



Peculiarities of Forming Communicative Competence in Primary School Students with Multinational Composition in the Aspect of Developing Universal Learning Actions

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Abstract: *The formation of communicative competence in strict accordance with the norms and rules of the universal educational activities studied in the aspect of development, in this case Russian as a native one, is one of the primary tasks of studying the Russian language in classes with a multinational composition of students. The article reveals the features of the formation of the skill of perception of Russian speech and the development of communicative competence in the conditions of national Russian bilingualism, offers recommendations for organizing work to develop communication skills in Russian.*

Keywords: *communicative competence, communicative learning activities, national Russian bilingualism, difficulties, oral form of speech, specific speech errors, bilingual students, comparative experimental study, didactic material.*

The problem of teaching the Russian language in a multinational school is one of the most complex problems of our time, which has not only educational, but also social significance. However, this does not take into account the original features of the linguistic environment of a multinational region [1].

Among students in general education schools, a special group are bilingual children with learning difficulties. In classes with a multi-ethnic composition of students, native speakers of Russian as a non-native language often speak oral speech no worse than their Russian classmates. However, in educational communicative situations, their limited knowledge of the Russian language is manifested.

In the process of mastering the Russian language as a subject in children with bilingualism, specific speech errors are revealed, due both to the peculiarities of the interaction of language systems and to deficiencies in speech and mental development, which is the cause of school difficulties in communication and learning. (L.I. Belyakova, O.B. Inshakova, E.O. Golikova, 2003; G.V. Valiullina. 2010, etc.) [2].

Difficulties in the formation of educational activities of bilingual students are due to the fact that they have different levels of development of speech and language skills both in their native language and in Russian, they enter school without special training. In the learning process, difficulties are added in mastering universal learning activities (UUD), since non-Russian-speaking children must learn to perform sound-letter analysis and synthesis of words, correctly pronounce Russian sounds, sound combinations and words, and learn phonetic features characteristic of the Russian language. In

addition, it requires the ability to listen and understand Russian speech, retell and narrate independently, make sentences based on speech patterns, tell from plot pictures, write presentations based on understanding the text, actively communicate with the teacher and with peers, i.e. master the forms and means of communication.

According to the views of domestic scientists (B.G. Ananiev, M.M. Bakhtin, A.A. Bodalev, O.E. Gribova, I.A. Zimnyaya, A.A. Leontiev, M.I. Lisina, L.A. Petrovskaya, T.N. Ushakova, R.M. Frumkina, etc.) communication is one of the main conditions for the development of the child, the most important component of the formation of his personality [3].

Possession of communicative competence at the proper level enables the student to more successfully participate in the educational process. This competence includes the ability to set a communicative goal and achieve it with the help of communicative strategies. The modern school focuses on a graduate who knows how to conduct a constructive dialogue and achieve mutual understanding, who knows how to cooperate to achieve common results [4; five].

The imperfection of communicative skills is associated both with the difficulties of using language means of communication, and with the shortcomings of the psychoverbal development of the child (I.M. Bgazhnokova, E.E. Dmitrieva, N.P. Zadumova, V.I. Lipakova, O.S. Pavlova, L.M. Shchipitsyna and others). One of the reasons for this phenomenon is the insufficient level of communicative (social) competence by the time they enter school (E.E. Dmitrieva et al.) [6].

The complexity of the problem of overcoming learning difficulties that arise in younger students lies in the fact that it is complex: medical, psychological and pedagogical [7; 8]. To solve it, joint efforts of doctors, teachers, psychologists and parents are needed. An analysis of literary sources shows that there are not so many works concerning the content and organization of pedagogical work with bilingual students, whose learning difficulties are due to minor shortcomings in psychoverbal development. The studies mainly reflect aspects of the study of individual mental functions, the organization of the provision of practical psychological assistance to children with learning difficulties (S.D. Zabramnaya, G.F. Kumarina, L.I. Peresleni, S.G. Shevchenko, E. A. Yamburg and others), but these authors do not touch upon the issues of helping children in a bilingual educational environment.

As a psychological and pedagogical platform, the development of the individual in the education system is considered, which is ensured, first of all, by the formation of universal educational activities (UUD), which act as the basis of the educational and upbringing process. The quality of knowledge assimilation is determined by the nature and variety of types of universal actions: personal, cognitive, communicative and regulatory. As a result, UUD as a system is a single whole, which consists of separate components (personal, cognitive, regulatory and communicative). The structure and content of the universal educational activities of junior schoolchildren have the features of a system in all respects [4].

Despite the various aspects of research, the problem and pedagogical conditions for the formation of communicative UUD in younger students with learning difficulties in bilingual educational conditions have not been developed enough and are especially relevant for the continuous system of the education system of the Republic of Uzbekistan.

We have carried out a comparative experimental study of universal educational communicative actions among students in classes with the Russian language of instruction in schools in Uzbekistan with Russian-Uzbek bilingualism. Written work was analyzed, observations were made of children during lessons, as well as interviews, questioning of teachers and parents, which is important for understanding and identifying the causes and essence of the difficulties experienced by students. Teachers were offered a questionnaire to get an idea of the nature of educational difficulties and the level of proficiency in oral speech in Russian.

50 students of the 2nd grade of schools No. 34,1,49 in Namangan were examined, experiencing persistent learning difficulties. Of these, 25 children with Uzbek-Russian bilingualism (E1) and 20

(E2) with Russian-Tatar, 5 (EG 3) students with Russian-Tajik bilingualism. All children study according to the “National Program”, which is being pilot tested in the 2022/2023 academic year

When developing didactic material, we proceeded from the fact that communicative UUDs include a number of skills: the ability to listen and engage in dialogue; participate in a group discussion of problems; the ability to integrate into a peer group, the ability to build productive interaction and cooperation with peers and adults. We also focused on the planned results of the development of communicative UUD by students in grades 1-2.

The proposed educational and didactic material includes 2 blocks of methods:

Block 1. Research of communicative and speech activity:

- 1.1. Ability to collaborate with peers.
- 1.2. Communicative-speech activity in dialogue.
- 1.3. Forms and means of communication with adults.

Block 2. Study of the level of language proficiency:

- 2.1. Study of the state of impressive speech.
- 2.2. Knowledge of the grammatical means of the language.
- 2.3. The study of the dictionary and lexical consistency.
- 2.4. Possession of monologue speech.

This publication discusses the results of the study using the first block of techniques. The diagnostic complex includes modified by us:

- G.A. Zuckerman, which allows to identify the level of formation of communicative skills and abilities of junior schoolchildren in the process of joint productive creative activity [9];
- L.A. Golovey to determine communicative speech activity and features of dialogical speech [10];
- M.I. Lisina to study the forms and means of communication [11].

For each technique, the parameters of qualitative analysis and the scoring system are determined.

An analysis of the results of the joint practical task made it possible to identify communication difficulties in all three groups of schoolchildren; in children with Russian-Uzbek and Russian-Tajik bilingualism, these difficulties were more pronounced.

Signs of communicative maladaptation include the following:

1. When performing a joint task, the children did not know how to overcome disagreements, quarrels, insults, protest moods often arose, they showed an inability to resolve controversial issues and resolve emerging conflicts.
2. Children inactively used the skills of persuasion and clarification in relation to a communication partner.
3. Inadequately assessed their own actions and the actions of their peers.
4. There were episodes of a complete refusal to communicate, argued, for example, by “unwillingness to draw and talk with a friend”, as well as episodes of aggressive behavior towards a communication partner.
5. In a number of cases, there were difficulties in understanding the instructions (explanatory and visual assistance was required).
6. Children with Uzbek-Russian bilingualism had more pronounced difficulties due to insufficient knowledge of communicative and speech means in Russian.

The results of the study of communicative-speech activity in communication with adult peers showed that in both groups, the level of assessment of communicative inclinations corresponds to the average level of formation of communicative skills and abilities. At this level, most students have a desire for contacts with different people, a desire to communicate with peers, but the initiative is not stable enough, and the potential for communicative and speech capabilities is reduced.

In the communicative behavior of bilingual students of the three groups, there were specific manifestations, difficulties associated with the problems of selecting language means and speech actions. In the course of communication with an adult, stiffness, indecision, lack of initiative, low motivation, etc. were noted. Those children who showed higher activity more often resorted to paralinguistic means, in their statements there were elements of embolophrasy, difficulties in finding the right word.

In the group of Uzbek-Russian and Tajik-Russian bilinguals, the following signs of communication difficulties were identified:

1. Decreased motivation to communicate with peers and adults.
2. Difficulties in the selection of lexical means, embolophrasia.
3. The use of paralinguistic means to the detriment of verbal ones.
4. Errors in the lexical and grammatical design of a speech statement.
5. Structural unformed statements.

Dialogic speech disorders in children were characterized by the following features:

- inactivity during the dialogue, due to a decrease in the frequency of inclusions in a conversation with proactive statements and the inability to give a reactive remark that can stimulate the interlocutor to continue the conversation. There was also a preference for non-verbal and monosyllabic responses;
- the originality of the structure of the dialogue with its relative safety in the case of support from an adult, i.e. invariability of the positions of communication partners (adult - speaking, child - listening);
- the behavior of children in a situation of communication is often characterized by timidity, uncertainty, constraint.

The results of the study of forms and means of communication according to the method of M.I. Lisina showed the following:

- for students of all groups, the situational-business form of communication was predominant in EG1 - 36%, in EG2 - 28%, in EG3-36. The most preferable was the situation of joint play with an adult, which corresponds to the development of communicative activity of preschool children, but not schoolchildren.
- 28% of children from EG1 and 32% of subjects from EG2, 33% from EG3 showed certain abilities in mastering the extra-situational-cognitive form of communication. However, in a situation of cognitive conversation, the children felt less comfortable.

The extra-situational-personal form of communication was available to 16% of students from EG1 and 20% from EG2, 23% from EG3. Looking at books, talking about friends, relatives, the children built monotonous, mean statements, showed little initiative in communication, often used non-verbal means, and passively expected the help of an adult.

Thus, the data of the ascertaining stage of the study showed that for almost 50% of the students surveyed, the situational-business form of communication turned out to be the leading one, which indicates a pronounced communicative maladjustment. Signs of communicative maladjustment are the low level of development of the motivational component of communication, the inability to build and maintain a dialogue.

In bilingual children, the specificity of the development of communicative skills is largely determined by the lack of language means of communication. They are less likely than Russian-speaking children to turn to an adult on their own initiative, in their statements they make numerous mistakes of a lexical-grammatical and structural-semantic nature. Communication is strictly selective. The uniformity of speech statements on the topic, content, situationality distinguishes them in almost all situations of communication.

Manifestations of communicative maladaptation in children of both groups are of a variable nature, which implies the creation of special pedagogical conditions to optimize the process of forming communicative skills.

In conclusion, we note that in the process of forming communicative skills in bilingual children, the teacher needs to pay special attention to solving the following tasks:

1. Increasing motivation for dialogical communication and cooperation with peers and adults.
2. Overcoming difficulties in the selection of lexical and grammatical means of the Russian language.
3. Formation of the ability to competently build and formulate a speech statement.

When developing the program of the formative experiment, we proceeded from the fact that productive joint creative activity contributes to the formation of motivation for communication, helps to establish closer interpersonal ties in the children's team, and develops the necessary communication skills. Great opportunities for the formation of communicative UUD are provided by project activities. The use of the project method in the classroom and after school hours contributes to the communicative success of younger students, both in educational environment, and in the development of social experience. Correction of shortcomings and the formation of communication skills will be effective in the interaction primary school teachers and narrow specialists of psychological and pedagogical support: a teacher-psychologist, a speech therapist and a teacher-defectologist.

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