



*Original Contribution*

**PROJECTIONS AND DYNAMICS OF THE COMMUNICATIVE SKILLS  
DEVELOPMENT IN THE CONTENT OF CONSTRUCTIONAL –  
TECHNICAL ACTIVITIES**

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**ABSTRACT**

The development of the contemporary world is marked by processes of globalisation and integration. The problem of Eurointegration is a problem of the whole European society. The main idea is that a person should use the possibilities that our world reveals constantly in a more wide aspect so that he may develop himself through interacting with other people. One of the projections concerning the process of globalisation represents the positive attitude of each person to communicate with the others.

Communicative skills belong to the problem of developing communicative skills as a whole. They become useful to people only if they come from their natural needs for communication and cooperation and are completely developed when initially formed in active childhood.

The problem of the communicative skills development has certain achievements in the field of the pre-school education and those achievements were partly accomplished with the help of constructional-technical teaching.

The accent of this study tends to analyse the projections of the activity content and their dynamics in the process of acquiring technological and human skills of communication. The development of such skills of communication since childhood enables the processes of adjusting to the modern society go in their natural ways.

**Key words:** child, construction, communication, integration.

The third millennium is time marked by processes of globalisation and European integration, whose forces drive people and countries to unite into modern integrated societies. They reveal new areas and parameters for interaction between them. The idea behind that is that each individual should make greater use of the possibilities of the world in order to develop and grow as part of and by means of his/her diverse relations with the other people. One of the problems of the uniting world is the process of formation of a positive attitude of mind in every person to the necessity for contemporary communication with the others. That aspect of the problem is part of the complexity of the process of development of communicative abilities. They arise and come out as

communicative skills and are at the root of the person's outlook and attitude towards him/herself, the others and the world as a whole. The development of the communicative skills is a process of individual appropriation of the already gained social and historical experience. It is useful to the individual subjects when its use and re-creation are determined by their natural needs, situations and events. Consequently, one of the possible ways of assimilation and at the same time of development of the world is the building up of an "eventful community" [1]. It represents a system of the mutual life experience of everyone with all the rest and their mutual relations and connections with everything around them. A major condition for real and rational existence of a community of that type is that each participant should be active. In the sense of that understanding human relationships represent a system of fixed habits, orientations, expectations, stereotypes, positions, by means of which they perceive and communicate with each other, [1]. In this sense an important

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characteristic feature of the personality which determines its individual nature is, "... his/her attitude towards people, which is at the same time an interrelationship" [1]. The unity of these two components is at the root of communication. They are changeable because they are based on subject-subjects interaction and are characterised by a constant interdependence and dynamics. For that reason communication is a dynamic, flexible and an open process, whose parameters are in a state of permanent development. The perspective of forming a communicative skill is "...the act of teaching one human being how to understand another one" [4]. It can be achieved by people, by personalities, called by Tofler "associated individual". He/she is adaptive, flexible, ingenious, mobile, capable of establishing quick contact and of changing his/her communicative behaviour in accordance with the situational parameters of the interaction and attitude.

In a conceptual plan, communication is a specific sphere of the individual life of a person, inextricably bound up with the exchange of information about his/her activity. Through communication, interaction and co-operation are generated; the communicative participants get to know each other and achieve mutual understanding; value orientations are mastered; the individual gradually builds up the image of his/her "Ego", as well as of the others and of the surrounding environment. Communication contributes to the further development of the social activity of the personality and to the possibility of providing chances for the communicative ability to demonstrate.

The educational values of the term "communication" are specific. In education, communication is a process of exchange of information, which appears and takes place between definite individuals, at an exact moment in time, under conditions imposing the necessity of its exchange, specification and/or perception. It is a bilateral stream of informational exchange between the subjects taking part in this act. They have the following status trainer (teacher) and trainee (a child, a student) and the goal of communication between them is that of teaching and cognition. Regardless of the set parameters of the knowledge acquisition process, communication is an important meaningful and instructive component in that process ensuring purposeful and conscious occurrence. (U. Babinski, N. Talizina, I. Yakimanska, M. Andreev, P. Petrov)

Communication considered in the sense of interaction between a trainer and a trainee contributes to the overall simultaneous development and building up of the human personality.

The formation of communicative skills is of full value when it starts consciously and actively in childhood years. The issues discussed have marked remarkable achievements in the sphere of pre-school theory and practice. Nowadays, the new conditions and reality require that the pre-school education and training of children to direct its pedagogical strategies [5, 6] towards decisions preparing individuals able to adapt quickly to the new environment and to communicate positively with the others.

Constructional-technical activity has traditions and contribution to the present and expected results in acquiring communicative skills because it creates dynamic environment and projects a number of opportunities for the child to establish contact and interaction on different levels. The optimal functioning of the system of the activity creates adequate real life situations, through which the child acquires intelligible fragments of the social culture of the society thus gaining his/her own life experience. It joins him/her to the surrounding social world and teaches him/her to communicate actively and reasonably. The complexity of the communicative process during the constructional-technical activity is adequate to its concrete character and aim.

The focus of the study is directed towards analysing current educational and instructive projections of the activity of acquiring accessible technological and humane skills of communication at pre-school age. They lead to the front line the hypothesis according to which when achieving the respective level of synchrony between the projections of the activity and the communicative dynamics by means of their content, though with a specialised purpose, situations adequate to the child's development are created as well as environment appropriate for creating individual style of communication during the course of training and game.

In defining the differences between the most widely spread beliefs about communication, and more precisely that it is a bilateral process of: "transcending thoughts"; "mutual understanding between people"; "exchange of information", "communication and interaction" ...[3], it has been concluded that they are as much important as they

manage to reveal its essence in one or another activity, i.e. the activity used to outline definite parameters comprising its complex of characteristics: informing, understanding, getting to know each other, imposing influence, interaction, and attitude.

The constructional-technical activity is an educational trend with a cognitive and social purpose for acquisition and reproduction of the technological activity of the grown-ups and the accompanying social relationships during its performance. In this sense the specification of its content covers the following two areas:

- Cognitive-technical;
- Social-behaviouristic. [2].

The first lays emphasis on the purposeful acquisition of knowledge and skills and accumulation of experience to construct, which in its turn builds an attitude to study. The latter as a value stimulates the child's special needs for communication.

The second lays the foundation of the social sphere whose complex includes social behaviour, attitude and energetic participation, teamwork, cooperation and understanding, communicative approach and readiness to respond and help. They structure and build the communicative skills needed for specialised communication, which, contextualised in the child's game, has a social character.

From a psychological, pedagogical and social point of view, in the act of acquisition of the content of construction, three spheres can be differentiated: specialised technological activity, activity communication, and reproduction (game). The uniting element between them is the interaction and the social relationships that are established between the children in knowledge and skill acquisition situations. It is particularly these ones that form the respective competence: technological (activity), communicative and social.

The technological one is directly related to the definite educational tasks of the construction-technical activities, the didactic structures through which it is generated (approaches, methods, ways, forms means, requirements) and the materials for construction within the frame of each obligatory deliberate situation.

The logic of knowledge of the object nature of the surrounding environment is the logic of construction and it is inseparable from the social environment in which the

child lives. The activity nature of the act of construction is found in the typical productive character, which on a different level of performance, provides environment and possibilities for the children to reproduce a social-object environment as well as the interrelations and attitude towards it in a social aspect. The social-reflective characteristic of the constructional-technical activity helps the child not only to acquire the model of the social links and relations but also to build up his/her own social experience through active social interaction. The act of interaction and communication with the object environment is a complex organisation of the situation, which in the construction activity is a condition for a complete social and intellectual development. In the sphere of the activity communication, children are able to maintain a state of liveliness and to establish not only educational but social contact, too. In that sense the construction-technical activity, as an object activity, is an accessible ground for accumulating social and cultural experience for communication, for activating interaction as well as mastering the norms of behaviour accepted in the society. In this process we witness differentiation of typical levels of development of the communicative abilities corresponding to the levels of development of the activity. They are shaped into complex structures and a system and they are susceptible of pedagogical management.

The communicative competence refers to the peculiarity of communication. It is determined by two components: the process and the result. The educational process is specialised-technological and at the same time develops the cognitive activities as well as the individual social system of communication and interaction of the child with the surrounding environment (people and objects, interaction and activities with them). The processes of perception and rationalisation of the object environment are directly related to the processes of their reproduction, a process which in its turn is connected with the cognitive development of the child as well as with the social objective laws of their existence and interaction. From that stems the major peculiarity of the constructional-technical activity, which is namely that it is an activity which ensures the relation of the child with the surrounding world- people (children and adults) and objects. In that sense the cognitive activity during the act of construction is implemented by means of the

conscious and active communication between the participants in it and the interaction caused by the dynamics of the cognitive and practical activities ensures active perception and reflection of reality. In this particular case, they are parameters of communication and are purposeful, systematic and regulated. Each educational situation on construction contains a number of gradually and organically merging into one another parameters in which communication takes place aiming at educating on different levels. Depending on the knowledge content they contain a respective and accessible social element. This generates the idea that the relation between the cognitive and social in the process of acquisition of knowledge about the object world through the constructional activity is not abstract and formal but involves the senses and action, allows the child through the structures of the construction-technical process, to conform to the social norms, rules and requirements of the surrounding world. The concrete character of the communicative process during the construction-technical activity is expressed in the act of acquisition of skills and accumulation of experience by the child and suggests that the child should:

- acquire specialised information from the sphere of technology;
- to experience satisfaction with the activity character of the activities;
- to demonstrate helpful and tolerant attitude to the others;
- to realise his/her role when involved in a teamwork and to cooperate;
- to be happy with his/her own achievements and with those of the others;
- to formulate well-meaning ideas and dreams and to try to put them into action;
- to reproduce the surrounding world and to express a personal attitude to it;
- to show awareness of social rules in a broader plan;
- to use specialised technical terminology;
- to apply the gained technical and social experience in other activities.

The result from the activity (the product) is the object-toy with which the child satisfies his/her need to play. It is loaded with information about the social purposes in people's everyday life and is perceived as an expression of the communicative competence.

The social competence covers the

social space and attitude of the child to create surrounding environment though intended for play and in that way to orient his/her attitude towards the social environment. Its gradual broadening directs the social integration of the child outside the activity, i.e. in other activities in the nursery/child care centre; activities outside the nursery; activities connected with personal interests, and thus towards widening of the closest social environment, and eventually towards the furthest- the totality of the surrounding world.

The content of the differentiated three spheres of the activity provides a great number of projections and variant combinations for communication, for example:

*Communication during a session of training:*

- during interaction between “teacher-child”;
- in activities with an object and material;
- through technologies;
- by means of the activity terminology.

*Training while playing:*

- in “child-child” and “child-children” interaction;
- in implementing the activity as an independent, individual practice;
- and in group work

***Communication with the activity outside the nursery***

- at home with technical toys and materials, on their own or with (an)other child(ren) (a brother /sister);
- with a familiar adult ( a parent or another relative) or with an unfamiliar adult;
- with an adult- a specialist with a technical qualification

***Communication with the technical activity within the context of (an)other activity(ies)***

- an activity from another education field ( similar or different);
- artistic activities;
- an activity on their own choice or according to interests; ...

The differentiation of the concrete- specific, sometimes analogous, some other time - similar or different, projections of appearance and development of communicative acts is difficult to be done because of the complex

content-relations between them as well as because of the changeable position and leading role of the structures building them.

Communication as a projection of content is most clearly outlined during training.

During it communication is popular material, simple techniques and technologies. Technical education in childcare centres is identified with the means of technical equipment and technology. In their inseparability the intellectual abilities, technological needs and public culture are reflected. The acquisition of the technological knowledge by the child is part of the technological experience of the society and on a broader scale is part of the social – technological experience and culture. The approaches and forms of gaining technological experience and communicative culture are enlarging but in their own way and on the grounds of those, which contribute to the formation of social, culture. The practical element of the activity establishes a deliberate social-technological environment for construction. Its structure ensures an object-activity position of the child, and it has a benevolent influence over him/her because she/he communicates independently through the actions he/she performs. Undoubtedly in a situation of self-independence the child forms an attitude of a positive approach towards the subject-technological environment, which as a carrier of the social culture of the society, helps the child to develop skills to communicate with the others and with the environment.

Another alternative to form communicative skills through the content of the constructional-technical activity is the game. It is the natural activity of the pre-school period through which the child gives a free expression of his/her personal attitude or will to interact with the others: children or adults, individually or within a group. A major regularity of construction as an object-practical activity which aimed to be conducted as a game is to be implemented independently (unintentionally) by the children, and more precisely as constructional, practical game activity, i.e. as a constructional game or as part of a many-layered game unity (artistic game). In such situations conditions for a different perception and analysis of the object and social world are created as well as for various opportunities for expressing personal experience, motives, social position and attitude towards the

predetermined by the components of the educational process: aim, tasks, content. When the educational aim of construction is approached, parameters of communication are found in one of the sub-aims: formation of a positive attitude and expectation for familiarising and working with regularities of the reproduced and the real world. Unlimited are the possibilities of children for communication and in parallel with them the categorical, i.e. the social structures of the child attitude and behaviour in the playing social group are developed. It is desirable that the child should be more frequently stimulated to “organise” constructive or other types of games because they ensure a higher degree of generalisation and dynamics of the social relations and ties and help for their purposeful and active establishment as well as the process of transforming it into a personal, social experience and culture expressed through the ability to play and to communicate during the course of the game. Communication is an opportunity for cooperation between the children as well as for forming game-groups established on the principle of the motives, active participation and friendship. In this case communication is active, polyvalent, transforming and with a leading interactive position in the organisation of the game-interaction between the children.

Communication during the course of game is socially oriented, because it facilitates the acquisition of accepted by the public and important for the child norms and social models of interaction. They reflect in his/her consciousness and regulate the content and technology of communication. At the same time it has a subjective character because it reflects the individual peculiarities during interaction between partners under circumstances of spontaneity, trust, helpfulness, respect and consideration.

The third projection has a specialised tinge. Technical toys and objects as a product of the activity are a medium of game i.e. a medium of action in a particular situation and technological environment. At the same time they perform yet another function —a medium of communication during the game. The modernity that they implicitly contain is expressed in this, that alongside the traditions incorporated in them, they reflect the phenomenon of impact of technology on the life of the society. They are means of a dynamic contact of the child with the physical and technological environment, ensuring the

cognitive and practical activities for construction, generalising the characteristics of the active movement and object-activity. In every toy we can find incorporated the contemporary ideas of the society for creating, reflecting and reproducing the social-technological environment and social and technological processes taking place in it, which all together the child uses to accumulate impressions and experience about the surrounding social world. Playing with them brings entertainment and emotional experiences but at the same the recreated role with them provokes social communication.

The last (in the context of the present study) projection, presented in the suggested system, refers to the interaction of the constructional-technical activity with other activities. It helps to lay the foundations of the process of creating a positive (motivated, directed) attitude of the child towards the surrounding environment in the pre-school age. Operating with the objects as a product of the constructional-technical activity in a system with other objects, but in the context of other activities, too, makes it possible communication to develop in a system of non-specialised interaction. It can be defined as a "supplementary" interaction because it reveals other, different and new aspects of the act of communication, which as a whole provide possibilities for perception, acquisition, understanding and acting out the already gained personal communicative-technological experience.

The projections of the content on the constructional-technical activity with regard to the problem of acquisition of communicative skills, considered separately or as a whole, guarantee natural and adequate acquisition of technological skills for practising construction as an activity on different levels: for the purpose of learning, of game, of creating. The possibilities for interaction between the children during participation in each of the variants in its own presents ways for communication among them as well as for active acquisition and reproduction of communicative skills.

The search for the essence and the specific character of the projections of communication in the constructional-technical activity are a question of present interest. The peculiarity of the process of developing communicative skills in early childhood is a result of the peculiarity of the very childhood itself. During the pre-school period communication has a character of its own,

especially depending on the degree of development of the society. The educational and instructive practice in constructional-technical activity is directed towards formation in three to seven-year-olds accessible and contemporary communicative skills, social culture and behaviour for understanding and interaction with the rest from the surrounding social world.

The interpretation of the pedagogical projections of the content of the constructional-technical activity reflects the dynamics of the development of the communicative skills as a general characteristic structure and as an individual style. It can be found in the totality, synchrony and intertwining of the intensity of the child's development during the pre-school period, his/her deliberate responsiveness to interact, as well as the technological practical-productive character of the activity, in whose product we find incorporated functions for individual and group forms of communication during studying and playing.

The optimal functioning of this process depends on the rational combination between the content projections of the constructional-technical activity, as well as their dynamics, but also the mobile nature of the subjects: the social society (respectively the child as its member) and his/her intensive psychological and physical development during the pre-school age. The degree of formation of the communicative skills in childhood on the level of personal and acquired through constructional-technical activity competence of each child, as well as the perspectives for his/her development is a prerequisite for them during the next period of growing up to transform naturally into a complex of communicative abilities whose perspective of building up and perfection depends on the actual needs of the personality, the society and the unity of their development in the XXI century.

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