

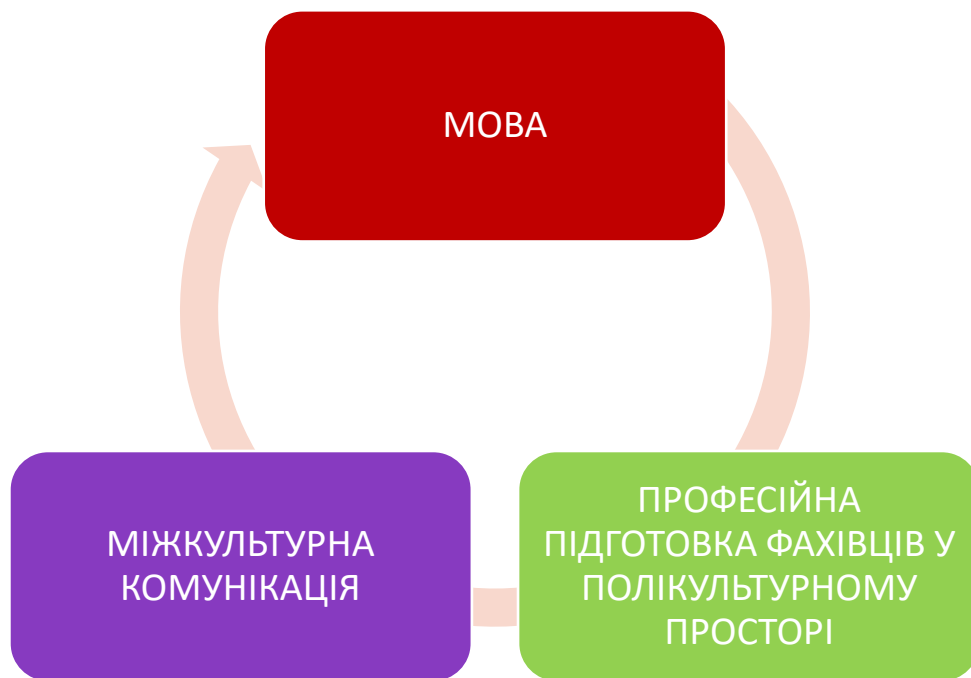


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ  
І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ**



Одеса  
2024

**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ  
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## **PEDAGOGICAL CONDITIONS FOR THE FORMATION OF A CULTURE OF COMMUNICATION OF YOUNGER SCHOOL STUDENTS WITH THEIR PEERS**

**Keywords:** younger schoolchildren, the culture of communication.

Under modern conditions of modernization of school education, the problem of raising a personality with a high level of sociability and humanistic orientation is becoming particularly relevant. Junior school is a special period when significant mental development and spiritual growth shifts occur. Therefore, the problem of forming a culture of communication among schoolchildren in the primary education sector is quite urgent.

The specifics of the organization of extracurricular activities in elementary grades and my own experience give reason to believe that forming a culture of communication among younger schoolchildren with peers in extracurricular activities will be effective if certain pedagogical conditions are observed.

Thus, as one of the pedagogical conditions for the formation of a culture of communication among younger schoolchildren with their peers in extracurricular activities, we define mastery by primary school students of the methods of reflective analysis of the communication process, which is based on the ability of children to see themselves and the peculiarities of their own communication from the position of an observer, provides an objective self-assessment of the culture of communication and encourages self-improvement.

In the context of our study, reflection is defined as the ability of an individual's intellect to introspect; the process of self-knowledge by the subject of internal mental acts and states; understanding one's own actions and their regularities, self-knowledge, which reveals the spiritual world of an individual; introspection, reflection on one's own state of mind.

Reflection is aimed at self-knowledge: behaviour, actions and deeds, mental states, feelings, abilities, character and other properties of one's personality; the process of mirror mutual reflection by subjects of each other, the content of which is the mutual

reproduction of one's characteristics in another individual; an individual's awareness of how he/she is perceived by communication partners who are united by real ties of common meaningful activity. Reflection, as a particular type of analytical activity of the individual, is aimed at understanding and rethinking the essence of one's consciousness and ensures the successful implementation of educational activities.

Thus, mastering the techniques of reflection analysis of one's level of communication culture allows one to correlate and compare the existing level of knowledge, abilities, and skills of cultural interaction with the level of communication culture accepted in society, and in the event of a discrepancy, to determine and outline the way of its correction and further improvement of interaction forms.

The next pedagogical condition for increasing the effectiveness of the formation of the culture of communication of younger schoolchildren with peers in extracurricular activities is to ensure the activity of children in communication with peers, means of organizing dialogue, using and creating educational situations, as a result of which there is enrichment of various forms of communication, creation of a positive microclimate in the group.

Activity, in the context of our research, is interpreted as one of the characteristics of activity and behaviour, as an individual's ability to socially significant transformations in the surrounding world, which is manifested in communication, joint activities with others, etc. It depends on the significance of existing needs, the peculiarities of the subject's internal state, and the specificity and complexity of the actions necessary to achieve the goal. Activity has a conscious and goal-oriented character, is characterized by arbitrariness and significant stability, and is manifested in the energetic influence of the individual on the environment and in overcoming obstacles on the way to the goal.

Communication with peers takes place in monologic and dialogic forms. In particular, in the first process, one of its participants tells another about specific events that happened to him/her or those around him/her, about the movie you saw or the book you read; that is, you communicate specific information, and your partner perceives it. Most children of primary school age try to act precisely as a reporting person, that is, an active communicator because listening to others is quite a difficult task for schoolchildren of this age.

Therefore, during extracurricular classes on the culture of communication, different participants lose the chance to get to know peers several times. Then, the children discuss all the proposed options, explain why they chose this method of acquaintance and not another, what was guided at this moment, what factors turned out to be the main ones, and how, in their opinion, it would be better to establish an acquaintance.

Another important condition for the formation of a culture of communication of younger schoolchildren with their peers during extracurricular activities is the involvement of children of younger school age in various types of activities that are significant for self-realization and stimulation of the desire to interact. At the same time, the norms of etiquette should be followed, which involves managing the principles of equality of ideas about oneself and the partner, requiring the subject to feel the communication of his/her inner world, overcome egocentrism, and develop the ability

to treat peers tolerantly.

In the joint activities of children of primary school age, there is a constant need to coordinate actions, show a friendly attitude towards peers, and be able to give up personal desires for the sake of achieving a common goal. Communication and joint activities contribute to the practice of younger schoolchildren in correct actions, which are necessary to know the norms of behaviour and be guided by them [2, p. 79].

Therefore, there is a need to create such an environment in extracurricular activities in which children of primary school age can apply their knowledge, inclinations, abilities, skills, etc., to qualitatively master the culture of communication with peers. The specified pedagogical conditions are relatively independent, but simultaneously they are interconnected and complement each other, creating a single complex.

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## **AN ANALYSIS ON THE WAYS OF CHATGPT TO IMPROVE THE ACADEMIC WRITING ABILITY OF COLLEGE ENGLISH TEACHERS**

**Keywords:** *academic writing; ChatGPT; college English teachers; artificial intelligence.*

As the main force of scientific research and teaching students, the academic ability of college teachers is crucial, and their writing ability is especially concerned, not only about their personal professional learning and scientific research ability, but also closely related to the quality of English teaching and the enhancement of the level of talent cultivation. Therefore, research on academic writing of college English teachers can to a certain extent promote the professional development of college English teachers and enhance the influence of college English teachers in the academic world.

At present, international studies on academic writing of college English teachers focus on the significance of academic writing for teachers' personal growth and professional development. For example, academic writing provides teachers with opportunities to express themselves, gain the satisfaction of academic recognition, and improve their credibility and authority (Whitney et al., 2012); academic writing is an important way for teachers to reflect on their own professional practice ability (Rathert & Okan, 2015). In China, relevant studies mainly focus on analyzing and exploring the factors affecting college English teachers' participation in academic writing, such as: the requirements for promotion and scientific research, the difference between teachers' academic training background and accumulation of practical experience (Meng Chunguo, Chen Liping, and Zheng Xinmin, 2018), and insufficient time for scientific