

PRINCIPLES OF COMMUNICATION CULTURE DEVELOPMENT IN PRESCHOOL CHILDREN

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ABSTRACT

This article is analyzed by studying the principles of communication culture development in preschool children. What is communication besides? What is communication culture? The difference between communication and communication culture? And we will consider the ways of developing communication culture in preschool children during this article. [1]

Keywords: preschool children, communication, communication culture, principles of communication culture development

INTRODUCTION

Communication is the exchange of information arising from the need for cooperation between people. Communication is a human need as a social, conscious being, as a carrier of consciousness. We observe the separation of various higher animal and human lifestyles into two sides: relations with nature and relations with living creatures. The first type of communication is called activity as a special type of human activity. The second type of communication is determined by the fact that the parties interacting with each other are living creatures that exchange information. Such communication within and between species is called communication. Communication is characteristic of all living creatures, but at the human level it has the most advanced forms, it is realized through speech. The following points of view are distinguished in communication: content, purpose and means. The content of communication is the information transmitted from one living being to another in interpersonal communication. The content of communication can include information about the internal motivational or emotional state of a living being.

Through communication, information about their emotional states (satisfaction, joy, anger, sadness, emigration, etc.) can be passed from one living being to another, directing the living being to communicate in a certain order. Such information is transmitted from person to person and serves as a means of establishing interpersonal relations. We react differently to someone who is angry or suffering than to someone who is open-minded and happy. Information about the state of the external environment transmitted from one organism to

another, for example, a warning about danger or the presence of positive, biologically important factors in the vicinity, for example, food, can be the content of communication. The content of communication in humans is much wider than that of animals. People exchange knowledge about the world, acquired experience, abilities, skills, and information about the world. Human communication is multi-faceted and diverse according to its internal content. The purpose of communication is the reason why this type of activity occurs in a person. In animals, the purpose of communication can be to invite another living creature to a certain action, or to warn that this or that action should not be performed. For example, a mother can warn her child of danger with her sound or movement; some animals in the herd can warn others that vital signs have reached them. A person has more communication goals. In addition to those listed above, they include the acquisition and transmission of knowledge about the world, education and training, coordination of various actions in the cooperative activities of people, clarification and establishment of personal and work relationships, etc. . If the purpose of communication in animals is to satisfy their biological needs, then in humans they are a means of satisfying many different needs: social, cultural, cognitive, creative, aesthetic, mental growth, moral development, etc. .

LITERATURE ANALYSIS AND METHODOLOGY

Communication is usually manifested in the unity of five aspects: interpersonal, cognitive, communicative-informational, emotive and conative. The interpersonal side of communication reflects the interaction of a person with his immediate environment: other people and the generalities that will be connected in his life. The cognitive side of communication allows you to answer many questions about who the interlocutor is, what kind of person he is, what can be expected from him, as well as many other questions related to the personality of the partner. The communicative and informative side of communication consists of the exchange of ideas, ideas, interests, feelings, inclinations and interests between people of different backgrounds. The emotional side of the communication is related to the feelings and moods of the partners in their personal relationships. The conative (behavioral) side of communication serves to coordinate internal and external contradictions in the views of partners. Means of communication can be defined as means of encoding, transmitting, processing and revealing information transmitted from one living being to another in the process of communication.

THE RESULT

A person is formed, develops and manifests as a person in communication. In social communication, the psyche develops and the individual introduces himself to life. By communicating with spiritually developed people, in exchange for wide opportunities to learn, a person acquires all his high abilities and qualities and becomes a person.

DISCUSSION

The communication of living beings develops in phylum and ontogenesis. This development covers all the main aspects of the process: content, goals and means. The phylogenetic development of communication is related to the change in the content of communication and is expressed in the following points:

- enrichment of the content of the communication delivered from one being to another with new information. First of all, this is information about the internal, biological conditions of the organism; then - information about the vital properties of the external environment. After that, the content of communication includes information that expresses knowledge about the world in the form of concepts that have a cognitive character, are objective, independent of the private needs of a living being. This is now at the human level, and the first two stages of the evolutionary development of communication occur at the animal level;
- the enrichment of goals is related to the change and development of the needs of interacting organisms: the more diverse and higher these needs are, the more diverse and improved the goal perspective of communication will be.

In the mental development of a child, his communication with adults during the initial stage of ontogenesis is especially important. In communication, first of all, direct imitation, then vicarious learning, and then verbal learning - the child's life experience is gained through phrase rules. People who communicate with him serve as carriers of this experience for the child, and it cannot be achieved by any other means except communication. In his research, R.S. Nemov considers the ontogeny of the development of human communication and its main stages. According to him, a human child feels the ability to engage in emotional communication with people at the age of three months (revival complex), and when he reaches the age of one, his expression is so rich that quickly acquiring the verbal language of communication, sound allows the use of speech. R.S. According to Nemov, the main stages of the ontogenetic development of human communication in the preschool period can be visualized and described as follows:

1. Age period from birth to 2-3 months. Communicative communication that is biological in content and serves as a means of meeting the child's vital needs. The main means of communication are simple facial expressions and simple gestures.
2. Age period from 2-3 months to 8-10 months. The initial stage of cognitive communication, which is associated with the beginning of the activity of the main sensory organs and the emergence of new impressions.
3. The period from 8-12 months to about 1.5 years. Guided, verbal-nonverbal communication that serves cognitive needs. Transition to using language as a means of communication.
4. From 1.5 to 3 years. The occurrence of activity and game communication related to the emergence of physical activity and play. The initial stage of division into activity and personal communication.

5. The period from 3 to 6-7 years. Voluntary selection and use of various natural signs given by nature or acquired means of communication. As soon as he steps into school, the process of mental and personal growth of the child accelerates. The content of communication deepens and diversifies, goals increase, communication tools improve.

CONCLUSION

Early childhood: After infancy, a new stage of development begins, early childhood (1-3 years old). Early childhood is the most important period in a child's life, an important period that determines his future psychological development. The basis of the development in this period is the child's proper walking, communication, and mastery of subject activities. "What is it?" they ask the question. Children who have fully mastered the functions of objects at the age of 3 do not use these objects aimlessly in their games, but also use them according to their tasks. A child's speech develops somewhat slowly until he reaches the age of 1.5 years. During this period, he learns from 30-40 words to 100 words, but uses them very little in practice. From the age of 1.5, his speech begins to develop rapidly. Now the child not only asks them to say the names of objects, but also tries to pronounce these words himself. The level of development of communication will accelerate.

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