

УДК 373.3.017:316.776-047.22]:[373.3.016:004](045)

DOI: 10.31499/2706-6258.1(11).2024.304897

PEDAGOGICAL CONDITIONS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE IN YOUNGER SCHOOL STUDENTS IN COMPUTER SCIENCE LESSONS

Oleksii Mukoviz, Doctor of Pedagogical Sciences, Associate Professor, Professor Department of Preschool and Primary Education, “Odesa Regional Academy of In-Service Education of the Odesa Regional Council”.

ORCID: 0000-0001-9262-9209

E-mail: alexsmukovoz@gmail.com

Lyudmila Krasnyuk, Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy, Theory and Methods of Primary Education, Hryhoriy Skovoroda University in Pereyaslav.

ORCID: 0000-0003-1403-006X

E-mail: krasuk71@ukr.net

The article presents a theoretical foundation of ways of forming communicative competence in junior high school students in Computer Science classes. The content of the concept of “communicative competence of primary school students” is determined, which implies the formation of a number of elements in schoolchildren, including social-perceptive, communicative-speech and interactive. In the process of analyzing scientific sources on the research problem, it was found that certain pedagogical conditions were defined for the implementation of the process of forming the communicative competence of junior high school students: 1) ensuring the phasing of training for the formation of communicative competence, 2) systematic implementation of active methods and the latest training technologies; 3) motivational provision of students’ communicative interaction; 4) definition and application of a holistic method of formation of communicative competence.

Keywords: *communicative competence; younger schoolchildren; Computer Science; information; pedagogical conditions; method; lesson; elementary school.*

ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ В МОЛОДШИХ ШКОЛЯРІВ НА УРОКАХ ІНФОРМАТИКИ

Олексій Муковіз, доктор педагогічних наук, доцент, професор кафедри дошкільної та початкової освіти, КЗВО «Одеська академія неперервної освіти Одеської обласної ради».

ORCID: 0000-0001-9262-9209

E-mail: alexsmukovoz@gmail.com

Людмила Красюк, кандидат педагогічних наук, доцент кафедри педагогіки, теорії та методики початкової освіти, Університет Григорія Сковороди в Переяславі.

ORCID: 0000-0003-1403-006X

E-mail: krasuk71@ukr.net

У статті представлено теоретичне обґрунтування шляхів формування комунікативної компетентності в молодших школярів на уроках інформатики. Визначено зміст поняття «комунікативна компетентність учнів початкової школи», що передбачає сформованість у

школярів низки елементів, в тому числі соціально-перцептивного, комунікативно-мовленнєвого та інтерактивного. Взаємодія цих чинників сприяє реалізації здатностей особистості у процесі спілкування. Кожна здатність об'єднує відповідні групи умінь, формування яких веде до оволодіння школярем комунікативної компетентності і її реалізації у процесі життєдіяльності. В процесі аналізу наукових джерел з проблеми дослідження з'ясовано, що для реалізації процесу формування комунікативної компетентності молодших школярів визначено певні педагогічні умови: 1) забезпечення етапності навчання з формування комунікативної компетентності, 2) систематичне впровадження активних методів і новітніх технологій навчання; 3) мотиваційне забезпечення комунікативної взаємодії учнів; 4) визначення та застосування цілісної методики формування комунікативної компетентності. Основним завданням методики формування комунікативної компетентності молодших школярів є досягнення оптимального поєднання теоретичної та практичної підготовки, послідовність цього процесу, розвиток в учнів внутрішньої потреби і мотивації вдосконалення комунікативних якостей з урахуванням особливостей навчальної діяльності на уроках інформатики. Її сутність полягає у відображенні характеру педагогічного впливу на формування комунікативної компетентності молодших школярів у процесі навчання.

Ключові слова: комунікативна компетентність; молодші школярі; інформатика; інформація; педагогічні умови; методика; урок; початкова школа.

The new priorities of competence education are defined in the National Doctrine of Education Development in Ukraine, the Law of Ukraine “On Education”, the National program “Education” (21st century Ukraine) and other government documents. Nowadays, the strengthening of the role of an educated person in society has led to the displacement of the trend of “education for life” by the trend of “lifelong education”.

The modernization of the educational sector through revolutionary changes in the existing system, aimed at improving the quality of educational training, is based on the introduction of the competence paradigm, designed to ensure the inclusion of each person in the process of learning about the world around him and realizing his place in it as an individual, a representative of society. Therefore, the formation and development of children’s key competencies, in particular communicative, has become a necessary and new conceptual guideline in primary education, which has received the name “the century of communicative space”, since one of the main factors in the formation of personality is the communicative development of a person.

Communicative competence becomes relevant as a student’s personal characteristic, which determines his ability and willingness to establish and maintain the necessary contacts with other people, set a goal and achieve the expected results of communication.

The competence approach, as a person-oriented, activity-based and technological approach is an important conceptual basis that determines the modern methodology of updating the content of education as a whole. Therefore, the search for effective means of forming communication skills among younger schoolchildren becomes especially relevant.

The competence approach in education is actively developed in the works of both foreign (R. Bader, D. Mertens, B. Oscarson, A. Shelten, etc.) and domestic scientists (I. Bech, N. Bibik, L. Vashchenko, I. Ermakov, O. Lokshina, O. Ovcharuk, L. Parashchenko, O. Pometun, O. Savchenko, S. Trubacheva, etc.).

The conducted analysis of the mentioned studies testifies to the relevance, theoretical and practical significance of the outlined problem for the theory and practice of primary education, however, the problem of the effectiveness of the formation of communicative competence in junior high school students in Computer Science lessons has not yet been the

subject of a holistic analysis by scientists.

The purpose of the article is to theoretically substantiate the pedagogical conditions for the formation of communicative competence in junior high school students in Computer Science classes.

In defining the content of the concept of “communicative competence” there is conceptual and terminological inconsistency, ambiguity and multifaceted approaches. Communicative competence, as noted by some scientists, is:

– “a set of knowledge, abilities and skills, which include: communication functions and features of the communicative process; types of communication and its main characteristics; means of communication (verbal and non-verbal); types of listening; “feedback”; psychological and communicative types of partners, specifics of interaction with them; forms and methods of business interaction; technologies and methods of influence on people; methods of generating ideas and integrating personnel for constructive communication; self-presentation and success strategy” (N. Butenko) [1, p. 35];

– “acquired experience of communication of a person in the process of his social interaction, which has three subsystems: communicative potential (immanent from birth human predisposition to communicate with others), communicative competence, social-communicative activity (communicative-executive skill of an individual in the process of life)” (O. Kyrychuk) [2, p. 13];

– “a certain level of development of the teacher’s personality, which presupposes the formation of his integral system of motivational and motivating, personal qualities and functional and operational manifestations” (M. Kots) [3, p. 52];

– “the competence to use the language depending on the situation, a special quality of the speaking personality, acquired in communication or a specially organized learning process” (M. Pentylyuk) [5, p. 14].

Summarizing the research of scientists, it can be concluded that communicative competence is, firstly, the ability to carry out effective interaction, and secondly, an integral quality of the individual, which contains motives, attitudes, knowledge, abilities, skills as components of values and performs the function of adequate functioning individuals in society.

In terms of content, the most comprehensive definition of communicative competence is the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and limitations in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, education; orientation in means of communication characteristic of the national, state mentality.

Modern pedagogy and psychology consider communication as the leading form of a child’s life, which determines the need to develop communication skills and communication needs in elementary school age. Communication skills ensure the effectiveness of communication, adequate perception and assessment of other people, social and psychological adaptation. In modern society, the development of a person’s communication skills is becoming an extremely urgent problem.

According to psychological-pedagogical research, this problem is especially acute for younger schoolchildren, namely the first two years of schooling, as the process of personal development and self-determination of children of this age has recently become more

difficult. This is due to the immaturity of their emotional and volitional sphere, the lag in the formation of the system of social relations, age identification, problems of family upbringing. Therefore, it is very important to develop communicative competence in a child as a basis for interaction with adults and peers, which will be a prerequisite for the formation of a new type of relationship between a child and an adult, between peers.

According to M. Pentyliuk, it is necessary to start working on the formation of students' communicative skills, the ability to solve speech tasks in order to master communication from the primary grades, since it is in primary school that the foundations of communicative personality education are laid [4, p. 125].

The quality of primary education largely depends on the level of formation of students' communicative competence, since this type of competence is one of the key among a number of interdisciplinary competences. It contributes to significant changes in the system of interpersonal relationships of students with peers and adults and acts as one of the socio-psychological prerequisites for ensuring continuity between elementary and primary school, helps the successful adaptation of younger schoolchildren to new learning conditions.

Therefore, taking into account the complexity of the phenomenon of communicative competence, we consider it necessary to pay attention to its complex nature, which implies the presence of a complex structure that must be determined for the effective formation of the specified quality.

In the structure of communicative competence, five components are distinguished: individual-personal, speech, interactive-practical, multicultural and subject-informational. Each of the specified components contains components of communicative competence – emotional, verbal-logical, reflective, linguistic, speech, interactive, social-communicative, technical, socio-cultural, sociolinguistic, subject-content and informational, the basis of which are competencies [7, p. 56].

According to V. Yurchenko, the communicative competence of younger schoolchildren is an integral quality of personality, which includes many components. In practice, it manifests itself in a number of important factors: in the ability of the student to form his own motivational and value basis of communication, in the ability to master language knowledge, skills and abilities as a student and actively apply them in education and everyday life, in the ability and skill to establish and maintain contacts with other people, using for this purpose different methods of interaction, in the ability of a junior high school student to work effectively in groups of different levels, as well as to possess different social roles [9, p. 60].

Therefore, the communicative competence of primary school students involves the formation of a number of elements in them, including social-perceptive, communicative-speech and interactive. The interaction of these factors contributes to the realization of the individual's abilities in the process of communication. Each ability unites relevant groups of skills, the formation of which leads to the student's mastery of communicative competence and its implementation in the process of life.

Knowledge of their speech and communication skills at the beginning of school is a necessary and important condition for the proper formation of the communicative competence of younger schoolchildren. For the formation of communicative competence in younger schoolchildren, it is necessary to avoid stress-forming factors, and to create an appropriate communicative atmosphere in the lessons that would promote proper communication and

stimulate students' speech activity. It is important that students see the positive results of their work, feel the teacher's support and satisfaction from their own success and the results of their classmates who work nearby. The educational process purposefully affects the development of the child's personality, promotes the development of physical and natural abilities, mental, intellectual, creative improvement of the personality. Therefore, the development of speech should acquire the status of leading education in a secondary school, in particular in its elementary level.

Informatics lessons have all the possibilities for the formation of communicative competence, because according to the Model Educational Program (by R. Shiyan) [8] one of the main tasks of the informatics educational field in primary school is to establish communication using digital devices and networks for joint creativity, cooperation, learning, student games. Implementation of the set tasks in primary school, which is defined as: "...familiarization with digital and direct communication tools available to the child for playing, communicating, learning, obtaining new information; using a secure online or offline environment to do so. In the conditions of working in a group, students must learn to outline the goals of individual and group activities, distribute roles within the group, evaluate the achieved result, analyze errors and eliminate them, interact in a friendly manner directly and in networks" [8].

The study of content lines provides for the following mandatory and expected results of student learning aimed at the development of communicative competence, these are: independent and responsible performance of specified tasks; teamwork with others to achieve a common goal; checking the results of work, one's own and others, according to the proposed criteria; justification of the reason for their decisions; with the help of others, formulate conclusions regarding the solution or non-solution of the problem; act according to agreed rules when working with information together; establish a sequence of proposed actions for performing work in a group; perform various roles in the group [8].

The analysis of scientific sources on the researched problem showed that in order to implement the process of forming the communicative competence of junior high school students, it is necessary to define certain pedagogical conditions, namely:

1. Ensuring the phasing of training on the formation of communicative competence.
2. Systematic implementation of active methods and the latest learning technologies.
3. Motivational support of students' communicative interaction.
4. Definition and application of a holistic method of formation of communicative competence.

We describe each of the conditions and their role in the formation of communicative competence of 2nd graders.

1. The phasing of educational work on the formation of communicative competence of 2nd grade students is ensured by observing the sequence of stages of the development of communicative competence of students from initial to final.

2. The systematic implementation of active methods and the latest learning technologies for the formation of the communicative competence of younger schoolchildren reflects the content and features of the studied phenomenon in the interrelationship of communicative (communication – with students, the teacher, dialogue with classmates) and cognitive aspects (comprehension, understanding, interpretation, analysis of information) and is aimed at evoking in younger schoolchildren the desire to independently compose coherent

statements (texts) appropriate to a specific situation, a specific topic and using learned language means in dialogic and monologic forms.

In addition, the implementation of the specified condition involves taking into account the individual characteristics of younger schoolchildren, creating a friendly communicative atmosphere, a positive psychological microclimate, emotional mood, comfort in the lesson, and involves the development of the readiness of younger schoolchildren to perform educational activities based on the practical application of a complex of communication skills, skills of interpersonal communication interaction, selection of educationally significant information, including using electronic telecommunications means.

3. Ensuring a stable motivational and stimulating basis for the communication of students should be carried out taking into account the individual and psychological characteristics of younger schoolchildren (attention to the age and individual characteristics of younger schoolchildren, the peculiarities of communication, interest, memory, thinking; determining the leading motives of elementary school students; developing an internal desire to active action, stimulation of personally significant motives for activity, use of interactive learning methods).

The specified condition stimulates the formation of a positive attitude of younger schoolchildren towards reading as an educational and cognitive activity. The teacher's communication with students should encourage children to discover the need to learn new things, using knowledge of various subjects.

Therefore, the implementation of this didactic condition is aimed at creating a motivational instruction in the lesson, aimed at creating in students a desire to listen, speak, read, and arouse interest in communication and communicative text activity in younger students.

4. The integrity of the method of forming the communicative competence of younger schoolchildren is ensured by the coordination of its target, content and technological components. The first reflects the requirements for the formation of all structural components of communicative competence, the second is based on the selection of the content of theoretical training and practical tasks that contribute to the successful formation of these components, the third – determines the forms, methods and technologies of the formation of communicative competence.

The main task of the method of forming the communicative competence of junior high school students is to achieve an optimal combination of theoretical and practical training, the consistency of this process, the development of students' internal need and motivation to improve communicative qualities, taking into account the peculiarities of educational activities in computer science classes. Its essence consists in reflecting the nature of pedagogical influence on the formation of communicative competence of younger schoolchildren in the learning process.

During the development of the methodology for the formation of communicative competence, it is necessary to take into account that it should:

- cover various forms of organization of education in order to interest students, evoke positive emotions in them and stimulate motivation to improve communication skills;
- provide for the reflection of subjects of the educational process and their inclusion in educational and communicative activities aimed at achieving the appropriate

level of communicative competence;

- combine traditional and innovative methods and pedagogical technologies with the aim of forming communicative behavior skills in educational activities, as well as mastering special computer programs used for the purpose of communication;
- provide students with ample opportunities for creative application of acquired knowledge, abilities and skills in real and simulated educational and communicative situations.

Therefore, the development and application of a holistic method of forming the communicative competence of younger schoolchildren involves:

- pedagogically appropriate selection of forms, methods and technologies of learning to ensure subject-subject interaction as a model of educational relations, formation and development of students' communicative qualities on this basis;
- orientation of the forms, methods and technologies of formation of communicative competence of younger schoolchildren to the development of a system of internal means of regulating communicative actions;
- the organization of personally oriented interaction of all subjects of the educational process with the aim of enriching and systematizing values, norms and knowledge aimed at forming the communicative competence of younger schoolchildren;
- involvement of students in self-realization in educational dialogue.

Therefore, the implementation of the specified methodology creates conditions for the effective development of the communicative competence of junior high school students as a model of «subject-subject» interaction in the process of learning Computer Science.

During the study of IT in the 2nd grades, different forms of lessons can be used:

Lesson-auction. Such a lesson can be used to consolidate material and test knowledge on the topic “Programs and tools that facilitate communication with people with special needs”. As lots – devices and computer programs. The last person to name the device and give it the correct description will receive the maximum number of points.

Doubt-lesson. Students are grouped into groups, each of which must prepare a story about the advantages and disadvantages of different types of information transmission. (The topic of the lesson “Transmission of information in modern society. Programs and devices for communication on the Internet, in safe online and offline environments”).

Research practical work. Pupils receive questions and, with the help of a computer and methodical instructions, find answers to them. (Lesson topics “Electronic texts. Creation of simple electronic texts by typing and voice”, “Algorithm. Changing steps to achieve another goal”, “Simple arrangement of data”). Under the guidance of the teacher, children learn to understand the condition of the task, update previously acquired knowledge and skills, analyze, compare, draw conclusions, generalize, and check the results of the work.

Lesson-competition. For example, when studying the topic “What machines and people can and cannot do”, “Recognition and reading of information of various types on media and in an accessible environment. Creation of the simplest models (from improvised materials, designer, etc. and with the help of digital devices)”. The application of this type of work may involve the use of role-playing games to protect the works. Students imagine themselves as artists, designers, psychologists, teachers because they face a difficult task: to

create images and text that would be harmonious and interest people.

Labyrinth lesson can be used when teaching any topic. Here you can solve crosswords, puzzles, cyphers, complete sentences, schemes, etc.

One of the main aspects of the work is the use in lessons of various types of active activities that contributed to the development of communicative abilities, in particular [6, p. 53]:

- acting out a dialogue, a monologue;
- conducting role-playing games;
- expanding the vocabulary of schoolchildren through work with electronic resources;
- use of interactive technologies: “Brainstorming”, “Microphone”, etc.;
- work in pairs (“Face to face”, “One-two-all together”);
- work in small groups (“Search for information”, “Circle of ideas”);
- the teaching technology in the “Choose a position” discussion, which gave students the opportunity to express their thoughts on a certain problem concisely, according to a specific scheme;
- solve the crossword puzzle (in groups);
- “Computer mosaic”.

You can diversify the stage of studying and consolidating new material with the “Crib” exercise. Students need to read the learning material from the corresponding paragraph and convey its content using pictures, symbols or diagrams. Using this cheat sheet, students will reproduce the text. At the end, the best cheat sheets and speakers are recognized.

When checking homework, you can use the techniques “Chain”, “Believe-I-don’t believe”, “Snowball”, computer testing.

Technique “Chain”. For example, when studying the topic: “Programs and tools for creating simple images. Viewing and using simple information products”. The first student asks a short question to the second. The second answers and questions the third, and so on until the last student.

Technique “Believe-I-don’t believe”. For example, when studying the topic: “Ethics of communication in networks and in real life, features of digital communication. How to avoid bullying and act in case of insults in digital communication”. A student starts a statement: “Communication on the network should start with ... you can do the following phrases ...” Students must agree with this statement or not.

«*Snowball*». For example, when studying the topic: “Graphic editor”. One student names the program, the second – the launch option of this program, the third – the elements of the window, the fourth – the purpose of this program. You can use monitoring programs to conduct computer testing, which stimulates students’ cognitive activity, increases students’ motivation to study homework. The advantage of test programs is objectivity in the assessment of knowledge.

Students can also be offered to perform training exercises and language situations that contribute to the development of communication skills and speech culture such as [4, p. 126]:

- telephone conversation or network communication, which uses a paired form of learning and dialogue;
- selection of words for the theme of the lesson in the process of the game “Who is more?”, and the use of these words to convey information;

- “One-letter words” (write words that begin with one letter – suggested by the teacher or at the performer’s own choice);
- “Fantasy-communicate” (transmission of communication information using a computer network);
- “Informatics lesson through my eyes” (students’ opinions on the topic “If I taught the Informatics lesson”).

The proposed tasks seem entertaining only at first glance. Therefore, in the process of teaching Informatics, the teacher should select examples from life situations, taking into account the value orientations of students for solving communicative and situational tasks, it is necessary to pay attention to what is interesting and valuable for elementary school students (of different age groups).

The practice of systematically performing such exercises proves:

- the focus is on the content and intention of the statement, which directly affects the development of thinking, intellectual and creative abilities;
- special importance is given to the speech context, which contributes to the increase of the active vocabulary, introduces the use of tropes and rhetorical figures into the constant speech practice;
- communicative, active approach to the organization of linguistic material makes it possible to consider language phenomena (phonetic, lexical, grammatical, syntactic) in the process of cognition and functioning in the unity of language and speech;
- improvised, spontaneous speech develops, which forms the skills of correct and quick response in a real, unprepared communication situation;
- individual and group forms of work are interconnected, which allows to develop both speech and creative abilities of an individual, and to form communicative skills to work in a group on the basis of interaction and mutual assistance.

It is worth noting that work with students should be done mainly in small groups, which was appropriate, given the lack of proper experience in communicative activities:

- additional emotional and ethical work load, which contributes to the creation of a positive psychological atmosphere of communication;
- gradual complication of tasks, which allows expanding and optimizing the zone of further speech development, increasing the effectiveness of classes;
- a thorough analysis of the completed works to transfer individual assets to the group’s assets, encourage further work, stimulate creative abilities and increase self-esteem.

Therefore, the presented exercises and tasks and forms of work ensure the formation and development of communicative competences of the individual, aimed at the student’s realization of his abilities and the organization of school dialogue between students, between the student and the teacher, between the student and the book. Educational activity is dominated by exploratory, developmental and stimulating learning. In addition to improving communication skills, the child develops the ability to study, cognitive interest and the desire to create, which is especially relevant for the new Ukrainian school.

The implementation of the proposed pedagogical conditions is aimed at creating a cultural and educational environment in the educational institution, which will contribute to

the strengthening of interpersonal relations in primary classes, as well as between students and teachers in the process of forming communicative competence. In addition, the analysis of one's communicative abilities based on the assimilation of educational information about the personal qualities necessary for the development of communicative competence will contribute to the awareness of younger students of the need to develop their communicative competence to achieve success in the learning process.

The conducted research does not cover all aspects of solving the specified problem. We see the prospects for further research in the experimental verification of the effectiveness of pedagogical conditions for the formation of communicative competence in younger schoolchildren in Computer Science classes.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Бутенко Н. Ю. Комунікативні процеси у навчанні: підручник. Київ: КНЕУ, 2004. 384 с.
2. Киричук О. Соціально-комунікативна активність особистості в контексті суб'єктно-вчинкової парадигми. *Рідна школа*. 2007. № 7. С. 12–15.
3. Коць М. О. Комунікативна компетентність як складова професіоналізму майбутнього педагога. *Практична психологія та соціальна робота*. 2007. № 1. С. 52–55.
4. Маренич І. І., Тесленко О. В., Черничко В. В. Формування комунікативних навичок у молодших школярів. *Наукові записки кафедри педагогіки*. 2014. Вип. 35. С. 121–126.
5. Пентиліук М. І. Методика навчання української мови в середніх навчальних закладах. Київ, 2004. 400 с.
6. Попович Л. Формування комунікативної компетентності молодших школярів. *Початкова школа*. 2015. № 1. С. 52–54.
7. Скворцова С. О., Вторнікова Ю. С. Професійно-комунікативна компетентність учителя початкових класів: монографія. Одеса: Абрикос Компані, 2013. 290 с.
8. Типова освітня програма, розроблена під керівництвом Шияна Р. Б. 1–2 клас. URL: https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/2022/08/15/Typova_osvitnya_prohrama.1-4/Typova_osvitnya_prohrama.1-2.Shyuan.pdf (дата звернення: 28.12.2023).
9. Юрченко В. І. Формування в учнів комунікативної компетентності – важливе завдання початкової школи. *Імідж сучасного педагога*. 2013. № 4(133). С. 59–62.

REFERENCES

1. Butenko, N. Yu. (2004). *Komunikatyvni protsesy u navchanni*. Kyiv: KNEU [in Ukrainian].
2. Kyrychuk, O. (2007). *Sotsialno-komunikatyvna aktyvnist osobystosti v konteksti subiektno-vchynkovoї paradyhmy*. *Ridna shkola*, 7, 12–15 [in Ukrainian].
3. Kots, M. O. (2007). *Komunikatyvna kompetentnist yak skladova profesionalizmu maibutnoho pedahoha*. *Praktychna psykholohiia ta sotsialna robota*, 1, 52–55 [in Ukrainian].
4. Marenych, I. I., Teslenko, O. V., Chernychko, V. V. (2014). *Formuvannia komunikatyvnykh navychok u molodshykh shkoliariv*. *Naukovi zapysky kafedry pedahohiky*, 35, 121–126 [in Ukrainian].
5. Pentyliuk, M. I. (2004). *Metodyka navchannia ukrainskoi movy v serednikh navchalnykh zakladakh*. Kyiv [in Ukrainian].
6. Popovych, L. (2015). *Formuvannia komunikatyvnoi kompetentnosti molodshykh shkoliariv*. *Pochatkova shkola*, 1, 52–54 [in Ukrainian].
7. Skvortsova, S. O., Vtornikova, Yu. S. (2013). *Profesiino-komunikatyvna kompetentnist uchytelia pochatkovykh klasiv*. Odessa: Atrykos Kompani [in Ukrainian].
8. *Typova osvitnia prohrama, rozrobлена pid kerivnytstvom Shyiana R. B. 1–2 klas*. URL: https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/2022/08/15/Typova_osvitnya_prohrama.1-4/Typova_osvitnya_prohrama.1-2.Shyuan.pdf [in Ukrainian].
9. Yurchenko, V. I. (2013). *Formuvannia v uchniv komunikatyvnoi kompetentnosti – vazhlyve zavdannia pochatkovoї shkoly*. *Imidzh suchasnoho pedahoha*, 4(133), 59–62 [in Ukrainian].