

COMMUNICATIVE-SPEECH FUTURE EDUCATOR TRAINING FOR SOCIAL ADAPTATION OF 5- TO 7-YEAR-OLD CHILDREN BY MEANS OF MODERN ART

TREINAMENTO DE FUTURO EDUCADOR DE FALA COMUNICATIVA PARA A ADAPTAÇÃO SOCIAL DE CRIANÇAS DE 5 A 7 ANOS POR MEIO DA ARTE MODERNA

FORMACIÓN DE FUTUROS EDUCADORES DE HABLA COMUNICATIVA PARA LA ADAPTACIÓN SOCIAL DE NIÑOS DE 5 A 7 AÑOS MEDIANTE EL ARTE MODERNO

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ABSTRACT: The article clarifies that in Ukraine the professional communicative-speech future educator and primary school teacher training for social adaptation of 5- to 7-year-old children is relevant and important. The efficient role of modern art in the social adaptation of children has been studied. The model of professional communicative-speech future educator training for social adaptation of children by means of modern art with the following structural components is developed: the stimulating and motivating component, the semantic component, the operative and action component, the monitoring and regulating component, and the assessment and result component. Based on the results, the presented model of professional future preschool teacher and primary school teachers training is effective, and the artistic and pedagogical approach increases the level of future educators' communicative-speech development, socio-pedagogical competence and socio-artistic pedagogical sensitivity, which generally contributes to the formation of their professional competence.

KEYWORDS: Communicative-speech. Future educator training. Social adaptation. Social development.

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RESUMO: O artigo esclarece que, na Ucrânia, o futuro educador profissional da fala comunicativa e o treinamento de professores primários para a adaptação social de crianças de 5 a 7 anos de idade é relevante e importante. O papel eficiente da arte moderna na adaptação social das crianças tem sido estudado. É desenvolvido o modelo de formação de futuros educadores profissionais de fala comunicativa para a adaptação social de crianças por meio da arte moderna com os seguintes componentes estruturais: componente estimulante e motivador, componente semântico, componente operativo e de ação, componente de monitoramento e regulação, e o componente de avaliação e resultado. Com base nos resultados, o modelo apresentado de formação profissional de futuros professores de pré-escola e professores do ensino fundamental é eficaz, e a abordagem artística e pedagógica aumenta o nível de desenvolvimento comunicativo-discurso dos futuros educadores, competência sócio-pedagógica e sensibilidade pedagógica sócio-artística, o que geralmente contribui para a formação de sua competência profissional.

PALAVRAS-CHAVE: Fala-comunicativa. Formação de futuros educadores. Adaptação social. Desenvolvimento social.

RESUMEN: El artículo aclara que en Ucrania el futuro educador profesional del habla comunicativa y la formación de maestros de escuela primaria para la adaptación social de niños de 5 a 7 años es relevante e importante. Se ha estudiado el papel eficaz del arte moderno en la adaptación social de los niños. Se desarrolla el modelo de formación del futuro educador profesional comunicativo-discursivo para la adaptación social de los niños mediante el arte moderno con los siguientes componentes estructurales: componente, componente estimulante y motivador, componente semántico, componente operativo y de acción, componente de seguimiento y regulación componente, y el componente de evaluación y resultado. Con base en los resultados, el modelo presentado de formación profesional de futuros maestros de preescolar y de primaria es efectivo, y el enfoque artístico y pedagógico aumenta el nivel de desarrollo comunicativo-verbal, competencia sociopedagógica y sensibilidad pedagógica socio-artística de los futuros educadores. que en general contribuye a la formación de su competencia profesional.

PALABRAS CLAVE: Discurso comunicativo. Formación de futuros educadores. Adaptación social. Desarrollo social.

Introduction

Social adaptation of children is one of the most current educational issues. The challenges of the current socio-cultural situation require the formation of a new personality type who is flexible and mobile and quickly adapts to the changing conditions and lifestyles. It has been scientifically proven that the adaptation of children to school cannot start at early school age. It should be started at the preschool age. In this aspect, 5- to 7-year-old children should actively acquire competencies in relevant educational institutions. In Ukraine, the problem of social adaptation of 5- to 7-year-old children acquires state importance. It might be confirmed by various documents, in particular in the laws of Ukraine «On Education»,

«On Preschool Education», «On General Secondary Education», and the National Doctrine of Education in Ukraine in the 21st century, the Basic component of preschool education in Ukraine, and the Concept of «The New Ukrainian School». According to the documents, preschool education becomes compulsory for children under the age of 5. Furthermore, the first two years in primary school ought to have an adaptive and playful nature. One of the strategic directions declared in the mentioned documents is the focus on the child's full life provision, which ensures their successful adaptation and functioning in modern society.

Successful social adaptation of children to school life is the subject of research by foreign and Ukrainian sociologists. American sociologists of the late 19th and early 20th centuries began to draw the attention of educators to learning as a social process, the organization and procedures of which have sociological justifications. They were Edward O. Ross (1918), and others. Neofunctionalism theory of social adaptation by Jeffrey Alexander (1985) began to develop in the 1980s. Since then, a number of researchers considered the personality formation as a process of socialization, for instance M. Dubinin (1996), I. Kon (1999), B. Parygin (1999) considered the personality formation as the unity of phylogenesis and ontogenesis. Scholars A. Maslow (1970) and D. Bell (1973) considered social adaptation as a structural element of socialization in detail. Pedagogical aspects of social adaptation in educational institutions were revealed in research by T. Besnard (2017), G. Šarníková (2019), Nowland and Qualter (2020).

Nowadays, social adaptation of children with special needs is studied by M. Shahrier, S. Barimani, J. Asadi, A. Khajevand (2020). L. Amédée, A. Tremblay-Perreault, M. Hébert, and C. Cyr (2019) as they study social adaptation of children who have been abused and discriminated. O. Budnyk (2013) devoted her research to the preparation of future primary school teachers for socio-pedagogical activities. Yu. Kuprina (2010) studied the implementation of socio-cultural adaptation of pupils. However, nowadays, there is a question of finding and using new technologies to prepare future educators for social adaptation of 5- to 7-year-old children, considering inclusive education aimed at shaping the personality of the specialist. The indicators of which are tolerance, creativity, empathy, critical thinking, emotional intelligence, communication, social mobility etc. In this aspect, in our opinion, an essential role belongs to modern art, which due to its artistic and synthetic nature and playful nature, has a complex impact on speech development, the emotional, intellectual, volitional personality spheres. Means of modern art are able to intensify and increase the effectiveness of training students in higher pedagogical institutions, which will allow them to understand

the problem of social adaptation of 5- to 7-year-old children much better and increase the level of communicative-speech readiness.

The prominent philosophers, sociologists, and psychologists I. Zyazyun (1997), M. Kagan (1996), L. Stolovich (1999) substantiated the role of art in the process of social adaptation of personality and speech development. The influence of art on the future educator's professional development, their creative personality development has been considered as a pedagogical problem by famous Ukrainian and foreign scholars since the 1990s. N. Myropolska (2015), N. Sulaieva (2013), and others studied the influence of art on the development of teachers, pupils, and students.

Materials and Methods

The aim of the study is to study the readiness of future educators for the social adaptation of 5- to 7-year-old children by means of modern art. Objectives of the study are to substantiate the theoretical foundations of communicative-speech future educator training for social adaptation of 5- to 7-year-old children, to prove the impact of art on socio-pedagogical competence and socio-artistic pedagogical sensitivity; to develop and experimentally test the model of professional communicative-speech future educator training for the social adaptation of 5- to 7-year-old children by means of modern art. Ways of realization of the elective course tasks are various didactic means, namely: problem-solving teaching of theoretical material; «round tables»; the dispute with the elements of «brainstorming»; analysis and discussion of pedagogical research, ballet works, photographs, videos, musical works, and pedagogical situations; pedagogical training; business pedagogical games with further discussion of the selected teaching methods effectiveness; independent solution of pedagogical tasks with the subsequent estimation of the executed work. Experimental confirmation of the authors' model of communicative-speech future educator training for social adaptation of 5- to 7-year-old children by means of modern art in the educational process of higher educational institutions was tested during 2018–2019, 2019–2020 on 27 students of Poltava V. G. Korolenko National Pedagogical University. The level of the formed competencies of future kindergarten teachers and primary school teachers, conducted after the end of the formative experiment, showed a significant increase of readiness for the socialization levels of 5- to 7-year-old children among students of the experimental group.

Results and Discussion

Despite the significant development of various aspects of the use of art in the process of communicative-speech future educator training by the above-mentioned scholars, the scholars did not consider the future educator training for the social adaptation of 5- to 7-year-old children by means of modern art. In our opinion, this will provide a comprehensive understanding of the problem of social adaptation of children in preschool and primary educational institutions, continuity of social and adaptive activities, harmonization of the educational process, etc.

The analysis of the current scientific works and methodological approaches allowed us to determine the communicative-speech future educator training for social adaptation of 5- to 7-year-old children by means of modern art as a purposeful integrated process of mastering the necessary system of socio-pedagogical knowledge, development of appropriate psycho-emotional and communicative competencies. It might allow them to optimize the educational activities in preschool and primary educational institutions, to harmonize the transition of children from the social role of «a preschooler» to the social role of «a pupil», and to increase social activity and self-realization of children of this age group.

An observational study aimed at analyzing the state of future educators' readiness for the social adaptation of children was conducted in two stages. The objectives of observational study were the following: to determine whether kindergarten teachers, teachers, and future educators are aware of the importance of special strategy of social adaptation of 5- to 7-year-old children; find out whether kindergarten teachers, teachers, and future educators understand the socio-adaptive capabilities of modern art, its socio-pedagogical potential in self-education, self-development, self-formation and capabilities of children's speech development.

The first stage included a questionnaire of kindergarten teachers, primary school teachers, and future educators. The questionnaire showed that 44.94 % of respondents were aware of the importance of special strategy of social adaptation of 5- to 7-year-old children and the pedagogical value of art, its significance for speech development and the development of child's personality. But they found it difficult to understand the socio-adaptive capabilities of modern art. It was difficult for them to imagine the process of using art for professional self-education, self-development, and self-formation. At the same time, respondents from this group expressed a desire to expand their knowledge of modern works of art about children. 35.98 % of respondents gave modern art a secondary role in the professional development of

teachers, giving preference to traditional and innovative technologies. They regarded cinema and fiction as powerful kinds of art that could influence their pedagogical consciousness and behavior. At the same time, the respondents noted that they had little time to watch films and visit photo exhibitions, theater, and choreographic performances. Furthermore, they did not see any social and adaptive potential and could not draw artistic and pedagogical parallels. 19.08 % of respondents took a neutral position, did not show interest in the issue, but did not express negative categorical judgments. Respondents of all groups had nothing against the use of modern art in the process of professional communicative-speech development of educators, in particular, preparing them for the social adaptation of 5- to 7-year-old children.

At the second stage of the observational study, the levels of readiness of future educators for the social adaptation of 5- to 7-year-old children by means of modern art were diagnosed. At this stage, criteria, indicators, and levels of readiness for social adaptation of 5- to 7-year-old children by means of modern art were developed.

We have defined the educators' *socio-pedagogical competence* as the first criterion. It includes mastering diagnostic methods of the children's personal development and their subject competencies, namely communicative-speech, logical-mathematical, natural-ecological and valeological, etc.; mastering specific technologies of social adaptation of 5- to 7-year-old children to study at school; mastering the techniques of pedagogical communication with the subjects of the educational environment in different social situations etc.

Indicators of this criterion are social and information intensity, the ability to change the status-role position, the ability to diagnose the presence of contradictions between the process of children's social adaptation, and their personal development.

Socio-artistic pedagogical sensitivity as the second criterion is interpreted by us as an integral definition, as the educator's ability to analytical and synthetic act in various social situations of educational dimension, based on understanding the sensory-emotional state of the professional activity recipient, the ability to perceive the socio-adaptive potential of modern art with the ability to transpose it into educational situations and communication.

Indicators of socio-artistic pedagogical sensitivity are the following: the development of social imagination, the development of social intelligence, empathy, and focus on using modern art for professional self-education.

Among 27 diagnosed respondents (students majoring in 012 Preschool education with additional specialty 013 Primary education of Poltava V. G. Korolenko National Pedagogical University), the generalized indicators of readiness for social adaptation of 5- to 7-year-old

children were as follows: high level – 1 person (3, 7 %), average level – 5 people (18.52 %), low level – 21 people (77.78 %).

Consideration of the content and operational components of communicative-speech future kindergarten teacher and primary school teacher training for social adaptation of 5- to 7-year-old children showed the general nature of theoretical training of students majoring in 012 Preschool Education and 013 Primary Education and insufficient level of practical training. Theoretical knowledge about society, features of social interaction, adaptation as a process, its mechanisms, and artistic functions have a branched and superficial nature of their formation. There are a certain disproportion and detachment of sociological ideas from psychological and pedagogical ones. It might be the result of teaching general and preschool pedagogy, the basics of pedagogical skills during the first and the second years of training. As sociology, aesthetics, and social pedagogy are not included in the curriculum of «Preschool education. Primary education» program. Therefore, it is difficult for lecturers of fundamental and professional-oriented disciplines to integrate social and psychological-pedagogical knowledge.

We have developed a model of improving the communicative-speech future educator training for the social adaptation of 5- to 7-year-old children by means of modern art, which should integrate the students' linguistic, social, pedagogical, and artistic knowledge.

Thus, we clarified the *pedagogical conditions* of communicative-speech future educator training for the social adaptation of children by means of modern art, namely: the implementation of the authors' model; teaching students to adequately and objectively perceive modern art and compare it with socio-pedagogical situations; professional training based on communicative-speech approach; mastering of diagnostics of contradictions between the process of adaptation of children and their personal needs; future educators' ability to change the status-role position; development of social imagination, social intelligence, and empathic abilities; acquisition of an attitude to the implementation of social adaptation, mastering the elements of socio-artistic literacy, constructive, organizational, and communicative skills aimed at the implementation of social adaptation of 5- to 7-year-old children in specific pedagogical situations.

The current stage of communicative-speech future educator training for the social adaptation of 5- to 7-year-old children requires not only a deep theoretical understanding of the role of this process in the development of a personality but also the future educator's practical readiness.

The solution to this problem with the help of modern art is facilitated by an experimental model of communicative-speech future educator training for social adaptation of 5- to 7-year-old children, which should ensure the theoretical and practical readiness of students for the professional and pedagogical activities.

The structural components of the experimental model are the following: target component, stimulating and motivating component, semantic component, operative and action component, monitoring and regulating component, and the assessment and result component (SAVCHENKO, 2001).

The target component functionally combines the goal of communicative-speech future educator training for the social adaptation of 5- to 7-year-old children by means of modern art with specific objectives: 1) to form motives for professional activity in the process of social adaptation of 5- to 7-year-old children; 2) to generalize and deepen students' knowledge in the process of social adaptation of preschoolers and first-graders; 3) to form pedagogical skills to effectively carry out social adaptation of children in preschool educational institutions, and primary schools on communicative bases.

The stimulating and motivating structural component provide a scheme of constructing theoretical and practical parts of the educational process, which will stimulate students' interest in the social adaptation of 5- to 7-year-old children using artistic and socializing means. Moreover, it will stimulate the need for an independent problem solution, the emergence of positive motives during the studying of the elective course «Social adaptation of 5- to 7-year-old children».

The semantic component follows from the content of the curriculum of «Preschool education», «Primary education» programs and is specified in the list of the educator's specific and professional competencies necessary to facilitate the social adaptation of senior preschoolers and first-graders, namely: a system of knowledge about the content of social adaptation to the conditions of PEI, about the sequence of social adaptation of first-graders, about the phenomenon of maladaptation; planning (modeling) the adaptation process of first-graders in cooperation with parents, a psychologist, a school social pedagogue; ability to realize a creative idea; have organizational, suggestive, and communicative skills; analyze the results.

Operative and action structural component reflects the procedural essence of the study of general and preschool pedagogy, the basics of pedagogical skills, methods of teaching and the course «Social adaptation of 5- to 7-year-old children» itself. The interaction between the lecturer and students has a significant impact on the content of theoretical and practical parts

of the educational process. It might cause changes and the development of a syllabus. It depends entirely on the lecturer's ability to communicate, choose the form, methods, techniques of teaching students, and the means of modern art, to consider students' readiness for the perception of theoretical material and works of art with socially adaptive content.

The monitoring and regulating structural component of the study consists of the continuous implementation of control in the course of accomplishing the set tasks and in providing feedback. Checks of the formation of competencies are an indicator of the effectiveness of the forms, methods, and techniques used. At the same time, students can exercise self-control of their successes and failures in learning. For this purpose, specific tasks for practical classes have been developed. The main methods and forms of monitoring can be an observation of students' learning activities, oral examination, communicative colloquia, practical monitoring, and analysis of practical results.

The assessment and result component involves the lecturer's assessment, and students' self-assessment of their achievements, analysis of the cause of failure, which will stimulate future educators' desire to improve their results. It is the result of reviewing oral answers and analysis of practical work during practical classes (SYSOEVA, 2005).

We believe that introduction of an elective course «Social adaptation of 5- to 7-year-old children» might be helpful for the integral and systematic formation of professional competencies of kindergarten teachers and primary school teachers by means of modern art. This subject should have a more practical orientation and contain a significant part of independent learning, as some issues will require philosophical thinking, psychological, pedagogical and artistic and socializing analysis, finding the right, original ways out of problematic social and educational situations. The course might include lectures and practical classes, as well as independent learning. The total amount of credits ECTS is 3, the amount of study hours – 90. Of these, 10 study hours are allocated for lectures, 12 study hours for practical classes and 68 hours for independent learning.

The subject provides four topics that acquaint future educators with the process of social adaptation of 5- to 7-year-old children, its features, form knowledge about adaptation as a process, its components, and the ability to show social mobility during the pedagogical process.

Lectures should acquaint students with the course theoretical and methodological foundations: with the general issues of social adaptation of 5- to 7-year-old children, determining the readiness of the child for school, with pedagogical communication and family

education as factors of social adaptation; with means to improve the social adaptation of 5- to 7-year-old children, specifics of communication in educational institutions.

The system of assignments, implemented in a cycle of practical classes and independent learning, should reliably consolidate the studied topics; encourage creative thinking, analysis of the socio-cultural, educational, economic situation in Ukraine, its role in the modern educational dimension. They should help in the acquisition of practical communicative skills, skills of working with preschoolers and first-graders using modern art, in the activation of specialized vocabulary.

During the practical classes, students must independently seek answers to a number of questions in psychological, pedagogical, and artistic works about the child's life in the educational environment of kindergartens and primary schools, among their peers and teachers. They should analyze the behavior of children, educators, teachers who are the heroes of films, photographs, and works of fiction, choreographic, and theatrical performances. Students should also develop the ability to identify oneself with the characters of the work of art; understand and predict children's behavior, discuss it with group mates and the lecturer, prove your point, discuss; understand the importance of communication for children's social development.

Practical classes should also be aimed at consolidating and activating the knowledge gained in lectures. It is necessary to acquaint students with the socio-economic, cultural, and educational factors of social adaptation of children, issues of children's communicative development, to consolidate the basic concepts, to form the ability to understand and predict the child's behavior. Also, practical classes should include acquaintance with works of modern art, which reflect the theme of the child's adaptation to the educational environment, namely some pieces of photography, choreography, fine arts, screen art, music and song arts, etc.

The series of practical classes will develop the ability to perform a system of exercises, form the ability to plan, carry out communicative- speech training, prepare and work with preschoolers and first-graders, to find reasons of the child's maladaptation, as well as the ability to socially adapt first-graders.

The course study can be carried out in a cycle of professional disciplines during the second or third years of training in a pedagogical institution of higher education. Students have gained basic knowledge of pedagogy, psychology, basics of pedagogical skills. During the fourth year of training, students will undergo internship in educational institutions where they will be able to realize their knowledge, skills, and abilities. The lecturer can adapt the

course structure to the specific needs of practical activities: to combine, differentiate the content of individual classes, choose forms of control at its discretion, as well as make changes in the content of practical tasks, but while maintaining the logic of the content and sense of time. Also, this course or some of its topics should be taught to educators and lecturers, headmasters of preschool institutions, headmasters and deputy headmasters of secondary schools, gymnasiums, private schools, social educators, employees of out-of-school educational institutions during various seminars, retraining courses, scientists and teachers' joint meetings, webinars, scientific and pedagogical workshops etc. The foundation of this course is students' knowledge of pedagogy, psychology, pedagogical skills acquired during the learning process, as well as practical skills, pedagogical understanding of modern education, which occurs during educational practices in pedagogy, psychology, and teaching methods.

Ways of realization of the elective course tasks are various didactic means, namely: problem-solving teaching of theoretical material; «round tables»; the dispute with the elements of «brainstorming»; analysis and discussion of pedagogical research, ballet works, photographs, videos, musical works, and pedagogical situations; pedagogical training; business pedagogical games with further discussion of the selected teaching methods effectiveness; independent solution of pedagogical tasks with the subsequent estimation of the executed work.

The problem-solving approach to teaching theoretical material involves different levels of students' participation depending on the degree of their readiness to gain professional and pedagogical socializing knowledge, depending on their personal needs, the state of protection of the child by parents, educational institutions, awareness of children social diseases, children's speech development etc.

The whole set of the mentioned approaches should contribute to the qualitative improvement of professional communicative-speech future educator training for social adaptation, improving their pedagogical culture.

During the lectures, students retrospectively get acquainted with the general concepts of adaptation and the essence of social adaptation. Students will learn about the social adaptation of the preschoolers, their preparation for school, forms of maladaptation, and factors of successful adaptation of first graders, features of communicative development. Besides, information on family upbringing as a factor of social adaptation, means of social adaptation, characteristics of a teacher's modern portrait etc. will be provided.

The formation of students' professional competencies in the implementation of social adaptation occurs in the process of passing the theoretical and methodological stage of training – practical classes that require long independent work. 12 study hours are devoted to practical classes, which are held in order to consolidate the lecture material. This block is dedicated to consolidating knowledge about the content of social adaptation of 5- to 7-year-old children, skills, and abilities related to this process.

Conclusions

Thus, the conducted experimental work proved the effectiveness of the implementation of the model of communicative-speech future educator training for social adaptation of 5- to 7-year-old children by means of modern art. Therefore, in the future, we advise higher pedagogical institutions to independently choose the path of communicative-speech future educator training for social adaptation of 5- to 7-year-old children by means of modern art. The general results of the experiment are the basis for the following conclusion: the developed pedagogical model of improving the communicative-speech future educator training for social adaptation of 5- to 7-year-old children by means of modern art is productive and deserves to be introduced into the curriculum of the «Preschool Education», «Primary Education» programs. The study, of course, does not cover all aspects of professional future educator training for social adaptation of 5- to 7-year-old children by means of modern art and provides for the continuation of research work aimed at identifying other ways to use modern art, its integration with psychological-pedagogical and linguistic issues, curriculum development and guidelines for the use of modern art in the process of social development of children of different age groups.

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