



DOI: 10.54919/physics/56.2024.40epg2

## Development of communication skills of older preschoolers in the conditions of updated educational content

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### Abstract

**Relevance.** The relevance of the research in this article is conditioned upon the problem of developing communication skills in the conditions of the new format of the education programme of Kazakhstan, which implies that children learn three languages already at the stage of preschool education.

**Purpose.** The purpose of the article is to develop a model for organising the expansion of communication skills with the study of three languages in the framework of preschool education, considering the psychophysiological development of children.

**Methodology.** The leading method for the study of this problem is a diagnostic drawing method for determining the emotional background of a child, pedagogical observation for influencing factors on the expansion of the sphere of communication while maintaining a health-preserving atmosphere by educators during training and stay of children in preschool institutions.

**Results.** The article presents a model for organising the expansion of communication skills in preschoolers based on methods that take into account their psychophysiological development, enabling them to arouse interest and develop motivation to learn languages in a health-preserving environment, considering age-related features such as musical and literary evenings, puppet theatre, dance and musical evenings, learning songs, etiquette, watching movies and small interviews, playing "Around the World", virtual excursions to museum complexes, holidays and fairs of different countries with the preparation of crafts for them.

### Suggested Citation:

Kerimbayeva R, Yerkebaeva S, Zhamirova U, Makhanova A, Apsamatova R. Development of communication skills of older preschoolers in the conditions of updated educational content. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):402-411. DOI: 10.54919/physics/56.2024.40epg2

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**Conclusions.** The formed model of organising the development of communication skills in preschoolers contributes to the development of their communication skills in different languages, considering the preservation of their harmonious development and health, as well as with the establishment of a model of their creative, cultural behaviour within social life, which is of practical importance for the education system and the well-being of society.

**Keywords:** language learning; pedagogical diagnostics; emotional background; motivation; age characteristics.

## **Introduction**

In the modern world, many preschoolers receive preschool education and upbringing in kindergartens [1]. At the moment, this form is official and most parents use it to raise their children. Considering many trends in the world, preschool education, as well as the entire education system, is undergoing changes, and one of them is related to updating the requirements for preschool education, which is considered as the first stage of education, where in fact the development of the child's personality takes place, and given that kindergartens, nurseries accept children full-time from the year, in fact, many of them spend almost all their childhood within the walls of preschool institutions, where they mainly communicate with educators and other small teaching staff, as well as their stay occurs surrounded by many other children, with their innate and acquired habits, and unfortunately not always good [2].

From the knowledge of the neurophysiology of childhood, it is known that the foundations of personality socialisation are laid in the age period up to 7-8 years, and the foundations of psychological perception of the world and the psychosocial aspect in relation to personal awareness and further development of behaviour to various situations, and people based on the associations created occur up to 3 years, and these are official data repeatedly proven by scientists that have long been tested and introduced into the scientific foundation of psychology and pedagogy, as well as pediatric medicine at the level of the norm of psychophysiological development, which should always be considered when planning educational work with children of different ages [3]. In addition, it is important to note that children under 5 years of age, based on healthy relationships and the norm of psychophysiological development, that is, based on the physiological norm, do not play with each other, they play next to each other, and playing side by side they observe and adopt the example they see, and given the diversity of examples and great opportunities for activities in various fields, children tend to want to be among adults, or next to them [4].

It has long been known that if a young child aspires to play with the same small child, then a specialist has a question about child-parent relations since it is if the child lacks care and psycho-emotional comfort from his own family, then in such a situation a child under 5 begins to reach for close communication with other children [5]. It is important to remember about personal needs and the schedule of play, recreation, the need to get help or an answer to the question, the need for care at both physical and psycho-emotional, social levels, and these aspects cannot be created at the proper level based on the attitude in the educational process at the group level, which is known to be characterised by the lack of an individual approach [6].

Therefore, the age-related development of the body at the physical, psycho-emotional and social levels in many children is explained by the upbringing of cognitive qualities, the acquisition of basic skills, including communication skills, when teaching it to a greater extent in a preschool institution [7]. It is so important to develop a form of organization of educational work based on the knowledge of the psycho-emotional development of children, which will allow developing communication skills based on the updating of the education programme, which implies the study of three languages, including two foreign ones, in older preschoolers in conditions favourable for the development of the child, which corresponds to health protection norms.

## **Materials and Methods**

In the course of the study, a method was used based on a diagnostic drawing method to determine the emotional background of the child, his psychological mood, a positive attitude to being in kindergarten, his personal attitude to educators and teachers, as well as other children from the group. Pedagogical observation was also carried out on the subject of influencing factors on the development of communication skills and the presence of maintaining a health-preserving atmosphere in relation to children by teaching staff, educators and other staff serving children during training and stay of children in preschool institutions. The drawing diagnostic method was presented in the form of drawing several drawings "Family drawing" and "Kindergarten".

The interpretation of the test drawings proceeded from its design, who was drawn on them and in what form, how the drawing was located on a blank A4 sheet, attention was also paid to what was used in the process, given that the child was given the choice to draw with different writing objects, of many different colours: pencils, pens, felt-tip pens. During the diagnosis, attention was paid not only to how it was performed but the process itself was also considered: erasure, strikethrough, behavioural reactions of the child, his comments that expressed his emotions and attitude to who or what he was drawing. Before completing this task, the child was asked to draw his family as he imagines it, and then draw a kindergarten on another blank A4 sheet in the form in which he imagines it, including himself, to compare the child's attitude in his family and kindergarten.

A detailed analysis of the drawings allows seeing the psychological characteristics of the child's personality, his level of self-esteem, the presence of an attitude to communication and the treatment of them by other people themselves, which was evaluated from the standpoint of health-saving and constructive communication, is based on respectful sociability to the child's personality and his needs, and it is on this that the positive result of any type of activity, including those aimed at developing

communicative abilities with the study of the required three languages, will depend. Also, this method allows identifying the child's emotional background in relation to the family and kindergarten, how he feels being there, how he positions his role there, the drawing allows seeing the level of personal confidence and the possibility of self-realisation, as well as possible psychological protection when the child has to defend his personal needs, including psychological defence from many external factors that cause him discomfort at different levels. The analysis of the drawing allows telling about the presence of fears or frightening components in the family or kindergarten, sympathy or antipathy to some of the people, personal perception of educators and teachers, and also to see whether the child wants to be in kindergarten or he draws himself on another territory away from kindergarten or his group.

A detailed analysis of diagnostic drawings and pedagogical observation allows identifying the general emotional atmosphere in the garden, in the group where children spend their day, and this comparison is carried out with the norms of health-preserving conditions at all levels, both physical, psycho-emotional and social. Of course, an even deeper analysis of this could have been done in the presence of hidden video surveillance of all rooms where children can be, communicate with each other and the educational and pedagogical staff, as well as their assistants, to determine whether they are in conditions that are health-preserving from all factors, including communicative from peers and their staff, which must have a developed culture of psychological health-preservation to properly understand children, communicate with them and teach, both the necessary knowledge and the example that they see based on the treatment of educators and other children, including.

Considering these facts, the conducted research is a reliable and valid tool for studying psychological aspects to identify aspirations, motivation and future behaviour of children for teaching three languages within the framework of a health-preserving culture on the basis of which a model of organising the development of communication skills in preschool education will be developed, considering the age-related psychophysiological features of children's development. When calculating the data, the average scores for each factor of children's attitude and motivation to kindergarten and language learning in the framework of health care are counted and based on this, the main criteria for establishing a model for organising the development of communication skills in preschool education are determined.

To calculate the results, a standard method of mathematical calculation and graphical representation of the results was used. The experimental base of the study was preschool educational institutions in Almaty, the Republic of Kazakhstan: kindergarten No. 144, kindergarten No. 105, kindergarten No. 109 and Montessori kindergarten. A study using the chosen method was conducted among 70 children of these kindergartens, 41 of them were girls and 29 boys. The age of the respondents was in the range of 5-7 years. The research was carried out in three stages: At the first stage, a review of available methods was conducted to establish a model for organising the development of communication skills

with the study of three languages in preschool education in philosophical, psychological and pedagogical research publications, dissertations on the topic under consideration, and methodological foundations of research in pedagogy; relevance, purpose, and methodological aspects for this study were highlighted, and a plan for this study was prepared. During the second stage, a diagnostic drawing method of respondents and pedagogical observation were carried out, indicators were clarified and criteria and methods were developed for establishing a model of organising the development of communication skills in preschool education; experimental work was carried out, its results were analysed and conclusions were formed after. At the last, third stage, the experimental work was completed, its results were summarized and formalised, and all the conclusions of the work were verified.

## **Results**

The detailed analysis of the data obtained was methodologically systematised, so the manifested aspects of the diagnostic drawing method such as "Family drawing" and "kindergarten", and pedagogical observation, considering the elements reflecting the personality indicators of respondents, were determined as motivational-targeted, content-procedural, performance-evaluation and structural components. The detailed analysis of the drawings allowed identifying the properties and characteristics of children's personality at the level of personal perception of kindergarten, relationships in it, their family and self-determination as a person, including a set of psychological traits, qualities, social, natural, social relations, intellectual, behavioural and emotional properties, which refers to the motivational and target direction, and within the framework of psychological and pedagogical support for learning three languages, this is one of the main indicators that will guide and coordinate the actions of the pedagogical and educational staff for children to achieve good results in mastering communication skills with the study of three languages: Kazakh, Russian and English, which is dictated by new changes in the educational programme [8].

Correctional activity within the framework of psychological and pedagogical support of children, considering their constant development and growth at the physical, psycho-emotional and social levels, is a very multidimensional and multilevel system, and the result of actions in which lies the multidimensionality of personal qualities, properties, special, systemic reproduction of personal emotions and associations that encourage children to creative social communication, self-realization, increase their self-esteem and confidence and motivate them to learn several languages at the level of successful application in their lives [9].

Personal motivational function to learn languages and effectiveness in communicative activity is determined by individual thinking, which promotes and encourages the child to certain behaviours and physical actions. It follows from this that the knowledge of a person should be guided by a detailed analysis of his aspirations, goals, ideas about the future and be considered as a set of unique, inimitable, purely individual qualities that determine his social status and distinguish him from other people. These qualities

make up the inner world of a person based on pathophysiological, biological and socio-psychological characteristics and collectively this determines the development of personal qualities and propensity for sociability and principles of communication on a constructive and respectful level, which will strengthen motivation and conscious actions for learning languages, as well as their further behaviour regarding the improvement of their conversational indicators in all three languages and general attitude to cognitive activity [10].

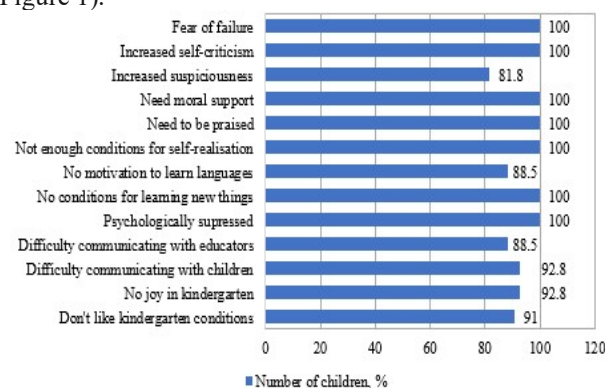
The content-procedural component of the analysis of diagnostic drawings and pedagogical observation included an analysis of all the components of the content characteristics that fully covered the multifaceted aspects of the personality traits of the subject reflected in his drawings and explanations to it, which allowed a deeper understanding of the missing factors for the success of developing a model of presenting knowledge in the field of language learning in the form of the most understandable and adapted for children, considering their psychophysiological age characteristics. The performance-evaluation component of the analysis involves the analysis of results, correction, identification of the levels of motivational reactions and subsequent skills' development expressed in actions based on the selected criteria and indicators.

These components of the study in interaction reveal the organisation of development process of indicators for the establishment of a model for the organisation of communication skills' development with psychological and pedagogical aspects on the part of the student body ensuring their study of three languages and the stay of children in kindergartens in health-preserving conditions. The result of the functioning of the study in question is understood as a certain level that allows establishing a model for organising communication skills' development with the study of three languages in the framework of preschool education. The introduction of a structured results analysis model involved the following stages of research work:

- determination of the initial level of the individual psychophysiological state of children using methods of diagnostic drawing, pedagogical observation and statistical processing of research results;
- identification and implementation of psychological and pedagogical aspects for communication skills' development with the study of three languages that contribute to the successful functioning of the structural and functional model of research results' analysis for its subsequent implementation in the area of practical application in the field of education;
- establishment of a model for organising communication skills' development of older preschoolers with the study of three languages in the framework of preschool education.

In total, 70 children were covered by the study, the analysis of the results of the diagnostic pattern allowed concluding that the majority of children (64 (91%)) are not satisfied with the conditions in kindergarten and do not get joy from being there (65 (92.8%)), experience difficulties in communicating with each other (65 (92.8%)), and with educators (62 (88.5%)), are depressed by the instructions of teachers and educators (70 (100%)), all children are

bored and lack conditions for learning the world (70 (100%)), they do not understand why they need to learn languages (62 (88.5%)), they also lack conditions for self-realisation (70 (100%) ). It was also revealed that all children need moral support and praise (70 (100%)), which will raise their self-esteem and give confidence in their own abilities, and the majority of the studied (65 (92.8%)) showed an increased level of suspiciousness, the need for understanding, all children (70 (100%)) showed a high level of self-critical attitude and experience of their failures (Figure 1).



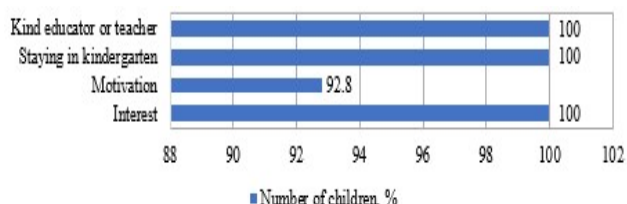
**Figure 1.** Distribution of children depending on individual psychophysiological data after analysis of diagnostic drawings

Thus, a detailed analysis of the diagnostic results showed low individual characteristics and the mood of children to express themselves in the active learning of several languages and the use of this knowledge in the field of communication. This information processing allows predicting the poor quality of successful language studies and indicators of acquisition of communication data. In the reflexive evaluation criteria, the identified indicators can be explained by the absence and willingness of children to turn to their language experience, not understanding why they need it because the stage of study causes them a lot of difficulties and gives them the psychological burden of being in a preschool institution. So without correcting the sphere of preschool education and using methods that develop communication skills in children without influencing factors and methods for the development of a value attitude to the child's personality, to his health, and the development of a health-preserving culture in it, children will have low self-esteem, an inferior status of a worthy member of society when graduating from preschool, since they will not be able to fully organise their further educational activities.

The implementation of the research conditions in the process of establishing a model for organizing communication skills' development with the study of three languages based on competent psychological and pedagogical support with the use of health-preserving conditions for children required methodological work on the data obtained during the study. Step-by-step analysis of the results allowed identifying the main components of this process and determining the main ones depending on the level of individual indicators' development for the further methodological allocation of psychological and pedagogical aspects of support in language learning and communication skills' development.

The factors of assessing the capabilities and predisposition to the perception of new information and self-learning, self-knowledge in certain conditions are highlighted to improve their communication skills with the maintenance and creation of a very important atmosphere of goodwill and mutual support from the teaching staff for the development of successful educational and cognitive activities, considering the creation and establishment of a health-preserving culture in children. Considering the above, a model for the development of communication skills with the study of three languages for older children in preschool institutions was determined, which includes a form of classes close to natural conditions and arousing interest, such as musical and literary evenings, puppet theatre, dance and musical evenings, learning songs, etiquette, watching movies and mini-interviews, the game "Around the World", virtual excursions to museum complexes, holidays and fairs of different countries with the preparation of crafts for them.

At the control stage of the study, data on the dynamics of changes in the development of a value attitude to language learning in older preschoolers were identified under the influence of a review and detailed study of the conditions based on the methods and forms presented, which for some of the surveyed were introduced into the educational process. Thus, the data obtained from the repeated drawing test of children allowed concluding that there was a significant increase in their interest (70 (100%)) and motivation to learn languages (65 (92.8%)), as well as an increase in interest in being in kindergarten (70 (100%)) with the important and main condition that educators and teachers will be kind, which was expressed by absolutely all children (70 (100%)) (Figure 2).



**Figure 2.** Distribution of children according to the level of interest and motivation in learning three languages at the control stage of the experiment

Based on the data obtained, it can be said that the identified factors and methods in the educational process for communication skills' development allow forming a value attitude to language learning based on the psychophysiological characteristics of children characteristic of their age criterion, as well as accompanied by health-preserving conditions that provide children of high school age with conditions for harmonious and healthy development with high self-esteem against the background of health-preserving psychological and pedagogical support of educators and teachers with the creation of emotionally comfortable conditions for children in preschool. The correctness of the study was ensured by the fact that the characteristics and data parameters of the diagnosis and the developed model were comparable in the study correctly. The analysis of the research results allowed developing a model for organising communication skills' development with the study of three

languages in the framework of preschool education for older preschoolers.

## Discussion

In the modern world, there are many trends in the development of social life and its technological equipment, which makes life more comfortable, all this dictates the need to introduce into the education system models, forms, methods that would prepare a decent generation within the educational process, able to communicate at a high intellectual and cultural level with well-developed skills of creative communication, and with a tendency to improve the well-being of society, and this makes the education program one of the main ones for maintaining the well-being of society [11; 12].

Currently, there is an official system of preschool education, in which many children are trained, that is, they stay in this system for most of their children's lives. In fact, great responsibilities are imposed on the specialists of the pedagogical and educational staff to create everyday conditions for preschoolers, where they must harmoniously grow and develop, acquiring the necessary skills regarding the characteristics of their age, while maintaining conditions for preserving their health and developing a decent personality with good self-esteem and a sense of dignity. Considering their presence in kindergarten for almost the entire day, they should be provided with all the components regarding individual needs at the physical, psycho-emotional and social levels with the development of personal talents and opportunities to manifest themselves in the future as worthy members of society living with a formed culture of psychological health [13; 14].

Children taught in preschool institutions as a future generation are of particular value as specialists and members of society to be who will ensure the future course of society's life in a few decades, and therefore high hopes are imposed on them for improving the welfare of the population and life in general [15]. So educational work, which, based on the norms of knowledge of the psychophysiological development of children, depends more on the conditions in which they are, on the examples they see, hear, and many others, all the multidimensional factors that they experience in relation to themselves and to the people around them, which they witness, because, based on the knowledge of child psychology, the child always takes what is happening around him and at his own expense, including [16]. And this is later reproduced by him as an example of further behaviour and reactions to various situations that may happen in his life, in the life of every child [17]. All this dictates the importance of selecting highly moral specialists who will understand the need to treat children in a soft, friendly manner with understanding and considering the individual needs of each child.

The creation of comfortable conditions at the psycho-emotional level with a benevolent background within the framework of children's health will enable them to develop correctly and harmoniously, and exclude various traumatic situations and other factors that do not correspond to well-being, considering their individual talents based on age-related psychophysiological norms. Only such a vision and conduct of professional activities of educators and teachers in preschool institutions will allow them to carry out their

work within the framework of improving and preserving the health of children, and this is of particular importance for the future of society [18; 19].

Any specialist of a preschool institution should be aware of the responsibility that is assigned to him, he should understand the depth and visibility of the result of his activities, on which the lives of both children themselves and their families, and many citizens in the future will depend. In this area, it is important to increase the level of creative and motivational-value activities of educators and teachers aimed at the benefit of society so that each of them individually understands that now the level of future society depends on him [20]. A specialist of the pedagogical and educational staff should demonstrate his professional knowledge among children in such a way that he can initially predict the results that affect the lives of children from his decisions, words, actions, gestures, attention, as well as works of creative and pedagogical activity [21; 22]. After all, it is important for a teacher to have himself and establish a creative model of thought and action in children, because only by developing a high level of morality that positively affects the welfare of society can we say that children are or were in health-preserving conditions.

Thus, their vital activity while in kindergarten will take place, and took place within the framework of preserving their health at all levels of life, and contribute to improving their quality of life, which will provide for healthy development and form the foundation of the characteristics of a decent person, with noble goals and motivation, both his own and other people and the world around him as a whole [23].

Educational work should be structured in such a way that self-esteem and the level of dignity, which naturally increase with age in children, should be maintained both at the physical, psycho-emotional, and social levels by the educator, enabling children to have many opportunities for self-realisation. Only in this case, considering all of the above, children will want and will be interested in gaining new knowledge within a preschool institution, including when learning three languages, improving their communication skills [24; 25]. Also, educators and teachers should remember that by acquiring new skills and knowledge, the status and self-perception of children is growing, and this should be maintained at a level that increases both their motivation, interest in further knowledge, and self-esteem.

Therefore, it is very important to guide the growing children correctly and very respectfully correct them on the path of acquiring knowledge and skills, especially in the field of language learning and acquisition, the development of communication skills, remembering that a person wants to communicate only with people pleasant to him, friendly towards him and with the understanding of his listeners, also receiving moral support and respect for what they say, recognising their personal dignity, talents [26; 27]. And it is this kind of communication that allows accepting a child at the level of the status of an interesting, intelligent interlocutor, thus developing his interest and motivation for further acquisition of knowledge, and expanding his communication skills, and that gives rise to the feeling that he is an intelligent person who is listened to [28].

In the process of teaching three languages, it is necessary to approach children with a competent arrangement and the development of high criteria for the preservation of their health at the physical, psycho-emotional and social levels of life with the acquisition and strengthening of their cultural, aesthetic and moral qualities, which were initially primarily embedded in them at birth at the reflex level of self-preservation, self-healing and self-protection from harmful factors from outside, which throughout life should only be strengthened already at the level of knowledge within the framework of prevention at all levels of diverse life [29].

With respect for the lives of others and creative quality for the preservation of health-preserving behaviour with an aesthetic culture of personal behaviour of a child, as well as considering the age characteristics of psychophysiological development, it is necessary to build all training in certain conditions in which children would not even feel the pressure of the fact of learning. So, the conditions should be as close as possible to the natural environment within the framework of interesting activities for children or a playful form with free movement, and the manifestation of their talents and capabilities [30]. The described form will create health-preserving conditions for children, to strengthen their physical, psychological, moral and social health with their increased motivation and interest to acquire communication skills against the background of learning three languages. Notably, such a form will create emotional comfort necessary for a child in a relationship, developing feelings for learning the world, expanding his horizons and opening the usual boundaries within the framework of "kindergarten - home - playground" [31; 32].

The priority in developing the programme for the organization of communication skills' development in three languages was also the implementation of increasing the intellectual, artistic and aesthetic development of children because it is necessary to present communication skills at such a level that would educate and raise a child not only with deep knowledge of languages, but also at the level of value concepts for the use of their communication skills in future activities to arrange, preserve the well-being of life, and improve its quality, on which physical health, emotional background, level of morality will depend. It will affect the personal creative attitude to society, where functional direction with a focus on improving the well-being of life will be the foundation of their creative, professional, sports, everyday activities. Therefore, the form of the model of sociability development is based on methods of a creative order with highly aesthetic norms of culture and the development of the level of psychological health-preservation in children, which will contribute to their safe behaviour in their personal, household, future educational and professional, cultural and aesthetic, environmental, energy-saving, sports, creative and other existing parameters of vital activity at the physical, psycho-emotional, social levels of life [33; 34].

Taking into considered that life is multifaceted, the methods presented in the developed model allow the child to develop his/her knowledge of languages and communication skills, learning many aspects of cultural heritage in the world, and acquiring a culture of pastime, learning many new things and becoming a worthy, cultural

member of society, as well as the methods presented in the model will allow the child to express himself/herself in creativity, and will allow him/her to acquire an improved personal image and self-determination with increased self-esteem, to acquire new hobbies, important life skills, to learn how to improve his/her personal image and self-determination, to acquire new skills, and to learn how to improve his/her self-esteem. [35].

The organisation of communication skills' development provides for the presence of game elements in the activities of children when learning three languages, which will ensure their favourable development in conditions created in an interesting, playful way, acquiring knowledge in a natural environment of formed situations from a prosperous life with a health-oriented form of teaching, with the possibility of self-realisation of children. Admittedly, the personal example of the educator and teacher, preferably a native speaker, will be important here. This model was developed on motivational-value, cognitive-informational, creative, creative-communicative, emotionally respectful, cultural-aesthetic criteria, which will support children's interest in what is happening and give good results in cognitive activity, develop their communication skills in three languages [36].

So the established model is presented in the form of organising communication skills' development in older children within preschool education, considering the study of three languages and the above parameters in the form of musical and literary evenings with reading fairy tales and stories in different languages and discussing them in an aesthetic setting to the enchanting sounds of classical music; puppet theatre, where the characters will receive guests from different countries, tell them about delicious dishes, museums, theatres, nature, hobbies, expressing their hospitality and talking to guests in their language, teaching them words from their native speeches; dance and musical evenings, in the form of balls, receptions, meetings, with the study of beautiful dances, acquiring skills of acquaintance in different languages within the framework of invited guests to a ball or a social reception.

This will create conditions for learning to get to know and have a conversation with strangers within the framework of cultural communication; learning funny, small songs in different languages in a playful way, in a fun, free-for-movement atmosphere. Etiquette lessons, poses, behaviour with the use of words from different languages are also recommended for further communication with people from different countries at balls, receptions, themed holidays and festivals, where children themselves will play guests from different cities and countries, with the help of adults, who will also have to show them an example of cultural communication and behaviour. It will be interesting and effective to watch, small thematic films and mini-interviews of famous, worthy people who address children with good wishes in different languages, on a big screen simulating a trip to the cinema, with their further semantic analysis.

The game "Around the World" can be useful, in which children will visit people from different countries, various cities in a playful way, and small virtual excursions to museum complexes, where children will be able to get acquainted with parks, museums, works of art, castles, manors and other places of the cultural heritage of

countries in different languages; organising festivals, holidays and fairs with visitors from different countries, for which children prepare crafts, may even sometimes sell for coins or sweets, or small toys to their relatives or educators, or other children who were given funds in advance by their parents.

Thus, the established model of organising communication skills and abilities' development in older preschoolers is presented as close as possible to the natural conditions of life in a playful, cultural form that arouses interest in children and promotes their healthy development. The form of developing communication skills and acquiring language knowledge through musical and literary evenings, puppet theatre, dance and music evenings, studying songs, etiquette, watching movies and mini-interviews on the big screen, the game "Around the World", virtual excursions to museum complexes, holidays and fairs of different countries with the preparation of crafts for them, considers the psychophysiological development of children, awakens their interest and develops motivation to learn languages and skills of cultural, respectful communication and behaviour.

Successful development in educational conditions of senior groups of preschool institutions of a high level of communication skills among students, considering age-related psychophysiological development in health-preserving conditions, will contribute not only to a successful educational process, as a result of which the student will become a worthy person with high self-esteem, with creative motivational attitudes and goals, but will also be a communicative personality with a developed interest in learning languages. It will help him to study well at school in the future, maintain connections with classmates and teachers on a respectful and emotional level, creating conditions for his further harmonious development, as a worthy person with high self-esteem and versatile knowledge and skills. It will also help him to realise himself, including in his free time, and teach him to build health-preserving behaviour, with an increase in the quality of his life.

## **Conclusions**

Based on the established model of organising communication skills and abilities' development in older preschoolers, it is possible to form a high level of communication skills with an initial knowledge of the spoken level of three languages, with the development of a value attitude to life, with respectful and creative behaviour and an understanding of the importance of preserving health, forming a culture of psychological health preservation. The considered methods in the educational process and the developed models of organising the study of several foreign languages will allow, in the most approximate conditions for the natural activity of spending their day with children, creating for them interesting and useful for cognitive activity, and increase their horizons with the acquisition of cultural foundations of classes for learning languages and pastime, and communication with people around them on a respectful background with benevolent emotions.

Developing a cultural personality, these methods will have a preserving and strengthening effect on children's health conditioned upon the play form, which is easily

perceived in an emotional background and considers the increase in self-esteem and dignity of a child with respect for him and his needs on the physical, psycho-emotional and social levels by educators and teachers, helping to increase and preserve their motivation, and efficiency in their future educational and household, personal life. This humane area of research makes a great contribution to the field of education, leading to the preservation of health and harmonious development of older preschool children, and the formation of a high level of communication skills with an initial knowledge of three languages. The materials of this article are useful for employees of the education sector

and can be applied in practice, which will contribute to the improvement and implementation of an effective health-preserving environment that allows developing communication skills and instilling interest in learning foreign languages in educational institutions.

#### Acknowledgements

None.

#### Conflict of Interest

None.

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## **Розвиток комунікативних навичок старших дошкільнят в умовах оновленого змісту освіти**

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## **Анотація**

**Актуальність.** Актуальність дослідження в цій статті зумовлена проблемою розвитку комунікативних навичок в умовах нового формату освітньої програми Казахстану, який передбачає вивчення дітьми трьох мов вже на етапі дошкільної освіти.

**Мета.** Мета статті полягає в розробці моделі організації розширення комунікативних навичок з вивченням трьох мов у рамках дошкільної освіти з урахуванням психофізіологічного розвитку дітей.

**Методологія.** Провідним методом дослідження цієї проблеми є діагностичний малюнковий метод для визначення емоційного фону дитини, педагогічне спостереження для впливу факторів на розширення сфери спілкування при збереженні здоров'язберігаючої атмосфери вихователями під час навчання та перебування дітей у дошкільному закладі.

**Результати.** У статті представлено модель організації розширення комунікативних навичок у дошкільнят на основі методів, що враховують їх психофізіологічний розвиток, дозволяють викликати інтерес і розвивати мотивацію до вивчення мов у здоров'язберігаючому середовищі з урахуванням вікових особливостей: музично-літературні вечори, ляльковий театр, танцювально-музичні вечори, вивчення пісень, етикету, перегляд фільмів і невеликих інтерв'ю, гра «Навколо світу», віртуальні екскурсії до музейних комплексів, на свята і ярмарки різних країн з підготовкою до них виробів.

**Висновки.** Сформована модель організації розвитку комунікативних навичок у дошкільників сприяє розвитку у них навичок спілкування різними мовами з урахуванням збереження їх гармонійного розвитку і здоров'я, а також з формуванням моделі їх творчої, культурної поведінки в соціальному житті, що має практичне значення для системи освіти і добробуту суспільства.

**Ключові слова:** вивчення мови; педагогічна діагностика; емоційний фон; мотивація; вікові особливості.