they gradually become accustomed to decomunication.

In the theoretical concepts of man's social nature, the views of domination of egoic function clearly stand out. According to them, every person is oriented to maximum "profit for himself". Under conditions of social crisis, such a dispositional direction is the cause of conflicting interactions in which the demand for competition among people is strengthened. On the other hand, the detailed analysis of the findings on the process of human evolution from the birth to the present day reveals that individual survival does not require an individual superpower to survive. Contemporary social reality "reveals that the balance of power between civilizations is changing and a new world order emerges, where the importance of social integration competencies or leading to polycultural identity" [6]. To address the difficulties of existence, social competences for adaptation, for cooperation and for mutual support are sufficient. So the concept of social integration is filled with meaning and direction, ie - at the practical level, the interactions that govern the social relations in the direction of social proximity and security between family, community, nation, humanity become accessible.

Successful for modern society are people who can share or live with others [2].

Undoubtedly, this analysis raises questions about our education system.

The specificities of social reality mentioned above indicate that besides the formation of cognitive competences for the educational development of children, importance is also gained in the formation of proficiency competence.

In its purpose, education fulfills its social function, through the unity of two potentiating constructs: education and education.

The content dimensions of learning are attributed as the main processes related to language learning, science studies and intellectual development.

It is undisputed that as part of the educational system through the process of education, the kindergarten performs social tasks related to stimulating individuals to internalize the previous experience of mankind. Probably for this reason, in all historical epochs, the pre-school educational institution inerts a relatively conservative educational activity. In practice, instead of encouraging the child's self-development, the child teacher expects unconditional obedience by the alumni because he treats each other in accordance with the hierarchical framework of the social status quo determining the performance of his professional role as a child development expert.

This explains why educational messages have traditionally been approved in pedagogical practice, according to which the child teacher produces knowledge and the child reproduces them. Thus, sometimes unconsciously, the child's teacher ignores the child as a subject of productive unfolding of their own potential, in their attempts to explore the world, others and themselves in the process of education.

In the examined model of the meaning of education as a pedagogical act, the idea of self-development of the child, relevant to the belief in his creative essence and adhering to the humanistic doctrine of education, is rejected. The rehabilitation of the view of belief in human potential means that "in order to be perspective-person-oriented and to gradually become an interaction, the upbringing must be in accordance with the basic, fundamental children's needs and the actual interests of the children" [3].

It is a fact that adaptation in the modern world is tantamount to social inclusion skills, which requires a transformation of educational interaction in the context of openness to others, sharing of personal resources and willingness for cooperative behavior.

Consequently, the modern educational paradigm in the kindergarten should identify the child's current pedagogical goal as a subjective, two-way, dialectical and hence conceptually equal process of educational co-operation. From this position, the professional role of the teacher in the kindergarten is to perform the pedagogical interaction on the basis of the acquired skills for effective verbal activity.

This justifies the need for the development of meta-pedagogical competencies for verbal activity in the child's teacher in view of its technological provision as a professional.

SCIENTIFIC ARGUMENTATION OF THE PROBLEM DEFINED

The appropriateness of the thesis on the acquisition of meta-pedagogical competences for verbal action in the professional training of the child teacher has its scientific argumentation in the contemporary studies. In this respect are the conceptual achievements of the American philosopher and sociologist George Herbert Mead [5] and the communicative action of the German philosopher Jürgen Habermas [7] in the theories of symbolic interactivity of the American philosopher and sociologist, as they allow deepening and systematization of the socio-psychological interpretation of the verbal communicating with each of its practical levels.

For the purposes of this analysis, the conceptual foundations of symbolic interactionism are expressed in the following substantive positives:

1) Aspectologically considered, verbal communication is a process of symbolic interference on the basis of mutually shared adequate verbal meanings in the minds of the communication partners.

2) Each engagement in verbal communication takes the form of a mutual orientation of the partners by updating each one's consciousness about the supposed image that the other has built for him - the so-called perspective of the communication partner.

3) The realization of full verbal communication requires mutually identical meanings of meaning, interpretations and perspectives between communication partners.

In the perspective of the philosophy of linguistic pragmatism conceived by J. Habermas, verbal communication is interpreted as a dialogical practice - as a communicative action, which is based on the necessity of reaching an understanding with the listener. According to Habermas, three "claims" can be distinguished in the speech of each speaker as a speech act - the statement stands out with credibility; the statement is logically constructed; the statement is authentic.

In this sense, the realization of the verbal interaction requires that the message be formulated through the partner's idea, ie the communicator must know and respect the point of reference of his interlocutor and, on the basis

of it, put his / her own position. Achieving understanding is possible in a coordinated listening and pursuing communicative goals as common to both partners. Habermas calls these characteristics normative principles of communicative action, namely - "symmetry, reciprocity and recognition of the power of the better argument." The definition of these principles becomes a methodology of so-called "discourse ethics", through which the process of world integration is operationalized. Such an idea resides in the notion that discourse ethics is only applicable to a certain communicative competence based on empathic personality who coexists with the world of the other. Like any activity and verbal communication, it is structured according to its own laws. Therefore, according to Habermas, "every communicative person in performing arbitrary speech acts should raise universal claims of validity and assume their satisfaction" [7]. Its contribution is the disclosure of mechanisms by which a communicator and a recipient can synchronize their efforts in terms of understanding. If the communicators can: express themselves intelligently, which generates consensus; to offer information about understanding that generates sharing; be frank and understandable, which gives rise to a trustworthy attitude; to understand with others, which gives rise to symmetrical action. Thus, these mechanisms determine the development of communicative action through its functional components that Habermas means as "universal claims of validity: comprehensibility, truth, truthfulness, regularity." [7].

Mead and Habermas' opinions validate verbal communication as an open system of interaction in which the terms and functions between partners are dynamic.

The theoretical statements set out serve to justify the concept of the educational functions of verbal communication to pro-socialism. They are the starting point for developing scientific analysis towards a dialectical relationship between the vocal communication teacher's skill and the quality of pedagogical interaction with a view to forming the child's initial competencies for communication and social activity.

For every verbal communication is the inherent constant structure built in its immanent parameters:

First. The need for others - in dialectical pedagogy it is satisfied by self-disclosing in a context that reflects the interpersonal interaction with the partner (the teacher / child) and the actual goals.

Second. Motives of Dialogue - the internal motivation to create contact, due to the qualities of the partner and the communicative perspective in the sense of antipathy and sympathy.

Third. Aim of the dialogue - determined by the nature of the interaction and the specific situation.

Fourth. Means of dialogue - verbal and non-verbal markers included in the semantic and stylistic realization of the interaction.

Fifth. Outcome of the dialogue - personal benefit as representation in the child's mind of information exchange (motives, value orientations); the created relationship (sympathies, antipathies); interaction (satisfaction and efficiency).

On the basis of the theoretical concepts of the suggestive function of speech as a social phenomenon - to induce the action of those to whom it is addressed, the word is defined as the action of the speaker, which is directed to the influence on his perceiver.

Against the background of the relationship between communication and the characteristics of the individuals choosing and interpreting communications, in a psycholinguistic aspect verbal activity corresponds to the ability of the speaker to realize his intentions by converting them into signals of the cultural-receiving code and to ensure adequate interpretation of them by the listener.

DISCUSSION Acknowledgments

On this basis, verbal activity is seen as a result of the optimal unity of personal motivation and activity on the one hand, and on the other, as a complex of speech and communicative skills.

All this determines the consideration of the skills of verbal activity as an attribute characteristic of the contemporary teacher and nominates it with a rank of meta-pedagogical competence to view its technological provision as a professional in the process of educational co-operation, stimulating the formation of social competence in the child at pre-school age.

It is the task of teachers in the process of communicating with the child to mediate in awareness of their own resources in order to develop the skills for self-help and interaction in the context of the concept of "prosocialism". Thus, in the processes of interpersonal interaction with peers from the group, the child gradually develops skills for dialogue, cooperativity and social partnership.

In fulfilling its mission for social support and education of the child in pre-school age, it is the child's teacher who should respond adequately to the expressed emotions and feelings of children. This means the pedagogue in the kindergarten:

- create conditions in which the child, both individually and in the peer group, experiences psychological comfort;
- draw attention to the child's interactions with peers;
- to listen actively (concentrate and objectively) to the child's desires and to respond empathically;
- to encourage the child to express his feelings openly in any situation and in the creation of a suitable atmosphere;
- to monitor and understand the child's leading experiences;
- to criticize the act, not the child's personality.

The understanding and cooperation of the child teacher implies more than the perception of verbal and non-verbal messages of the pre-school child. The verbal communication of the child teacher with the child unfolds a three-component relationship, relevant to the three spheres of the child's mental functioning:

1. Cognitive - includes beliefs, thoughts, factual knowledge of objective reality.
2. Emotional (affective) - encompasses assessments, sympathies, and emotional responses to the subject or person.
3. Behavioral (Interaction) - encompasses the processes of objectification of the intent of the subject.

Educational activities carried out in kindergarten extend the individual-practical range of use and functionality of the verbal communication on the part of the child. The teacher's skills for verbal communication are crucial to the applied organization of play-based pedagogical situations. Inclusion of the child in them speeds up the movement of the child as a subject of activity towards behavioral forms of interpersonal interactions where the use of speech is not simply a practical task but increasingly acquires the characteristics of purposeful verbal behavior. In the games, the child rehearses the appropriate verbal repertoire and thus prepares for the next age period associated social role sharing. In the process of verbal communication in the game, the child produces mechanisms (speech registers) to efficiently organize their own role-playing behavior, adequate to the motives for participation and the emotions experienced.

The verbal skills of the pedagogue in the kindergarten are effective when, in a communicative act with the child, he manages to incite action. In this way, the teacher's speech is defined as an action that is aimed at influencing the child [4]. Starting from the requirement of communicative activity, the unity of listening and speaking, we need to provide a group (diada) nature of the activity in which children exchange their roles as listeners and speakers in forming the complex dialogue of the communication that makes it a communication [1].

This is how the organized educational interactions in the pre-school institution define the constructive construct of the "verbal activity of the child's teacher", considered as:

- on the one hand, as a result of the optimal unity of professional motivation and activity of the child teacher;
- on the other hand, as a complex of his verbal-performing skills, combining normative, organic and effective speech.

CONCLUSION

The achievement of adequacy and efficiency by the teacher in the kindergarten in realizing the verbal activity constructs the educational interaction with emotional experiences transforming the child's feelings and emotions into real knowledge of reality based on the experience of contact with others and absorbed in the protected area of the kindergarten.

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