PREPARATION OF FUTURE SPECIALISTS FOR THE FORMATION OF A CULTURE OF COMMUNICATION AMONG YOUNGER SCHOOLCHILDREN

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Abstract. The article deals with the issues of training future specialists to form the culture of communication of junior schoolchildren. The main aspects of teaching methods and approaches aimed at the development of communicative skills in junior schoolchildren are discussed. In addition, since the significance of communication culture as an integral part of general education and upbringing is analyzed on the basis of the conditions of formation of interpersonal communication culture, the results of the scientific study of children's interaction in the process and as a result of this activity are given in the section of the experiment with the main indicators.

Development of communicative skills is the most important component of primary education, necessary for the holistic development of junior schoolchildren. This article examines the education and training of future professionals designed to foster a culture of communication in elementary education. Emphasizing the integration of pedagogical technology, psychological understanding, and practical techniques, the study highlights the need for a robust curriculum that equips educators with the skills to nurture effective communication among young students. Key elements include incorporating an interactive learning environment, utilizing modern educational technology, and encouraging social and emotional learning. Through an integrated approach, the study aims to emphasize the key role of well-trained educators in building children's communicative competence, which lays a solid foundation for their future interpersonal interactions and social participation. The findings suggest that targeted professional development programs and ongoing support for educators are critical to achieving these goals.

In addition, during the development of the article the study explored the formation of communication culture in younger schoolchildren, emphasizing the critical role of teacher preparation. Methods such as game-based learning, interactive lessons, communicative exercises, and creating a favorable emotional atmosphere were evaluated. A hypothetical survey among 10 educators and pedagogy students ranked game forms of teaching as the most effective (40%), followed by interactive classes (30%), communicative exercises (20%), and emotional atmosphere creation (10%).

Key words: culture of interpersonal communication, extracurricular activities, culture formation, communicative skills, teaching methodology, primary school students, future specialists, training

Introduction

Formation of communication culture in younger schoolchildren is a key aspect of their overall development and socialization. In modern conditions, when communication skills are becoming more and more in demand, the training of specialists who are able to effectively teach children these skills is of particular relevance.

At present, society is facing the acute problem of developing social interaction between people in general and younger schoolchildren in particular. A modern schoolchild needs a stable ability to understand himself and surrounding people, his relations with other members of society, predicting interpersonal events. Only on

such a foundation, it is possible to grow and educate a conscious, demanding in relation to himself and his work, creative personality, able to act promptly in the changing conditions of life, able to build interpersonal communication. However, not in all cases this foundation is built successfully. There is an acute problem of children's relationships, attracting the attention of not only teachers, but also psychologists. The issue of interpersonal relations of children with peers and adults is of great importance for society. Interpersonal relations are formed at school age and most progress in the younger school age.

The skills of the first interpersonal relations are the basis for the development of the child's personality. Children's interpersonal relationships are the most important link in life. Children, communicating with each other, get pleasure, so they stretch and most willingly participate in collective activities, striving for cooperation. Formation of the culture of interpersonal relations, starting from the school bench, is socially significant for the whole society of our country. The level of formation of the skill of interpersonal relations shows the degree of success in mastering the school education program. The most important condition for the harmonious development of the child is his interaction with peers and other people of activities in general education institutions, involving informal communication. In the process of collective activity social formation of personality takes place: the child learns life values; adopts important social experience; learns to perceive the surrounding reality correctly; forms interests that influence the whole further life; learns social interpersonal interaction. Which is based on the idea that the process of formation of culture of interpersonal communication of junior schoolchildren of activity will be most effective if:

- The essential characteristic of interpersonal communication culture of junior schoolchildren is given;

- Activity as a factor of formation of culture of interpersonal communication of junior schoolchildren is substantiated;

- The model of formation of culture of interpersonal communication of junior schoolchildren in activity is developed and introduced;

- Conditions of formation of culture of interpersonal communication of junior schoolchildren in activity were revealed and substantiated.

In the research, the task of studying the activity as a factor of forming the culture of interpersonal relations of junior schoolchildren was set. On this basis the content and organization of activity for children of primary school age was determined: increasing the level of spiritual and moral development, the leading role of the teacher, the expansion of forms of activity, collective interaction, identification and application of abilities, interests, opportunities and aptitudes of schoolchildren, requirements for the results of activity, its cognitive nature, correction of the conditions necessary for the individual development of each student. The authors of the article conducted experimental work aimed at identifying the educational impact of activities on the formation of the culture of interpersonal relations of junior schoolchildren, and created a pedagogical model of the formation of the culture of interpersonal relations of junior schoolchildren, the effectiveness of which was tested in the experimental work.

1. Organization of activities aimed at forming the culture of interpersonal relations of junior schoolchildren. 2.

2. Development and application of the diagnostic apparatus aimed at revealing the level of formation of interpersonal relations of junior schoolchildren. 3. Analyzing, evaluating and correcting the process of forming the culture of interpersonal relations of junior schoolchildren.

3. Analysis, evaluation and correction of the process of forming the culture of interpersonal relations of junior schoolchildren.

The main principles, on which our experimental research was based: taking into account the individual characteristics of primary school age and its specifics, the principle of culturological approach, the principle of connection of trainingwith life, the principle of voluntariness and the principle of cooperation. The content of the work: development of pedagogical diagnostics;

- Study of individual characteristics of junior schoolchildren;

- Development and organization of extracurricular activities aimed at forming the culture of interpersonal relations of junior schoolchildren;

- teacher's influence on students by means of demands, persuasion, encouragement, moralizing, personal authority, orders, advice, personal example, request;

- creation of certain situations that make students reconsider their personal attitude to what is happening, show character, express their position, form positive interpersonal relations, and perform deeds;

- identifying the reasons why a younger pupil has failed and succeeded, as well as considering ways of overcoming the difficulties encountered;

- Communication with personal contact. The expected result of work: positive dynamics, growth of culture of interpersonal relations of junior schoolchildren. Also, in the study was formulated several pedagogical conditions for the formation of the culture of interpersonal communication of junior schoolchildren:

1. organization of children's collective and its cohesion, which contributes to the development of the personality of junior schoolchildren, improving the nature of relationships between the participants of the collective, increasing the level of development of the collective.

2. Organization of participation of junior schoolchildren in socially significant activities aimed at satisfying children's need to communicate not only with peers, but also with adults, formation of cooperation skills.

3. Use of individually oriented means and forms of formation of culture of interpersonal relations of younger pupils.

4. Interaction with the families of students and cooperation with them, the purpose of which is to acquire their experience and knowledge of the formation of the culture of interpersonal relations among younger students in the family environment.

5. Achievement of educational results in the personal and meta-subject development of junior schoolchildren, which will be a confirmation of the formation of the culture of interpersonal relations. Thus, the work done on the formation of the culture of interpersonal relations, as well as the repeated diagnostics, which allowed us to determine the dynamics of interpersonal relations between junior schoolchildren, proved the effectiveness of the lessons. The hypothesis based on the idea that the process of forming the culture of interpersonal communication of junior schoolchildren in activities will be the most effective if:

- The essential characteristic of culture of interpersonal communication of

junior schoolchildren is given; - activity as a factor of formation of culture of interpersonal communication of junior schoolchildren is substantiated;

- The model of formation of culture of interpersonal communication of junior schoolchildren in activity is developed and introduced;

- Conditions of formation of culture of interpersonal communication of junior schoolchildren in activity are revealed and substantiated. The pedagogical conditions of formation of culture of interpersonal attitude of junior schoolchildren in activity have been experimentally verified:

1) Cohesion of children's collective, which contributes to the development of junior schoolchildren's personality, increasing the level of collectivism, improving the nature of relationships between the participants of the collective;

2) Use of individually oriented forms and means of forming the culture of interpersonal relations of younger pupils;

3) Interaction with the families of students in order to gain experience and knowledge of forming the culture of interpersonal relations of junior schoolchildren in the family environment;

4) Achievement of educational results in the personal and meta-subject development of junior schoolchildren, which will be a confirmation of the formation of the culture of interpersonal relations.

Their implementation in the educational process of the school in time, according to the conducted experimental study, will contribute to the effective development of personally significant meaning of the ability to create and maintain positive interpersonal relationships, contributing to conflict avoidance, maintaining balance in joint activities and personal communication. However, the conducted research does not fully disclose the problem under study. Such topics as topics such as teachers' training to form the culture of interpersonal communication of junior schoolchildren, cooperation of pedagogical teams with institutions of additional education, concerning the problem under study, etc., require addition.

According to Ivanova the culture of communication includes a set of moral and ethical norms and communicative skills that are the basis for successful interaction in society [1]. The development of communication culture in junior schoolchildren contributes to their emotional and social development, helps to avoid conflicts and promotes the establishment of positive relationships with peers and adults.

Smirnov notes that the effective formation of communication culture in younger schoolchildren is possible through the use of a variety of pedagogical techniques, such as game forms of teaching and interactive classes [2]. These methods contribute to a deeper assimilation of children's norms and rules of communication, develop their communicative skills and contribute to theformation of positive behavioral patterns.

Petrova emphasizes the importance of training teachers to form the culture of communication in younger schoolchildren [3]. An important element of training is the study by teachers of the age and psychological characteristics of primaryschool children, which allows for a more accurate and effective choice of teaching methods and techniques.

Zakharova identifies several practical methods that can be used by teachers to form a culture of communication in children. These include game methods that

promote the development of creativity and initiative in children, as well as interactive exercises aimed at developing the ability to listen and respect theopinion of others [4].

Kuzmina notes that creating a favorable emotional atmosphere in the classroom is a key factor in the formation of communication culture. Emotionally safe environment promotes openness and trust, which in turn helps children to express their thoughts and feelings more freely, develops their empathy and ability to cooperate [5].

During the development of the article, we will briefly review the results of the experiment. The study explored the formation of communication culture in younger schoolchildren, emphasizing the critical role of teacher preparation. Methods such as game-based learning, interactive lessons, communicative exercises, and creating a favorable emotional atmosphere were evaluated. A hypothetical survey among 10 educators and pedagogy students ranked game forms of teaching as the most effective (40%), followed by interactive classes (30%), communicative exercises (20%), and emotional atmosphere creation (10%). The research involved a formative pedagogical experiment with fourth-grade students, structured into ascertaining, forming, and control stages. Diagnostic methods included observation and structured tasks assessing four components of communication culture: need-motivational, personal-emotional, reflexive, and practical. The results showed that 75% of students had an average communication culture level, with no high levels observed initially. Tasks like dramatizations, board games, and parental involvement were instrumental in fostering communication skills. Activities included analyzing classical literature and role-playing professional and social scenarios.

Parental participation was integral, involving joint events and consultations to reinforce communication practices at home. The study concluded that diverse, interactive, and collaborative methods effectively promote communication culture. Although significant progress was made, further refinement of pedagogical strategies is necessary to achieve higher levels of communication competency among students.

Materials and methods

The research was conducted based on the analysis of existing literature on pedagogy and teaching methods, as well as surveys and interviews with current teachers and students of pedagogical universities. In addition, the research work was carried out for elementary school students of multipurpose school №19 and secondary general education school №36 in Talgar district of Almaty region. The main research methods were qualitative analysis, questionnaires and observation.

Results and discussion

The results of the study show that the successful formation of communication culture in junior schoolchildren largely depends on the quality of teachers' training. The most effective methods turned out to be those that include game and interactive forms of teaching, the use of various communicative exercises and techniques. Also, an important factor is the creation of a favorable emotional atmosphere in the classroom, which contributes to the development of openness and trust among children.

For this we will need hypothetical data. Let's imagine that we conducted a study among 10 teachers and students of pedagogical universities, assessing their opinion about various techniques for forming the culture of communication amongyounger schoolchildren. We will consider four techniques:

1. Game forms of teaching.
2. Interactive classes.
3. Communicative exercises.
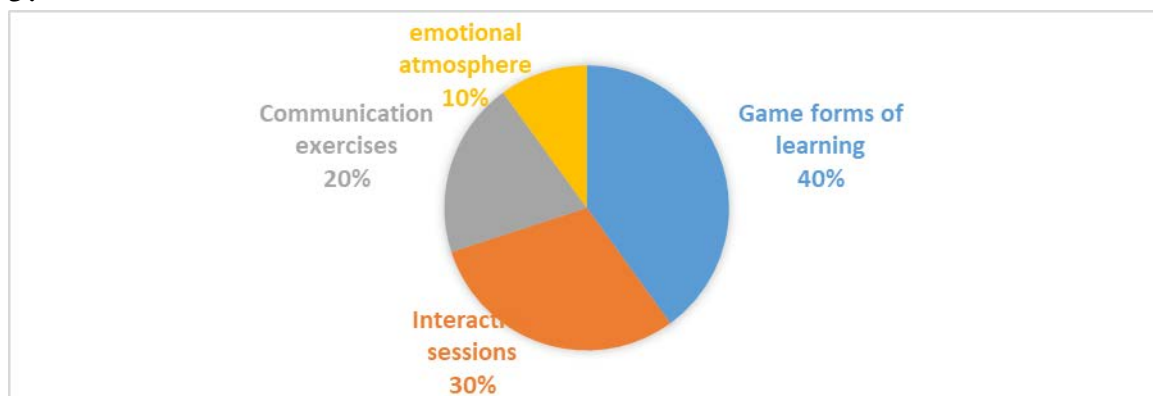4. Creating a favorable emotional atmosphere.
5.

Figure 1 - Survey results

- Game forms of learning: 40% believe that this is the most effective method.

- Interactive classes: 30% consider them effective.

- Communication exercises: 20% consider them effective.

- Creating a favorable emotional atmosphere: 10% consider this to be the most important factor.

Based on this data, we will build a diagram and conduct a statistical analysis.

- Game forms of training: 40 participants
- Interactive classes: 30 participants
- Communication exercises: 20 participants
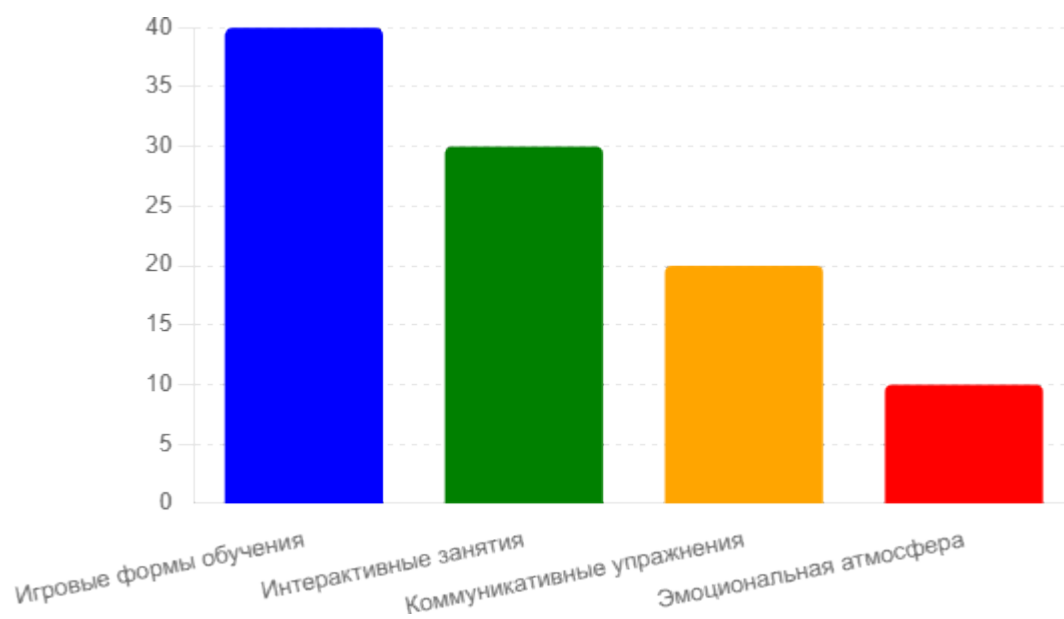- Emotional atmosphere: 10 participants

Figure 2 - Research and analysis results

These data allow us to conclude that the game form of education and interactive classes are the most preferred methods for the formation of a culture of communication among younger schoolchildren. At the same time, do not underestimate the importance of communication exercises and creating an emotionally supportive environment, as they also play an important role in learning. So, during game situations ("Sign language and movements", "Invite the guys to visit", "Explain the lesson to a friend", etc.), boys and girls realized their knowledge about cultural standards of behavior; they acquired the skills of establishing partnership, friendly relationships with peers (the ability to coordinate actions, understand the point of view of another, come to the aid of a friend, rejoicein the success of a friend, take care of the results of someone else's work, etc.). It should be noted that pedagogical situations were organized during a variety of regime moments, including special situational gaming workshops, each of which included elements of a conversation and modeling of several situations on the topicof the lesson.

3. Realizing the third pedagogical condition, we tried to use the most diverse means and methods of forming a culture of communication in children during the experiment. In extracurricular reading classes, classical and modern children's

literature as well as the fables of I.A. Krylov, were actively used as a means of forming a culture of communication, analyzing which children developed the ability to "put themselves in the place of another", skills of reflection and empathy.The children especially liked the collective analysis of specific life situationsdescribed in literary works. For example, analyzing the fairy tale "Two Brothers" by L.N. Tolstoy "Why do they say "thank you?", the children tried to analyze the actions and words of the characters not only from a purely communicative, but alsofrom a moral point of view. During the lessons, we tried to organize the educational dialogue correctly so that children could freely and sincerely express their opinions, evaluating the literary works proposed for analysis. We also used a variety of games as a means of forming a culture of communication. In particular, in the theater circle of our school, where the "Politeness Club" is organized, we held regular thematic meetings in the form of dramatization and dramatization games. We invited parents and students from other classes to the meetings of the Politeness Club. In the course of classes, plot-role-playing games were actively used, organized, for example, simulating various professional activities and the corresponding features of business and interpersonal communication ("Seller and buyers", "At the post office", "In the clinic", etc.).

Didactic games were used to work out the rules and norms of etiquette. In particular, printed board games aroused great interest among younger schoolchildren. For example, the lotto game "How we dress" helped to develop children's skills in the culture of appearance, the game "My phone rang" (in which chips move on the canvas, and participants answer questions related to the etiquette of a telephone conversation) will strengthen knowledge about the rules of telephone communication.

4. We consider working with parents to be an important part of the formative experiment. We guided the activities of parents in the formation of socially adequate, etiquette behavior of their child, helped them with pedagogical advice. Parents, as well as grandparents, actively participated in joint classes and open classes on the

following topics: "Table etiquette", "Visiting the theater", "Children's Party", "Words love for a loved one", "Big family", etc.

At the same time, parents were not just observers, but also active participants in the process of preparing and conducting classes. In addition, we held (regularly, once a week) special parental consultations or meetings on communication topics. The purpose of such meetings is to convince parents of the importance of forming a culture of communication among children; to ensure that they themselves want to participate in this work at home and at school; to expand parents' knowledge of modern communication culture. The forms of joint educational activities aroused great interest among both parents and children.

In particular, we have carried out the following activities:

"Our class is a friendly team" (joint leisure with elements of theatricalization);

"Holiday of politeness" (musical matinee);

"Master of communication" (quiz contest).

Thus, the formative experiment we conducted made it possible to ensure the effectiveness of pedagogical influence on the formation of a culture of communication among fourth grade students. We tested the effectiveness of this work during the control stage of the experiment. The purpose of the control stage is to evaluate the effectiveness of experimental work.

Within the framework of the topic of scientific research, research work was carried out with primary school students. The task of the research work:

• Re-diagnosis of the level of formation of the communication culture of fourth grade students;

• Identification of the dynamics of the formation of children's communication culture according to the main components (need-motivational, personal-emotional, reflexive, practical).

The experimental group included 12 students. The pedagogical experiment included three stages: ascertaining, forming and control.

The purpose of the ascertaining stage is to diagnose the level of formation of communication culture in children of the experimental group.

The tasks of the ascertaining stage:

• To select diagnostic methods that allow identifying the level of formation of communication culture among fourth grade students;

• To analyze the formation of the level of communication culture according to four main components: need-motivational, personal-emotional, reflective, and practical.

It should be noted that the diagnosis (assessment) of the level of formation of a communication culture of a younger student is a rather difficult problem in methodological terms, since clear, structured methods for assessing the formation of a communication culture have not yet been developed.

In this regard, we found it necessary to combine several scientificdevelopments L.A. Bodenko [6], A.V. Opalova, O.V. Shmailova [7], S.E. Tarasova [8] and on their basis to create our own comprehensive diagnostic methodology. Let's describe it in more detail.

The complexity of the methodology for assessing the level of formation of communication culture among fourth grade students lies primarily in the use of several methods. The main one is pedagogical supervision. We believe that this

method allows us to adequately assess the level of formation of a communication culture in children.

The method of observation for diagnostic purposes was used as follows: pedagogical situations were created in which the individual characteristics of the child's communication culture were maximally manifested (these are pedagogical situations "Help a friend", "Explain the lesson", "Put things in order in the classroom", etc.). Analyzing the behavior and communication of each student in the situations created, we evaluated the characteristics of their business (educational) and interpersonal communication.

To make diagnostic situations as diverse as possible, we invited teachers and parents as class guests and assessed the formation of a culture of communication between children and guests.

In addition, they observed the nature of children's daily communication with peers and adults in the course of activities (during walks, visits to the dining room, visits to cultural and leisure institutions (museums, theater, etc.), extracurricular activities), in an extended day group. In general, the pedagogical supervision was carried out for ten days.

The results of pedagogical observation for each student were evaluated in points according to the criteria presented in Appendix 1. This appendix consistently and in detail sets out the criteria by which the formation of each of the components of the communication culture of fourth grade students discussed abovewas assessed (respectively: need-motivational, personal-emotional, reflective and practical components).

The criteria are divided into three levels (high, medium, low), each of which corresponds to a certain number of points (from 5 to 1). In addition, for the greatest reliability of the results, we have included four additional tasks in thecomprehensive diagnostic methodology (one task for each diagnosed component of the communication culture).

Let's describe the essence of the tasks.

"Explain the rules to a friend." An additional task for the diagnosis of the need-motivational component of the communication culture of younger schoolchildren.

Task description: The children were offered to play the board game "Tom and Jerry". Its rules are quite complicated. But we explained these rules in detail to only one child, and then gave the children the opportunity to organize an independent game. In this case, the child can choose three lines of behavior:

1) Explain the rules of the game in detail to your friends on your owninitiative;
2) explain the rules only after the teacher's reminder;
3) Refuse to explain the rules to your friends.

In accordance with the chosen line of behavior, the formation of the need-motivational component of the communication culture in the child is assessed.

1. "A conversation based on a story." An additional task for the diagnosis of the emotional component of the communication culture of younger schoolchildren.

Task description: Students were invited to listen to V. Dragunsky's story "Goose Throat" (from the series "Deniskin stories", text in Appendix 2).

After the reading, we had a conversation with the students, including the following questions: "What do you think, which of the rules of behavior at the table named by Deniska's mother are mandatory? Do you follow these rules? Whatother

rules of table behavior can you name? Who was more right in choosing a giftfor Misha - Deniska or his dad? Why do you think that? And so on." The students had to justify their answers.

2. "Learning to be polite." An additional task for the diagnosis of the reflexive component of the communication culture of younger schoolchildren.

Task description: The children were asked to tell about some of their actions, which, from their point of view, indicates the formation of a communicationculture in the child, in particular, the skills of observing the rules of politeness.

3. "Young theatergoers". An additional task for the diagnosis of the practical component of the communication culture of younger schoolchildren.

Task description: Together with the children, we watched a series of the TV magazine "Yeralash", which dealt with violations of the norms of the culture of communication in the theater. After the viewing, a discussion was organized, and then a dramatization of the situation "We are going to the theater", during which the children simulated the process of communication in the theater hall, during intermission, etc.

The criteria for evaluating the performance of additional tasks by children can be found in appendix 1 (they are included in the tables, along with the criteria for evaluating the results of observation).

In general, the communication culture of each student in the class was assessed in points. The maximum number of points for all diagnosed components of communication culture is 20.

According to the entire diagnostic methodology, the distribution of results by levels is as follows:

• High level of communication culture formation from 14 points and above;

• The average level of communication culture formation is from 8 to 14 points;

• Low level of communication culture formation - no more than 7 points.

After completing the diagnosis, we summed up the points scored by each student and established an individual level of communication culture formation. These data are presented in Table 1.

Table 1 - The level of formation of communication culture among fourth grade students (the result of the ascertaining stage of the experiment)

№	Levels of communication culture formation by main components (the score in parentheses is indicated)				The overall result
	The need-motivational component	The personal-emotional component	The reflexive component	The practical component	
1	low (1 point)	low (1 point)	low (1 point)	low (1 point)	low (4 point)
2.	average (3 points)	average (3 points)	average (3 points)	low (1 point)	average (10 points)
3.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (14 points)
4.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (14 points)

5.	average (3 points)	low (1 point)	low (1 point)	low (1 point)	low (6 point)
6.	average (3 points)	average (3 points)	low (1 point)	average (3 points)	average (10 points)
7.	average (3 points)	average (3 points)	average (3 points)	average (3 points)	average (12 points)
8.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (14 points)
9.	average (3 points)	average (3 points)	low (1 point)	average (3 points)	average (10 points)
10.	low (1 point)	average (3 points)	low (1 point)	average (3 points)	average (8 points)
11.	average (3 points)	low (1 point)	low (1 point)	low (1 point)	low (6 point)
12.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (3 points)

The analysis of the results shows that 75% of children showed an average level of communication culture formation, and 25% showed a low level. A high level was not detected in any student at the diagnostic stage.

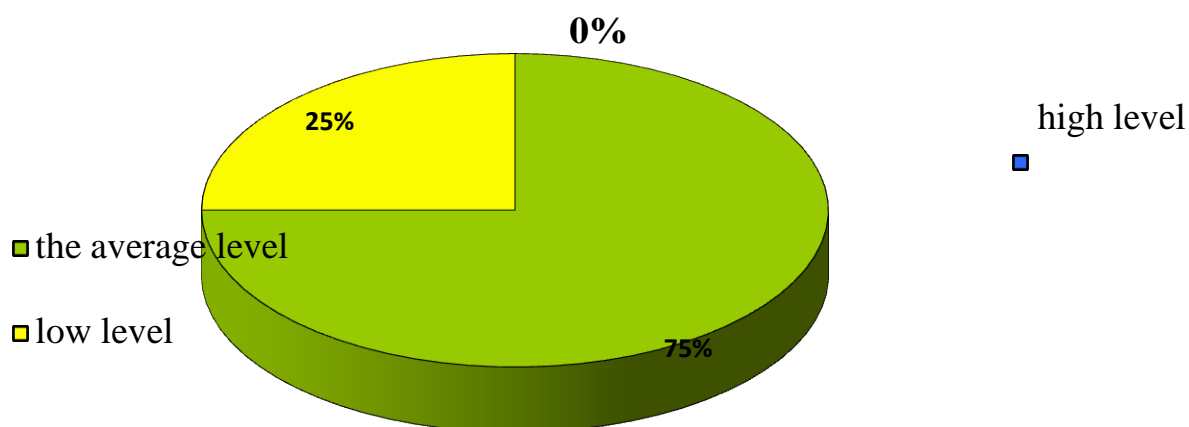The distribution of levels of communication culture formation by group is shown in Figure 3.

Figure 3 - The level of formation of the components of the communication culture of students at the stage of the ascertaining experiment

Let's analyze the quantitative data presented above in more detail. The level of formation of the need-motivational component of the communication culture in younger schoolchildren is mainly average. No high marks (5 points) were received for this component, however, only 2 children received low marks (1 point) (this is 17% of the group). In other words, children have rather weak communicative activity; their personal attitude to interpersonal communication is generally positive, but unstable, manifested mainly by stimulation. In addition, the observation showed that the need for dominance or support prevails in children's communication (narrowly personal motives). This conclusion was confirmed bythe results of the children's performance of the additional task "Explain the rules to a friend". It should be noted that only one child from the group refused to explain the rules of the game to his comrades, but the children also did not show much initiative in this regard (they explained the rules only after the teacher's reminder). Thus, children do not have fully formed communication motives related to the desire for effective interpersonal communication. According to the personal and emotional component of the communication culture, the ratings are significantly higher, although not the maximum. This is the only component for which, at the ascertaining stage, some students received high marks (5 points each for 4 children). There are three low grades, but the average grades prevail (3 points).

The observation showed that from an emotional and personal point of view, the communication culture of children is generally adequate, but quite often such disadvantages as unbalance (hyperactivity or, conversely, passivity, isolation), negative characterological manifestations (insincerity, violation of the norms of politeness, etc.), inattention to communication partners are manifested.

Additional assignment for this component ("Story talk") It was done, mostly satisfactorily: the children showed sincere interest in the work "Goose Throat" by V. Dragunsky, reacted to reading emotionally, vividly. However, only very few children were able to convincingly and fully answer additional questions about this story. The lowest indicators were obtained for the reflexive component of the communication culture of younger schoolchildren. During the observation process, it turned out that children are not always able to adequately assess what thoughts and feelings their behavior causes in communication partners, and take responsibility for their words and actions.

In most cases, children do not try to analyze the shortcomings of communication (both on their part and on the part of a partner) and draw conclusions in order to further consciously improve the culture of communication.

These conclusions were also confirmed during the children's performance of an additional task on this component (the task "Learning to be polite"). Most of the children could not remember any significant examples of politeness on their part, apart from the everyday moments of greeting, saying goodbye, etc. A particular difficulty in children was caused by the speech design, i.e. the description of the situation. As a result, half of the group (6 children, i.e. 50%) have a low score for this component (1 point), the rest of the children have an average score (3 points). There are no high marks.

Grades for the practical component of the communication culture of younger schoolchildren are slightly higher than for the reflexive component, grades of "3 points" prevail (in 8 children, i.e. 67% of the group). Most children, according to observations, try (with appropriate stimulation) to analyze the communication process, mistakes and shortcomings of communication on their part and on the part of a partner, however, they show some passivity in expressing their own opinions and in showing responsibility for their words and actions.

An additional task for this component (the staging of "Young Theatergoers") was also performed, mainly at the intermediate level. Interestingly, most of the children, when watching the film fragment, found out the mistakes that the heroes of "Yeralash" made during their visit to the theater. However, the subsequent staging showed that not all children can personally demonstrate in practice the correct, etiquette-acceptable actions in the proposed situation.

Thus, the results of the ascertaining experiment show that the level of communication culture in children as a whole is not high enough.

The purpose of the formative experiment is to increase the level of formation of the communication culture of fourth grade students in all major components (value-motivational, personal-emotional, reflective, practical).

The methodology of the formative experiment is focused on solving the following tasks:

• fostering children's interest in people around them, developing a sense of understanding and empathy for other people;

• development of communication skills in younger students in various life situations with a focus on a positive behavior model;

• formation of children's skills and practical mastery of expressive movements (facial expressions, gestures, pantomimic) - the most important means of non- verbal communication;

• development of adequate evaluative (reflexive) activities aimed at analyzing students' own communication culture and the behavior of others;

• increase in children's level of self-control in the manifestation of their emotional state during communication, the formation of tolerance (tolerance) to the opinion of the interlocutor;

• development of positive character traits in children that promote mutual understanding in the process of communication; correction of undesirable character traits and behavior from a communicative point of view;

• development of activity, independence, and organizational abilities of children in the process of communicative activity.

To fully take into account the individuality of each child, as well as to use methods of encouragement, positive assessment, etc. we were allowed to actively use such a form of work on the formation of a culture of communication as the creation of pedagogical situations. These are specially organized situations inwhich certain life circumstances are modeled, allowing children to form and consolidate skills of cultural interpersonal communication. In particular, the following types of pedagogical situations were used:

• problematic pedagogical situations;

• pedagogical situations of self-regulation;

• motivational pedagogical situations;

• emotional pedagogical situations;

• activity-based pedagogical situations.

By organizing pedagogical situations, we created psychological and pedagogical conditions for the development and improvement of various aspects of the students' communication culture. Here are some examples of such work.

Problematic pedagogical situations that create conditions for children to make independent choice of activities and communicate with other children. Such situations involve the child solving a certain problem problem, the manifestation of individuality of play or educational activities. So, we conducted story-role-playing games on various topics focused on solving a certain problem by a child, requiring the recreation of an imaginary communication situation, for example, "How to apologize to a friend?", "How to remain polite if you were rude?" etc.

Pedagogical situations of self-regulation contributed to the formation of readiness for self-regulation of behavior among fourth grade students. Through the formation of the children's ability to self-analyze their actions, as well as analyze the behavior and feelings of other people, self-esteem of themselves as a subject of the communication process was carried out. The humanistic orientation towardsthe child as a unique personality, a calm reaction to his mistakes in communication contributed to the formation of a positive self-awareness of the child.

During such situations, the skills of etiquette rules were formed. Knowledge of the rules of etiquette, the ability to apply them in the process of communicating with peers of one's own and the opposite sex during lessons and joint games, was structured in thematic pedagogical situations: "How a real man behaves", "We came to the cinema", "Fun to play together", etc. Consolidation of the acquired knowledge was carried out when solving etiquette tasks or with the help of trainingexercises reflecting sociocultural standards of behavior.

By organizing motivational pedagogical situations, we sought to promote the formation of adequate social motives for communicative behavior in children. Situations were created that, in combination with encouragement, contributed to the manifestation of care, mutual assistance, and made children want to do the same in the future.

Such situations were organized not only during the story games, but also in various regime moments (on a walk, while visiting the cafeteria, etc.). For example, during walks in an extended day group, we encouraged the desire of boysto help the teacher and girls collect toys, books, get dressed, etc.

Emotional pedagogical situations were aimed at the formation of various emotions and various feelings among students, important from the point of view of forming a culture of communication (empathy, empathy, attentiveness, kindness, responsiveness, tolerance). During the formative experiment, we taught students the skills of sensitive, attentive attitude to each other, to their loved ones, as well as to strangers. We formed a sense of humanism, the ability to take on responsibilities that are feasible for girls and boys of primary school age, responsibility for the process and results of communication. In particular, the situations "ABC of mood", "Help, calm down", "Cheer up a friend", etc. were created.

Activity-based pedagogical situations were organized in order to form the children's ability to implement communication skills and abilities corresponding to the assimilation of socially acceptable norms of communication. So, during game situations ("Sign language and movements", "Invite the guys to visit", "Explain the

lesson to a friend", etc.), boys and girls realized their knowledge about cultural standards of behavior; they acquired the skills of establishing partnership, friendly relationships with peers (the ability to coordinate actions, understand the point of view of another, come to the aid of a friend, rejoice in the success of a friend, take care of the results of someone else's work, etc.).

It should be noted that pedagogical situations were organized during a variety of regime moments, including special situational gaming workshops, each of which included elements of a conversation and modeling of several situations on the topic of the lesson.

2. Realizing the third pedagogical condition, we tried to use the most diverse means and methods of forming a culture of communication in children during the experiment.

In extracurricular reading classes, classical and modern children's literature (works by A. Chekhov, E. Schwartz, V. Chaplina, Y. Yakovlev, V. Dragunsky, E. Uspensky, A. Alexandrova, etc.), as well as I.A. Krylov's fables, were actively used as a means of forming a culture of communication, analyzing which children developed the ability to "put themselves in the place of another", skills of reflection and empathy.

The children especially liked the collective analysis of specific life situations described in literary works. For example, analyzing the fairy tale "Two Brothers" by L.N. Tolstoy and the story by V.A. Sukhomlinsky "Why do they say "thank you?", the children tried to analyze the actions and words of the characters not onlyfrom a purely communicative, but also from a moral point of view. During the lessons, we tried to organize the educational dialogue correctly so that children could freely and sincerely express their opinions, evaluating the literary works proposed for analysis.

We also used a variety of games as a means of forming a culture of communication. In particular, in the theater circle of our school, where the "Politeness Club" is organized, we held regular thematic meetings in the form of staged games and dramatizations. We invited parents and students from other classes to the meetings of the Politeness Club.

In the course of classes, plot-role-playing games were actively used, organized, for example, simulating various professional activities and the corresponding features of business and interpersonal communication ("Seller and buyers", "At the post office", "In the clinic", etc.).

Didactic games were used to work out the rules and norms of etiquette. In particular, printed board games aroused great interest among younger schoolchildren. For example, the lotto game "How we dress" helped to develop children's skills in the culture of appearance, the game "My phone rang" (in which chips move on the canvas, and participants answer questions related to the etiquette of a telephone conversation) will strengthen knowledge about the rules of telephone communication.

3. We consider working with parents to be an important part of the formative experiment. We guided the activities of parents in the formation of socially adequate, etiquette behavior of their child, helped them with pedagogical advice. Parents, as well as grandparents, actively participated in joint classes and open classes on the topics: "Table etiquette", "Visiting the theater", "Children's Party", "Words of love to a loved one", "Big family", etc.

At the same time, parents were not just observers, but also active participants in the process of preparing and conducting classes. In addition, we held (regularly, once a week) special parental consultations or meetings on communication topics. The purpose of such meetings is to convince parents of the importance of forming a culture of communication among children; to ensure that they themselves want to participate in this work at home and at school; to expand parents' knowledge of modern communication culture.

The forms of joint educational activities aroused great interest among both parents and children. In particular, we have carried out the following activities:

• "Our class is a friendly team" (joint leisure with elements of theatricalization);

• "Holiday of politeness" (musical matinee);

• "Master of Communication" (quiz contest).

Thus, the formative experiment we conducted made it possible to ensure the effectiveness of pedagogical influence on the formation of a culture of communication among fourth grade students. We tested the effectiveness of this work during the control stage of the experiment.

The purpose of the control stage is to evaluate the effectiveness of experimental work. Tasks of the stage:

• re-diagnosis of the level of formation of the communication culture of fourth grade students;

• identification of the dynamics of the formation of children's communication culture according to the main components (need-motivational, personal- emotional, reflexive, practical).

The results of repeated diagnostics are presented in Table 2.

Table 2 - The level of formation of communication culture among fourth grade students (the result of the control stage of the experiment)

№	Levels of communication culture formation by main components (the score in parentheses is indicated)				The overall result
	The need-motivational component	The personal-emotional component	The reflexive component	The practical component	
1.	low (1 point)	low (1 point)	low (1 point)	average (3 points)	low (6 point)
2.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (14 points)
3.	high (5 points)	high (5 points)	high (5 points)	high (5 points)	high (20 points)
4.	high (5 points)	high (5 points)	high (5 points)	high (5 points)	high (20 points)
5.	average (3 points)	average (3 points)	average (3 points)	average (3 points)	average (12 points)
6.	high (5 points)	high (5 points)	average (3 points)	high (5 points)	high (18 points)
7.	high (5 points)	high (5 points)	average (3 points)	high (5 points)	high (18 points)
8.	high (5 points)	high (5 points)	high (5 points)	high (5 points)	high (20 points)

9.	average (3 points)	high (5 points)	average (3 points)	average (3 points)	average (14 points)
10.	high (5 points)	average (3 points)	average (3 points)	average (3 points)	average (14 points)
11.	average (3 points)	average (3 points)	low (1 point)	average (3 points)	average (10 points)
12.	high (5 points)	high (5 points)	high (5 points)	high (5 points)	high (20 points)

The data presented in the tables show that the level of communication culture formation among fourth grade students has increased significantly. The same conclusion can be drawn by analyzing the ratio of the distribution of diagnostic results, which is reflected in diagrams 3.
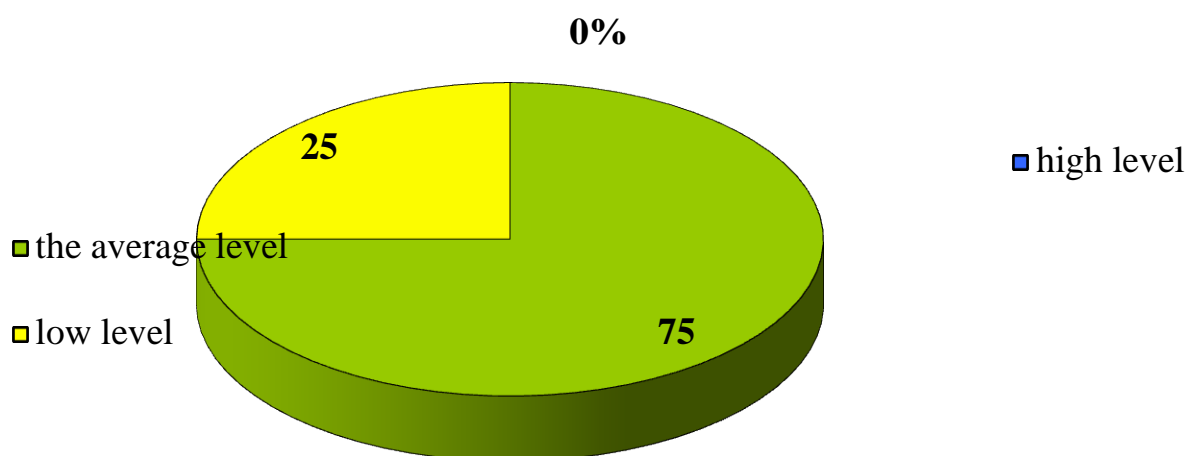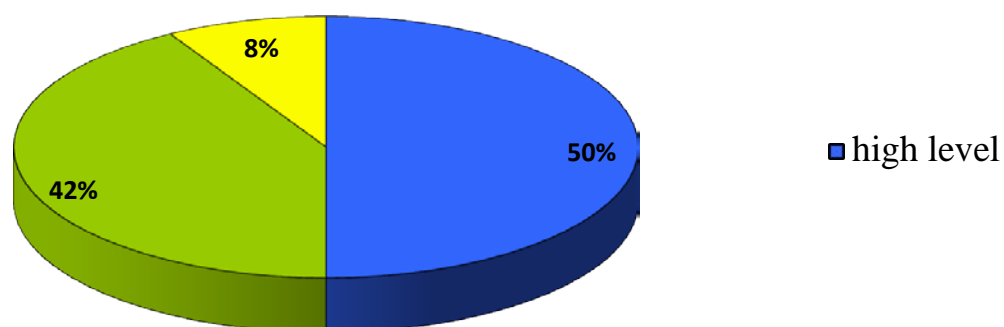

Figure. 3 - The level of formation of communication culture based on the results of the ascertaining experiment

■■ the average level

■ low level

Figure 4 - The level of communication culture formation based on the results of the control experiment

Comparative data from the ascertaining and control stages of the experiment allow us to talk about an increase in the level of formation of communication culture among students of the experimental class. At the control stage, six students, i.e. 50% of the experimental group, had high-level indicators. The average level is in five children (this is 42% of the group). Only one child has a low level (this is 8% of the group).

We will conduct a qualitative analysis of the quantitative data presentedabove for each of the components of the communication culture.

The correction of the results for the first (need-motivation) component of the communication culture of younger schoolchildren is very high. There is only one low score. A high score of "5 points" prevails (in 7 children, i.e. 58% of the group). In the course of observing the communication of students, we established theactive formation of the motivational foundations of a culture of communication.

Children have become more proactive, open, and friendly in their contacts with adults and peers. These conclusions are also confirmed by the results of the additional task ("Explain the rules to a friend"). The degree of self-motivation in completing this task has increased significantly. The children willingly explained the rules to their comrades, and in most cases on their own initiative.

Conclusion

The preparation of future specialists for the formation of a culture of communication among younger schoolchildren requires an integrated approach, including both theoretical and practical aspects. It is important to take into account the individual characteristics of children and create conditions for their free and effective communication. The development of communication skills in younger schoolchildren contributes to their successful socialization and general development, which makes this task one of the priorities in the primary education system.

So, we have considered the features of the formation of a culture of communication among younger schoolchildren in the process of activity. Based on the above, we have drawn conclusions.

We have established that the relevance of the problem of systematic formation of a communication culture in primary school is confirmed by the steadyincrease in the importance of interpersonal communication in the modern world, increasing its intensity and frequency.

The culture of communication is a high level of social and interpersonal qualities of partners, manifested in interaction focused on generally accepted norms and values, it is a complex, historically changeable system that is integrativeand expresses a holistic approach to the communication process. The culture of personal

communication is the embodiment of the culture of society. To master theculture of communication means to focus on high moral values, high psychologicaland moral culture, mastering the "technique" of communication.

The analysis of scientific literature conducted by us in the theoretical section of the study showed that the concepts of "communication culture", "communicative competence", "culture of speech", "communicative skills", "moraleducation" are also associated with the concept of "communication culture". The content of the culture of communication is determined by the systemicunderstanding of culture as a state, process and result; the essence of the communication process as a subject-subject interaction aimed at establishing mutual understanding between people, exchanging knowledge, actions, ideas, spiritual and moral values.

Summarizing the various scientific concepts of the communication culture of younger schoolchildren, we have identified the following main components in its structure and analyzed in detail: need-based and motivational;

• personal and emotional;

• reflexive;

• Practical.

Each of these components of the communication culture of a younger student can be formed in the process of purposeful educational influence.

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БОЛАШАҚ МАМАНДАРДЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫ АРАСЫНДА ҚАРЫМ-ҚАТЫНАС МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУҒА ДАЯРЛАУ

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Аңдатпа. Мақалада болашақ мамандарды кіші мектеп жасындағы оқушылардың қарым-қатынас мәдениетін қалыптастыруға дайындау мәселелері қарастырылады. Оқыту әдістері мен тәсілдерінің негізгі аспектілері, сондай-ақ кіші мектеп жасындағы балалардың коммуникативтік дағдыларын дамытуға бағытталған тәсілдер талқыланады. Сонымен қатар, жалпы білім беру мен тәрбие жұмыстарының ажырамас бөлігі ретінде қарым-қатынас мәдениетінің маңыздылығы қарастырылып, тұлғааралық қарым-қатынас мәдениетін қалыптастыру шарттары аясында балалардың өзара іс-қимылының ғылыми зерттеулерінің нәтижелері ұсынылады. Эксперименттік бөлімде осы әрекеттің үдерісінде және оның нәтижесінде негізгі көрсеткіштер келтірілген.

Коммуникативтік дағдыларды дамыту – кіші мектеп жасындағы оқушылардың жан-жақты дамуы үшін қажет бастауыш білім берудің маңызды құрамдас бөлігі болып табылады. Бұл мақалада бастауыш білім беру аясында қарым-қатынас мәдениетін қалыптастыруға бағытталған болашақ мамандарды даярлау мәселелері зерттеледі. Педагогикалық технологияларды, психологиялық түсініктерді және практикалық әдістемелерді интеграциялау қажеттілігіне баса назар аударылады. Зерттеу кіші мектеп жасындағы оқушылардың тиімді қарым-қатынас дағдыларын дамыту үшін интерактивті оқу ортасын, заманауи білім беру технологияларын және әлеуметтік-эмоциялық оқытуды пайдаланудың маңыздылығын көрсетеді. Интеграциялық көзқарас негізіндемұғалімдердің коммуникативтік құзыреттілікті қалыптастырудағы шешуші рөлін атап өте отырып, бұл

дағдылардың балалардың болашақтағы тұлғааралық қарым-қатынастары мен әлеуметтік қатысуына берік негіз қалайтыны көрсетіледі. Зерттеу нәтижелері мұғалімдерге бағытталған кәсіби даму бағдарламалары мен тұрақты қолдаудың осы мақсаттарға жетуде маңызды екенін дәлелдейді.

Сонымен қатар, мақалада бастауыш сынып оқушыларының қарым-қатынас мәдениетінің қалыптасуын зерттеп, мұғалімдерді даярлаудың маңызды рөлі атап өтіледі. Эксперимент барысында ойынға негізделген оқыту, интерактивті сабақтар, коммуникативті жаттығулар, жағымды эмоционалды атмосфераны құру сияқты әдістер талданады. 10 оқытушы мен бастауыш сынып оқушыларының арасында жүргізілген гипотетикалық сауалнама оқытудың ойын түрлерін ең тиімді деп бағалады (40%), одан кейін интерактивті сабақтар (30%), коммуникативті жаттығулар (20%) және эмоционалды атмосфераны құру (10%) жайы көрсетілген пайыздың көрсеткішпен анықталды.

Тірек сөздер: тұлғааралық қарым-қатынас мәдениеті, сыныптан тыс жұмыстар, мәдениетті қалыптастыру, коммуникативтік дағдылар, оқыту әдістемесі, бастауыш сынып оқушылары, болашақ мамандар, даярлау

ПОДГОТОВКА БУДУЩИХ СПЕЦИАЛИСТОВ К ФОРМИРОВАНИЮ КУЛЬТУРЫ ОБЩЕНИЯ СРЕДИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. В статье рассматриваются вопросы подготовки будущих специалистов к формированию культуры общения младших школьников. Основное внимание уделяется методам и подходам обучения, направленным на развитие коммуникативных навыков у младших школьников. Значение культуры общения как неотъемлемой части общего образования и воспитания анализируется в контексте формирования межличностного взаимодействия. В разделе представлены результаты научного исследования, изучающие взаимодействие детей в процессе и в результате этой деятельности, а также основные показатели эксперимента.

Развитие коммуникативных навыков является важным компонентом начального образования, необходимым для всестороннего развития младших школьников. В статье обсуждаются вопросы образования и профессиональной подготовки будущих педагогов, направленные на формирование культуры общения в начальной школе. Особое внимание уделяется интеграции педагогических технологий, психологических подходов и практических методов. Подчеркивается необходимость разработки надежной учебной программы, которая поможет педагогам эффективно развивать коммуникативные навыки у детей младшего школьного возраста.

Ключевые элементы процесса включают создание интерактивной учебной среды, использование современных образовательных технологий, а также поощрение социального и эмоционального обучения. Комплексный подход подчеркивает важность хорошо подготовленных педагогов в формировании коммуникативной компетентности учащихся, что служит основой для их будущих межличностных взаимодействий и социальной активности. Полученные результаты демонстрируют, что целевые программы профессионального развития и постоянная поддержка педагогов играют ключевую роль в достижении этих целей.

Кроме того, в статье исследуется формирование культуры общения младших школьников, акцентируется внимание на значении подготовки учителей. В ходе эксперимента анализировались методы, такие как игровое обучение, интерактивные занятия, коммуникативные упражнения и создание позитивной эмоциональной атмосферы. Гипотетический опрос среди 10 педагогов и студентов педагогических вузов показал, что

игровые формы обучения являются наиболее эффективными (40%), за ними следуют интерактивные занятия (30%), коммуникативные упражнения (20%) и создание эмоциональной атмосферы (10%).