

**THE DEVELOPMENT OF THE SPEECH COMMUNICATION
OF PRESCHOOL CHILDREN AS A RESULT OF A KINDERGARTEN
AND A FAMILY INTERACTION**

**O DESENVOLVIMENTO DA COMUNICAÇÃO DE EXPRESSÃO
DE PRÉ-ESCOLARES COMO RESULTADO DE UM JARDIM DE INFÂNCIA
E A INTERAÇÃO FAMILIAR**

Angela Cristina Di Palma Back, PhD in Linguistics
UNESC, Criciúma, Brazil

Natalia Levshina, PhD in Education
NMSTU, Magnitogorsk, Russian Federation

Abstract: In this article we speak about the actual problem of interaction of preschool educational institution and a family which is directed on the solution of the development of speech communication between adults and children problems. As far as a child gets the first experience of social behavior in his/her family, it first of all depends on what the child will grow up and what the place in society he/she will take. The conditions, tasks, contents and forms of an interaction of teachers with parents for an effective realization of problems of speech and social development of the child are revealed.

Keywords: speech development, communication, interaction, conditions, interaction forms According to the introduction of the federal state educational standard of preschool education much attention is paid to interaction of preschool institution with parents. The new tasks rising before preschool institution assume its openness, close cooperation and interaction with other social institutes helping it to solve educational problems. The teacher's task is to enter new forms of interaction, to create the atmosphere of creative communication, mutual understanding in kindergarten, to help parents to acquire knowledge and together with the teacher to warn or eliminate defects of speech development of the child. One of the aspects of this question is the search of effective ways of cooperation, equally necessary both to teachers, and parents. The level of the development of the child first of all depends on that atmosphere which is created consciously, and mostly, and unconsciously by an adult in a family.

Resumo: Neste artigo vamos falar sobre o problema real de interação da instituição de ensino pré-escolar e uma família que é dirigido para a solução do desenvolvimento da comunicação de voz entre adultos e crianças problemas Tanto quanto uma criança recebe a primeira experiência do comportamento social em seu / sua família, é antes de tudo depende do que a criança vai crescer e que o lugar na sociedade que ele / ela vai tomar. as condições, tarefas, conteúdos e formas de interação dos professores com os pais para uma efetiva realização problemas de linguagem e desenvolvimento social da criança são revelados.

INTRODUCTION

The problem of interaction of kindergarten with a family is always important, and it got special sense in connection with the falling of birth rate and change of structure of a family. The analysis of a condition of modern families showed that the structure of a family doesn't exceed four people. The majority of the Russian families bring up one child, and other relatives live more often separately from a young family. In such family conditions children can't gain sufficient social, communicative experience, learn communication, ability to concede, respect interests of other people. Young families, despite broad promotion of preschool education, have no sufficient idea of accommodation of the child in the kindergarten, about the conditions of an education and training which are available there [3, 4].

The systematic and purposeful help of each family on the development of the speech with an adequate use of recommendations of teachers and specialists of kindergarten at various grade levels promotes more effective formation of the speech of the preschool child.

The family and educational institution as primary social educational institutes are capable to provide completeness and integrity of the social and pedagogical and cultural and educational environment for the socialization of the preschool child. The family defines a focus of interest and needs of the child. The family as a microenvironment of child's socialization, carries out the application of the personal focused system, environmental approaches. For this reason the development of the dialogical relations "teacher-family", an increase of pedagogical and psychological knowledge of parents is important.

The works of A.G.Vishnevsky, A.V.Mudrik, G.I.Osadchey, E.I.Kholostovoy, etc. are devoted to studying of the interrelation of institute of a family and society. The ideas of an interaction of a family and public education are reflected in V.A.Sukhomlinsky's works. He emphasized that problems of education can successfully to decide in case educational establishment keeps in a contact with a family if the relations of trust and cooperation between parents and tutors were established.

E.Arnautova notes that the problem of modernization of social student teaching of an interaction of public and family education – the development of the dialogical

relations between teachers and parents is important, nobody is better, the contribution of each party to development and socialization of the child is unique. Increase of a pedagogical culture of parents resolves developed contradictions between the educational potential of a family and its use. The component of such interaction is a communication of the teacher with parents [1].

In the course of a social development of the child there are contradictions between an active character of the child and his/her small social experience, between the aspiration of the child to communication and inability it is correct to construct the communicative act. On the basis of need for communication as V.S.Mukhina notes, the need for a recognition defining the positive course of a social development of the personality develops. The psychologists consider communication in unity with other kinds of activity where it acts as a component and a condition of communicative activity (A.A.Leontyev).

T.Antonova allocates that social development in the preschool childhood is directed on a formation at the child of social competence as basic value of the children's personality including achievements in development of the social thinking, speech, communication. A main objective in kindergarten is the formation of oral speech and skills of child communication with people around. At the preschool age the content of communication, its motives, communicative skills and abilities constantly changes. One of the components of psychological readiness for training at school is communicativeness is formed. The child selectively treats adults, gradually starting realizing the relations with them: as they concern him and that from him wait as it concerns them and that expects from them. The communicative behavior of children, possession of them in the ways of communication reflects a behavioral component of a social competence. The development by the child of ways of communication (communication) helps with the establishment of the benevolent relations with contemporaries and adults, the organization of joint activity. It allows to feel confidently in various life situations, to avoid the conflicts in communication. Communicative function acts as the main and genetically initial function of the speech which formation assumes language acquisition as a means of communication and a dialogical form of the speech. The education of children is carried out in the course of their activity, at the unity of requirements of the tutor and parents; the pedagogical management is

combined with a development of a children's initiative and amateur performance, age and specific features of children are considered [1, 2].

T.A.Danilina, V.Ya.Zedgenidzenote that in the period of the early childhood for the timely the child mastering the speech such conditions of communication with the adult have a special value:

- The emotional contact between the adult and the child - the unimpassioned, benevolent speech, smooth gesticulation, encouragement and a praise;
- the speech – correct, competent, developed and emotional;
- the business cooperation between the adult and the child – the involvement of the child in joint activity, rendering the expected help by it, the subnarration and display in difficult situations, encouragement of its initiative.

Authors recommend to tutors on the training occupations for children and their parents to model such practical situations in which the adult shows "not success" and "need" of the request for the help to the child. It promotes the establishment with children in the course of interaction of emotional and personal, business contacts, and also to the application by parents of adequate ways of the help to the child in house conditions in achievement of result of practical activities on the basis of effective communication.

O.L. Zvereva, T.V. Krotovanote that problems of interpersonal (dialogical) communication for the child begin generally in a family. The unwillingness to communicate (because of a lack of time, fatigue of parents), inability to communicate (parents don't know about what to talk to the child how to build dialogical communication with it) negatively influences activity and sincere health of the kid.

N.V. Kiryukhina, Yu.V. Miklyaeva, V.N. Sidorenko, E.P. Arnautova and others in the works offer various forms of interaction of tutors with parents on this problem: "Day of acquaintance", joint games of children and parents ("Let's get acquainted", "Catch-catch"), family clubs, "Parental mail", "Telephone hotline" [4, 5]. Joint entertaining games, actions are directed on drawing attention of parents to kindergarten, on establishment of informal contacts. Parents know better the child as they see him in other situation, the approach with teachers. The business games directed on ability to find a way out of the created conflict situations arising in communication between parents and children, parents by teachers [1, 2] are effective.

One of the most effective methods – we consider the method of projects allowing to create a natural situation of communication and practical interaction of children and adults (including parents) [3].

Individual work with a family also remains actual, the differentiated approach to families of different type.

T.V. Krotova allocates the following nonconventional forms:

1. The information and analytical ("Mailbox", questioning, carrying out sociological cuts, polls, discussions).

2. Leisure (holidays: "Christmas entertainments", "Maslenitsa", "A holiday of mothers", "The best father", "The father, mother, I - a close-knit family", "A crop holiday"; games: "Lips of the baby").

3. Informative (PTA meetings based on known games: "What? Where? When?", "Field of wonders"; oral pedagogical magazine; Club of cheerful and resourceful parents; Club of why-askers; Round table).

4. The evidence and information (Open Day; issue of newspapers: "Children", "Professional advice" speak; pass – libraries; videos and photos).

For a fixing of speech etiquette rules of communication of I.N. Kurochkin recommends the elementary homework. For example, a mother tells a story of the "poor phone" tired of a long talk; think up the tale of the beautiful knight helping ladies with the father; lay an evening tea table with the grandmother; make a present for relatives. The main principles of such tasks are the performance, joint with parents; voluntariness; constant aspiration to observance of rules of etiquette.

It should be noted that the interaction with parents promotes an increase of level of a mental and speech development of children, and also: an activity, competence and interest of parents in a participation in an educational process. The methods offered a family on joint actions and forms of the development of the kid, promote development of partnership and cooperation of parents and the child, to the production of skills of adequate and equal communication, and as a result – promote a harmonious development of the personality and the speech of the child.

The modern approaches to the interaction of preschool educational institution and a family on speech development of preschool age children allow to solve the problems and to include parents in an educational process as equal participants. The

degree of the efficiency of an interaction is caused by a positive installation of the interacting parties for collaboration in the development of the speech of children, understanding of its purposes and personal interest. Joint activity of the preschool institution and a family — the main factor of the solution of the general task — the development of speech communication of preschool age children.

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Authors:

Angela Cristina Di Palma Back, PhD in Linguistics.

UNESC, Criciúma, Brazil

Natalia Levshina, candidate of pedagogical sciences

NosovMagnitogorsk State Technical University

Magnitogorsk,Chelyabinsk region, Russian Federation

levni60@mail.ru