

## TRAINING THE CULTURE OF COMMUNICATION IN PRESCHOOLERS THROUGH LITERARY-ARTISTIC ACTIVITIES\*

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### **Abstract**

*The huge volume of information available to humanity today and the alert pace at which it increases put acutely in front of preschool institutions the task of forming capacities so that education, children and young people, become capable of self-information and permanent self-training. Preschool institutions can no longer provide all the knowledge necessary for the child to integrate socially once and for all in a community. He must be prepared to adapt quickly and efficiently to the dynamics of society and culture.*

*The entire process of organizing and carrying out children's activities is regulated by the educator through communication. Aiming to fix the desirable behaviors of the children and modify the undesirable ones, through pedagogical communication the educator aims, at the same time and especially, to train the communicative abilities of the children.*

**Key words:** *Communication; Culture of communication; Literary and Artistic activity; Experiment; Preschoolers.*

### **1. Introduction**

The need to communicate, transmit or learn from our fellow men ideas, information, feelings is a fundamental feature of man, becoming a vital necessity. Communication, as a whole, is a dynamic process, in a continuous transformation, even at the moment when this process is taking place. The communication process is the basis of all actions and connections between people, between institutions, between citizens and institutions, etc. We communicate, whether we want to or not, in different situations, when we speak or when we write, when we work or when we relax, we communicate through the gestures we make, through facial expressions, through body movements.

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The act of communication gives the educational process the value of a complex educational intervention, based on a specific didactic language, capable of producing cognitive, affective, attitudinal, actional changes in the child's personality structure. The use of communication at the level of didactic activity allows the achievement of various types of relevant objectives. The teaching staff teaches the children by communicating with them, and the children give feedback to the educator, through which he understands if his goal has been achieved and if the teaching approach needs to be adjusted.

## **2. Theoretical approaches regarding communication culture and literary and artistic activities in preschools**

Starting from the fact that in communication there is a sender, a receiver and a message, there are a series of rules that ensure that the relationship between the three elements works: the sender is willing and ready to transmit the message; the receiver is willing and ready to receive it; the message is formulated in a code known by the two; the sender transmits the complete message; the receiver listens to the entire message and does not intervene during its exposure.

Şmailova interprets communication culture as a system of knowledge, norms, values and behavior patterns adopted in society and indicates the adaptive capabilities of communication culture that help the individual to act in accordance with the cultural standards of a significant social environment (Şmailova, 1999).

The culture of communication is the unit of the process of creating ethical values and the process of appropriating these values, that is, it fulfills an axiological function.

The culture of communication performs a regulatory function, identifying a system of certain personality traits, which are a certain regulator of social relations (Hadîrcă, Callo, Cazacu, 2017).

Communication culture is an integral part of communicative competence, because without it it is impossible to correctly understand the essence of communication. Currently, a person who has a high level of communication culture development is said to be a good good communicator, has a rich and expressive lexicon. Good communication requires a large volume of active vocabulary, the ability to understand and use words and phrases that are appropriate in this particular conversation, that best convey the content of the statements and the main idea of the speaker, helps to formulate everything logically. A person should know all the stylistic colors of a word, distinguish between its semantic nuances (Petrovskaya, 1989).

A high culture of communication and speech means the possibility to use correctly, accurately and expressively the transmission of one's thoughts through linguistic means, underlined the linguist Ciobanu (1988).

Fiske mentioned the communication, as a central dimension of our cultural life; without it, any kind of culture dies (Fiske, 2003). Culture is the universe created by man through his capacity for symbolic communication.

The main form of organizing learning in kindergarten with preschoolers is activity. This is fundamental in the kindergarten, with its help the preschoolers

develop their knowledge, skills, skills, abilities, achieving the objectives and then forming the children's skills according to the Curriculum.

The activity carried out in kindergarten, together with preschoolers, is important not to be linear. It should not aim exclusively at one goal, and the children should be pushed to achieve it. No goal can be achieved in a single activity. Also, the fact that the respective activity is centered on a single behavior does not facilitate or guarantee its achievement.

The activity must be rich, but not overwhelming, tasty, arouse interest and joy and, whenever possible, integrate elements (and therefore also objectives) from several fields.

The educator must organize each type of activity, formulate and follow the training objectives.

Activities characteristics:

- the activities are organized and led in detail by the educators, who establish the form and type of the activity, the venue and the material and human resources involved, the duration of the activity;

- the activities are mandatory and all the children of the group participate in them;

- the subject of the activities is common for all participants and is established by the educators through weekly planning;

- the number of common activities differs from one age group to another and is established in the Plan Curriculum (Ministry of National Education, 2019).

The duration of the activities differs according to age: at the 3-5 years level it is 15-30 minutes, and at the 5th level -6/7 years, duration is 30-35 minutes (Glava and Glava, 2002).

The integrated activities are distinguished by the following aspects: the approach to reality should be done through a global approach and the organization of knowledge should be done according to the new perspective, respectively the child's topic of interest; the boundaries between the categories and types of activities disappear and melt into a unitary scenario, within which the theme is left to be investigated with the means of different sciences (experiential fields); the focus is on group activities and on stimulating curiosity, encouraging experimentation and the search for information, on independence and autonomy in organizing learning situations, on the child's involvement in the evaluation process (Albulescu, Catalano, 2019).

The concern for treating the child as an individual, but also his growth by valuing the diverse world in which he lives, as well as the concern for his full development, represent ideas that transcend one field of development or another and are reflected in the way contemporaneity looks at early education and structures the programs quality addressed to children from birth to 6/7 years (Ionescu, 2010).

The educational approach to literature activities is carried out through specific activities to coordinate the act of engaging preschoolers in the artistic universe. Literary activity is predominantly attitudinal, although it includes actions of reflection/accumulation, because the educational act is equivalent to the process of forming fundamental attitudes, the reading of artistic works, being accompanied by instructive activities, is also defined as a universal educational activity (Pâslaru, 2010).

### **3. Research methodology**

Researching the theoretical benchmarks of communication culture led us to make a series of observations, practical tests to establish the level of communication culture in preschoolers.

The pedagogical experiment took place in three interrelated basic stages: the finding experiment, the training experiment and the control experiment.

The pedagogical experiment was carried out during the years 2021-2022 in real educational conditions, by inserting the design and capitalization of some strategies, methods, techniques.

The purpose of the pedagogical experiment: determining the degree of expression, understanding of texts and poems, the correct use of expressions in the context of the culture of communication in preschoolers.

The objectives of the pedagogical experiment:

- choosing texts suitable for the age level of preschoolers;
- the experimental training of 4-5-year-old children in the culture of communication through literary-artistic texts;
- carrying out the proposed activities through various learning methods and techniques;
- ensuring the feedback of the texts/activities carried out;
- the systematization and analysis of the data of the pedagogical experiment in preschoolers regarding the culture of communication in the context of the literary-artistic activity.

### **4. Research results**

The purpose of the observational experiment: to diagnose the initial level of formation of the culture of communication in preschoolers through literary and artistic texts in preschoolers.

Expected objectives:

- determining the level of knowledge about literary works;
- expressing literary preferences based on the texts heard;
- characterizing the ability to hear the message of the received literary work;
- expressing one's own attitude towards the literary work;
- exposure of reading impressions;
- measuring the influence of the work/works on the child's behavior.

8 samples were applied, determining the performance descriptors. In table 1, the performance descriptors regarding the elements of communication culture in preschoolers are indicated.

**Table 1. Descriptors of performance in preschoolers**

<b>Performance descriptors/ language education</b>	<b>Level</b>	
Communicative, answers coherently, correctly to questions, realizing the agreement between the subject and the predicate	ADVANCED	A
The ability to understand new words, expressions and render them in new contexts		
The ability to concentrate on listening to a text and its subsequent playback		
Chronological playback of a text heard or read		
Remember and logically render a poem/ stanzas using suggestive images		
Communicative, answers questions coherently, correctly, sometimes realizing the agreement between the subject and the predicate	DEVELOPING	D
The ability to understand new words, expressions and render them in new contexts with little hesitation or inaccuracy		
The ability to concentrate on listening to a text and its subsequent playback with little hesitation		
Partial chronological playback of a text heard or read		
Retains and logically reproduces a few stanzas with the help of the teacher		
He is not communicative, he does not answer questions coherently, correctly, he does not achieve agreement between the subject and the predicate	NEEDS SUPPORT	S
He does not have the ability to understand new words, expressions and cannot use them in new contexts		
He does not have the ability to concentrate when listening to a text and cannot play it back afterwards		
Random playback of a text heard or read, without going through a chronological order		
He cannot remember or render a stanza logically only if he is helped by teachers		

Preschoolers who answer questions correctly and coherently, who understand new words and expressions explained by educators, who pay attention to listening to the text, reproduce the events or actions in the text in chronological order, retain and logically reproduce a poem are located at the advanced level. Those who solve, answer, reproduce partial events, the actions of the text are at the developing level, and the preschoolers who are helped by the educators in all the requirements, the given tasks are at the required level of support. The changes made/applied to preschoolers are summarized in table 2, 3, 4, 5.

**Table 2. Evidence of the discovery experiment**

The activities carried out	Purpose	Reference objectives	Performance descriptors
The giant radish - the story of the educator	Developing the capacity for oral expression, understanding and correct use of the meanings of oral verbal structures;	<ul style="list-style-type: none"> <li>- to convey simple messages by reacting to them;</li> <li>- to receive a text that is read or narrated to him, intuitively understanding its expressive and aesthetic characteristics;</li> <li>- to use drawings, symbols to convey the meaning.</li> </ul>	<p><b>Advanced:</b> Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them.</p> <p><b>In development:</b> Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters.</p> <p><b>Needs support:</b> Did not understand the text message; showed no interest; he did not express his opinion.</p>
The goat with three goats - Ion Creangă - the story of the educator	Developing the child's ability to listen carefully to a text and focus on the action presented in the story;	<ul style="list-style-type: none"> <li>-to participate in group activities, including game activities, both as a speaker and as an auditor;</li> <li>- listen carefully to a text, remembering its ideas.</li> </ul>	<p><b>Advanced:</b> Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them.</p> <p><b>In development:</b> Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters.</p> <p><b>Needs support:</b> Did not understand the text message; showed no interest; he did not express his opinion.</p>

**Table 3. Evidence of the discovery experiment**

The activities carried out	Purpose	Reference objectives	Performance descriptors
The lame puppy- Elena Farago- memorization	Developing emotional intelligence by cultivating the ability to identify and recognize one's own emotions and those transmitted by those around;	-to listen carefully to a poem, demonstrating its comprehensibility; -to enrich their active and passive vocabulary, using grammatically correct oral language; -to receive a poem intuitively understanding its expressive and aesthetic characteristics.	<p><b>Advanced:</b> understanding the ideational content of the poem; correct use of intonation; expressiveness, correct use of expressions; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters.</p> <p><b>In development:</b> Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters.</p> <p><b>Needs support:</b> Did not understand the text message; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.</p>
The bag with two money - Ion Creangă - the story of the educator	-Stimulating interest in literary creation; - Developing the ability to listen to the story and reproduce fragments with the help of images, respecting the logical order of events; -Educating and perfecting a grammatically correct expression;	-to participate in group activities, including game activities, both as a speaker and as an auditor; - to listen carefully to a text, to retain its ideas and to prove that he understood it.	<p><b>Advanced:</b> Imagination, observation and thinking in character description; understanding the ideational content of the work; arguing the facts of the characters; own opinion about them. Clearly organized, coherent ideas;</p> <p><b>In development:</b> Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. Ideas with hesitation in expression, with a limited vocabulary and hesitant use of correct language.</p> <p><b>Needs support:</b> vaguely organized ideas; monotonous vocabulary, he did not express his opinion.</p>

**Table 4. Evidence of the discovery experiment**

The activities carried out	Purpose	Reference objectives	Performance descriptors
From a good morning Otilia Cazimir - memorization	-The formation of the skill to recite expressively, to respect the grammatical and logical pauses marked by the meaning of the sentences or the rhythmic phrase;	- to participate in the group activity, both as a speaker and as an auditor; - to formulate the messages sent by the text; - to receive the text, intuitively exploiting its expressive and aesthetic characteristics.	<b>Advanced:</b> understanding the ideational content of the poem; correct use of intonation; correct use of expressions; correct pronunciation of the sounds of the language, arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters. <b>In development:</b> Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters. <b>Needs support:</b> Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.
The Raven and the Fox - Jean de la Fontaine - fable	-Developing the ability to receive the oral message; Stimulating children in the direction of an open, authentic, spontaneous emotional expression, discovering empathic skills;	- to notice the logical connection between the oral message; - to explain the global meaning of the message listened to, establishing links between the information received and the previously known; - to notice the changes in meaning of a word in different contexts.	<b>Advanced:</b> Imagination, observation and thinking in character description; understanding the ideational content of the work; expressive recitation respecting the intonation, pause, rhythm, argumentation of the characters' actions; own opinion about them, the moral of the poem. <b>In development:</b> Partial knowledge of the work's message; highlighting the main characters; the absence of observation, of arguing the facts of the characters. <b>Needs support:</b> Did not understand the text message; showed no interest; he did not express his opinion.



**Table 5. Evidence of the discovery experiment**

The activities carried out	Purpose	Reference objectives	Performance descriptors
Housewife by Otilia Cazimir - memorization (Fable)	-The formation of the habit of reciting poems respecting the intonation, the rhythm, the pause, in accordance with the message transmitted;	- to convey simple messages; -to enrich their active and passive vocabulary based on experience, personal activity or relationships with others and simultaneously; - to use grammatically correct oral language.	<b>Advanced:</b> understanding the ideational content of the poem; correct use of intonation, expressions; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters. <b>In development:</b> Partial knowledge of the work's message; correctly uses some expressions from the poem, highlighting the main characters; the absence of observation, of arguing the facts of the characters. <b>Needs support:</b> Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.
Autumn- by Demosthenes Baptism- memorization (fable)	-The formation of skills to memorize and reproduce voluntarily and correctly, from a grammatical point of view, the text of the poem.	- to convey simple messages; - to enrich their active and passive vocabulary based on experience, personal activity or relationships with others.	<b>Advanced:</b> understanding the ideational content of the poem; correct use of intonation respecting the intonation, pause, rhythm, timbre of the voice; correct use of expressions in different contexts; arguing the facts of the characters; personal opinion about them; presents the emotional states of the characters. <b>In development:</b> Partial knowledge of the work's message; highlighting the main characters; correctly uses some expressions from the poem, the absence of observation, of arguing the facts of the characters. <b>Needs support:</b> Did not understand the text message; showed no interest; he didn't use any intonation, he didn't express his opinion, he doesn't show the character's emotional states.

## 5. Discussions and conclusions

Analyzing the 8 samples, we followed the aspects that refer to:

- knowledge about literary texts; the ability to understand the oral message of literary texts;
- the attitude and behavior of preschoolers towards the work and towards the behavior of the preschooler, the correct use of time verbal structures, the correct expression from a phonetic, lexical and grammatical point of view;
- describing the sequences of the text, memorizing the poem logically, with the help of its characteristic illustrations and symbols, reciting the poem expressively respecting the intonation, pause, rhythm, timbre of the voice in accordance with the transmitted message;
- acquiring new words and expressions, formulating simple sentences with them; correct answers to the questions asked, cultivating feelings of care and respect towards people/things/living things, understanding and morals of the text, stimulating open emotional expressions.

Within the stories, preschoolers at the advanced level have imagination, observation and thinking in the description of the characters; understand the ideational content of the work, argue the actions of the characters, have their own opinion about them; have clearly organized, coherent ideas, with balance between the three components – introduction-content-conclusion; style and vocabulary appropriate to the content; have clarity of statement; variety of vocabulary; proper syntax; paragraph construction emphasizes ideas; logical sequence of ideas. Some of the children partially know the message of the story, present ideas with hesitation in expression, with a limited vocabulary and hesitant use of the correct language, and children who need support have vaguely organized ideas, without highlighting the transition from one idea to another, with a vocabulary poor, does not use correct language, does not understand what the text conveys; do not express opinion.

In the presentation of the poems, the preschoolers at the advanced level understood the ideational content of the poem; they correctly used intonation, expressiveness, correctly used expressions, argued the facts of the characters, their personal opinion about them, presented the emotional states of the characters; those in development partially know the text's message, correctly use some expressions from the poem, highlight the main characters, partially argue the characters' actions. Preschoolers who need support did not understand the message of the text; they showed no interest; they didn't use any intonation, they didn't express their opinion, they don't show the character's emotional states. In the process of language cultivation, grammar occupies an important place. Although it is a science that operates with abstract notions, compatible, more with schoolchildren, in kindergarten it is learned through observations on language, through the selection of expression models and through exercises in the use of different linguistic structures, within the experiential field called "Education language". The science of language is studied not only to complete a side of general culture, but especially for the formative, instrumental, practical-social value of developing thinking and perfecting language, oral and written expression, verbal communication skills, because learning

of any science is not possible without the mastery of the verbal communication system. Preschoolers cannot express their opinion regarding the events/actions in the text; they are not very interested in reading, they lack creative, original ideas; they have an unargued position towards their own states; the lack of communication and logical thinking operations prevents the valorization of artistic language for the purpose of forming the culture of communication in relation to the literary text, they usually reproduce the story extracted from the literary text and do not claim to be produced as a valorizer; they do not distinguish the comprehensive substratum of the literary text, etc.

The respective conclusions lead to the need to capitalize on the strategic component of the Pedagogical Model for the formation of communication culture in preschoolers through literary and artistic activities, which is focused on overcoming the idea that reading the text is a simple procedure at the level of capitalizing the text in the educational process. Communication culture formation strategies can lead to a logical reorientation of the formative process by establishing formative bases starting with the reading and interpretation of the text by children, expressiveness and intonation, pronunciation and nuance of words, respect and clarity of presentation.

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