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## The Problem Of Designing The Educational Environment For The Communicative Development Of Senior Preschoolers In The Conditions Of A Preschool Educational Organization

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### ABSTRACT

The article describes the relevance of the problem of designing the educational environment for the communicative development of older preschoolers in the conditions of a preschool organization. The definition of the basic concepts is given: communicative development, educational environment, educational environment of communicative development.

### KEYWORDS

Communicative development, educational environment, design of the educational environment, educational environment for communicative development, conditions for the design of the educational environment for communicative development.

### INTRODUCTION

At present, the relevance of the problem of the communicative development of preschoolers is determined, on the one hand, by the social order of society - the formation of a socially developed personality of the child, on the

other hand, a sufficient level of communicative development is one of the necessary components of the prerequisites for the child's readiness to learn, provides him with the opportunity to successfully master the basic

educational primary general education programs.

Having analyzed various approaches to the definition of the concepts of "communication" and "communication" (G.M. Andreeva, N.I. Zhinkin, I.A. Zimnyaya, A.A. Leontyev, E.L. Cherkasova, etc.), we consider communication as a process of human interaction, based on the exchange of information between subjects using various means of communication, and, as one of the representing sociogenic needs of a person.

In our study, when considering and clarifying the concept of "communicative development", we relied on the existing definition of M.I. Lisina, who notes that communicative development is a long, cyclical and qualitatively heterogeneous process that occurs through a gradual change in the forms of communication between a child and adults and peers, within which the formation and development of communicative skills and abilities takes place [2].

## **MATERIALS AND METHODS**

Questions of the communicative development of preschool children are reflected in the works of domestic teachers and psychologists - G.M. Andreeva, D.B. Godovnikova, I.A. Kumova, M.I. Lisina, F.A. Sokhina, O.S. Ushakova, T.M. Yurtaykina et al. However, an analysis of studies on the problem of communicative development of older preschool children showed that this problem has not been sufficiently studied and remains relevant at the moment (E.A. Voronich, S.S. Zhuravleva, G.R. Kobeleva, E.B. Rybak, E.O. Smirnova, etc.)

The problems of communication development acquire particular relevance in senior preschool age, since this is the period recognized by

domestic psychologists and educators (L.A. Venger, V.S. Mukhina, N.N. Poddyakov, etc.) as sensitive.

According to M.I. Lisina, the formed communication skills and abilities of children in senior preschool age contribute to the expansion of the sphere of personal contacts of preschoolers, the assimilation of samples of productive and positive interaction, without emphasis on personal characteristics, orientation in the social sphere of interpersonal relations of people, satisfaction of the need for communication with peers [2].

In this regard, it is necessary to carefully approach the issues of designing an educational environment that ensures the communicative development of older preschool children in a preschool educational organization.

The educational environment of a preschool institution consists of the following components: interaction of participants in the pedagogical process; developing subject-spatial environment; the content of preschool education.

By the educational environment of the communicative development of older preschoolers in a preschool organization, we mean a set of conditions that have a direct and indirect impact on the communicative development of children and the activities of all participants in the educational process.

The design of the educational environment is becoming a topical idea. an organized educational environment allows each child to actively develop, effectively interact with other people.

## RESULT AND DISCUSSION

In modern research, design is considered as a stage of pedagogical activity in solving a specific problem, and as a special type of pedagogical activity, which is an important condition for the implementation of the regulatory function of pedagogy (V.S.Bezrukova, I.K. Zhuravlev, V.V. Kraevsky, etc. ), and the essence of design is defined as a preliminary mental construction of the future education process.

By designing the educational environment for communicative development, we will consider the purposeful activity of all participants in the educational process to create conditions that have a direct and indirect impact on the communicative development of preschool children.

Designing an educational environment for the communicative development of older preschoolers in a preschool organization is one of the modern pedagogical problems that require finding ways to solve it. The design of the educational environment is expressed not only in the preliminary planning of future changes, but also in the anticipation of the consequences of their impact on the development of children. This brings the design problem to one of the first places in the theory and practice of a preschool educational organization.

There is a range of studies that describe the most effective pedagogical conditions for the communicative development of preschool children: the spatial-objective cultural environment, including certain verbal patterns of self-expression of the child (II Ivanets); emotionally rich educational environment (E.V. Rybak); various forms of the pedagogical process, namely, circle classes, didactic games

based on the reproductive activity of children (S.V. Pronyaeva); providing support for the relationship between the educator and the child through dialogue with the use of folklore, as well as the inclusion of elements of folk traditions in the child's play activities (M.E. Zvantsova); building in the educational process a model of forming a tolerant attitude towards children with developmental problems among peers in a situation of joint learning (I.V. Vachkov) and others.

In our study, we rely on the distinguished by E.A. Voronich conditions for the communicative development of preschoolers, where the author notes that the pedagogical conditions that ensure the communicative development of preschool children include organizational-pedagogical, psychological-pedagogical and socio-pedagogical aspects [1].

## CONCLUSION

From the standpoint of the problem of our research, it can be assumed that the psychological and pedagogical conditions for the design of the educational environment, aimed at the communicative development of older preschoolers in the conditions of a preschool organization, represent an integral complex of organizational, psychological and social aspects, taking into account the diversity of childhood and the peculiarities of the ontogenetic development of children, accompanied by all subjects of educational relations.

Thus, the design of the educational environment for the communicative development of older preschoolers in the conditions of a preschool educational organization is one of the modern pedagogical problems, for the solution of which a number of conditions are necessary, the entire variety

of which can be represented by an integral complex of organizational, psychological and social aspects.

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