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**The dynamics of the definition of communication abilities of schoolchildren****Lyudmila E. Denisova**

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**Abstract**

Acting out a particular life situation in roles helps students to develop their own attitude to it, to gain a holistic experience through the game, promotes the development of attention and imagination and critical thinking skills, educating the ability to find and consider alternative possibilities of action, to make decisions independently. In the course of a role-playing game, participants "cast" a particular problem or situation. The game turns the student into a subject of the pedagogical process, provides the formation of the principles of a certain activity (imitated), strong-willed qualities necessary in the future profession. In the process of professional training, didactic, developmental, role-playing and business games are used. In the process of role-playing game, students are not just students, but persons who have certain responsibilities and are responsible for the decisions and actions taken. Role-playing in the process of formation of ecological culture gives an opportunity to develop the need to communicate with nature; mastering the norms of environmentally competent behavior; to realize the multifaceted value of nature; to form a need for environmental activities; to feel part of nature; to consolidate and deepen students' knowledge about the environmental problems of the planet; to prove the need to protect the biosphere as a global ecosystem of the planet, which is threatened by an environmental crisis due to unreasonable human intervention; to educate respect for the nature that surrounds us.

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**Keywords**

Communication, ecology, schoolchild, development, formation.

**Introduction**

Properly organized play activity forms students' experience, allows them to achieve full self-expression, activity and freedom of action, reasonably combined with the requirements of mutual respect; knowledge of the natural environment; understanding of nature as a unique value and source of material and spiritual forces of man; a sense of its beauty and harmony; the development of a sense of love and responsible attitude to nature.

Another important aspect of the oriented motivation for the formation of environmental culture of future environmental technicians, we have chosen the method of projects-a learning system in which students acquire knowledge, skills and abilities in the process of designing, planning and performing gradually complicated practical tasks. They learn to carry out projects in a wide range of problematic

environmental tasks: creative, environmental, environmentally safe, information, communication, etc. The value of this method lies in the use of independent design activities of students as the main means of their professional development.

Thus, we come to the conclusion about the need to activate cognitive activity on the basis of the identified interests, inclinations, abilities of students in the process of formation of ecological culture.

The fourth condition is the education of the need for constant professional self-improvement in future environmental technicians. The transition of society to a new stage of development offers more opportunities for professional and social adaptation of young people, who in the process of realizing their capabilities must constantly face the challenges of today. In particular, the new generation of environmentalists should, first of all, be able to predict the situation, know how to act, assess the negative consequences of making a management decision in relation to the management of relevant processes and systems, be independent and rely on their own strength.

### **Communication abilities of schoolchildren**

As practice has shown, nowadays a high level of skill in the chosen field of activity is not enough. The effectiveness of everyday work, which is in most cases creative, requires a broad and high-quality education and cultural development of the individual. In other words-the substantial content of human labor necessitates the indispensable and constant support of potential ecocultural readiness of specialists for constant self-improvement.

Neither the acquisition of knowledge, nor the formation of personal qualities can occur without the desire of the student to study, without the manifestation of their educational and cognitive activity.

Considering the problem of self-improvement of students, psychologists and teachers take into account the provisions of the philosophy of man as a subject of social practice, which in the process of its own activity transforms not only the surrounding reality, but also itself.

The primary task of educational work is the development and maintenance of high activity of students in cognitive and work activities.

P. Blonsky saw the task of the teacher in that "not so to give education and education, as to develop the ability to self-education and self-education."

The signifying pronoun itself determines the direction of something on itself (introspection, self-esteem, independence, self-development, and the like).

That is why colleges need to create favorable conditions for the development of the potential of each student, his self-realization, self-improvement and self-development. The latter provides for a continuous process in which, under the influence of certain motives, specific goals are set and achieved by changing one's own activity, or self-change [Kostromina, Medina Brakamonte, Zashchirinskaya, 2016].

Self-development allows you to constantly improve yourself, change and as a result fully realize yourself as a professional. The need for self-improvement is the driving force of self-development of the individual.

The most important forms of self-development are self-affirmation, self-improvement and self-realization.

Self-affirmation is a specific activity within the framework of self-development to detect, confirm their certain qualities of personality, character traits, ways of behavior and activity, the desire to establish themselves in a certain status.

Self-improvement-conscious development of positive skills, abilities, qualities, abilities, according to the conditions of professional activity, aimed at achieving the ideal.

Self-actualization is the constant desire of the individual to the full identification and development

of personal potential, that is, it must realize what is inherent in it, according to their own higher needs [Poletaeva, 2011].

Self-improvement is motivated most often by the desire to surpass themselves today, to achieve higher results, to improve their skills, to acquire significant qualities of personality.

The given opinions allow to draw a conclusion that correctly put education is not that other, as skillful internal stimulation of activity of the person in work on itself, there is an incentive of it to own development and perfection. In other words, already in the process of education there is a self-educational work of students. But this work is conditioned and stimulated by the specially organized educational influence of the teachers. Teachers set educational tasks, form students' corresponding needs (activity), include them in activities and thus encourage them to work on themselves.

In many cases, students themselves set themselves certain tasks for their own development and self-improvement, identify ways to solve them, and begin to persistently achieve the goal, which is prompted by an inner desire.

Students begin to engage in self-education only when they are already aware of their actions and actions, when they develop the ability to self-esteem, to comprehend their positive and negative qualities and there is a need for their own improvement.

Psychological mechanisms of influence of these factors on stimulation of students to self-education consist that they excite at them experience of internal contradictions between the reached and necessary level of personal development and cause need for work over the improvement. Such need periodically appears at each student and that it did not die away, teachers need to pay special attention to the organization of self-education [Danilova, 2018].

The basis of self-education is the principle of anticipatory reflection in the consciousness of the person of those actions and actions that he is going to make, the definition of those traits and qualities that he expects to develop in himself. If such a "mental program" is formed, it encourages the person to practical actions for its implementation, creates incentives for the manifestation of willpower. That is why, when a person has a need to overcome certain shortcomings in his character or behavior, it is important to set a clear goal, determine the timing and justify the need to achieve it.

The more detailed and clear the program of self-education and rules of behavior are developed, the more effective the work on yourself will be.

Having outlined a program of self-education, it is also necessary to determine its methods. The most important of them are self-hypnosis, self-criticism, empathy, etc.

Thus, self-improvement acts as an important means of development and personal formation of students only if teachers pay due attention to its organization and can skillfully and competently direct it. Without striving for continuous improvement, which in turn is determined by the awareness of their shortcomings and ability in turn to correct them, the ability to self-control and self-awareness, build problem action self-education, an environmentalist cannot be characterized as a carrier of high ecological culture.

Therefore, it is necessary to create such conditions in which students will be able to realize the need and importance of self-education, independent work, self-control, which is the basis for self-actualization and self-realization of the specialist in the modern world.

The specificity of environmental activities puts before the technician-ecologist a number of requirements to his personality, which are defined as professionally significant personal qualities. The latter include:

- purposefulness (striving for a certain goal);
- perseverance (persistence in achieving a certain goal);
- sociability (sociability, contact);
- competence (thoroughness of knowledge in the environmental field);

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- organization (acts thoughtfully, clearly, harmoniously);
  - accuracy (compliance with the order);
  - responsibility (seriousness, importance of the case);
  - practicality (based on practice, experience, expediency; able to use the circumstances, quickly navigate around; noted efficiency);
  - intelligence (professionally engaged in creative mental work, the development and dissemination of culture, the implementation of specific management functions in production and other areas of modern life);
  - propensity to systematize information;
  - ability to overcome many obstacles for the sake of the dominant idea;
  - critical analysis;
  - sustainability of interests;
  - loyalty to principles;
  - sobriety of views on life;
  - perseverance in defending their own opinion;
  - creative decision-making;
  - v straightforwardness (does not hide his views).

These qualities characterize the intellectual and emotional-strong-willed side of the person and significantly affect the result of professional activity.

The fifth condition is the involvement of future environmental technicians in environmental activities. For the formation of the ecological culture of the future specialist is characterized by a focus on active cognitive activity in the environment, creative initiative and self-organization.

Consider the key concepts of the process of activation of cognitive activity. One of the many psychological interpretations of the category "activity" is that "activity" is understood as a specific type of human activity aimed at the knowledge and creative transformation of the world around us, including himself and the conditions of his existence. Human activity appears first as a practical, material activity, then it stands out from the theoretical activity. Any activity consists of a number of acts-actions or actions based on certain motives or motives and aimed at a specific goal (need). The activity of the subject is always connected with some need, being an expression of the need of the subject in something, the need causes his search activity ... "no."

V. Davydov gives a generalization of the philosophical and pedagogical concept of the category "activity", which means the creative transformation of the surrounding reality by a person. The initial form of this transformation is labor. All kinds of material and spiritual activities of man are derived from labor and bear the main feature-the creative transformation of reality, and as a result-the man himself [Zashchirinskaya, Belobrykina, 2018].

In each of the definitions presented, there is, either explicitly or implicitly, an aspect of the manifestation of activity, which is activity. Let us consider this concept in relation to the process of cognition of the environment. According to A. Lublin human activity is always expressed in the action performed by her, she changes something, rebuilds, destroys or connects. To be active is to be in an active state."

Considering active activity as activity strengthened, vigorous in which the great value gets the relation of the person to environment, all researchers consider concept "activity" through "activity", and "activity" through "activity", emphasizing that outside activity does not exist.

P. Blonsky wrote that as a result of activity there is a formation of the personality, development of creative abilities and Outlook, morally aesthetic views and beliefs.

Environmental protection is a system of measures aimed at the formation of those qualities of personality that are necessary for a harmonious relationship between society and nature. The concept

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of environmental protection is used in various aspects. First, this concept is considered as an organic component of the entire ecological culture of society and characterizes the sphere of interaction between man and nature, and is manifested in certain stereotypes of people's attitude to nature and behavior in the environment. Secondly, the concept of "environmental activity" is used to define personality traits, which implies that a person has relevant knowledge and beliefs, subordination of practical activities to the requirements of rational environmental management.

## Conclusion

Environmental activities contribute to the development of ecological and aesthetic thinking among environmental technicians, the formation of their value sphere and worldview, contributes to the acquisition of skills and practical solutions to environmental problems, as well as ensures the formation of individual and collective responsibility for the state of the environment. L. Hafizova notes that the formation of a responsible attitude to nature is a complex and long process. Its result should be not only the acquisition of certain knowledge and skills, but also the development of emotional responsiveness, the ability and desire to protect actively.

The methods that activate the cognitive environmental activities of students in the process of formation of ecological culture include excursions, ecological trails, and environmental actions. As a result, specific ideas are formed about the diversity of plant and animal species, a sense of responsibility for the consequences of their activities in the environment, there is an awareness of themselves as part of nature and the assimilation of skills of behavior in it.

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## **Динамика определения коммуникационной способности у школьников**

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**Аннотация**

Целью разыгрывания конкретной жизненной ситуации по ролям является определение учащимися собственного отношения к ней, приобретение ими опыта путем игры, развитие воображения и навыков критического мышления; содействие высказыванию суждений и мнений; воспитание способности находить и рассматривать альтернативные возможности действий, принимать решения самостоятельно. В ходе ролевой игры участники разыгрывают по «ролям» конкретную проблему или ситуацию. Игра превращает учащегося в субъект педагогического процесса, обеспечивает формирование принципов определенной активности (подражания), волевых качеств, необходимых в будущей профессии. В процессе профессиональной подготовки используются дидактические, развивающие, ролевые и деловые игры. В ходе ролевой игры студенты являются не просто учащимися, а людьми, которые имеют определенные обязанности и несут ответственность за принятые решения и действия. Ролевая игра в процессе формирования экологической культуры дает возможность развить умение взаимодействовать с природой; освоить нормы экологически грамотного поведения; осознать многогранную ценность природы; сформировать потребность в проведении природоохранных мероприятий; чувствовать себя частью природы; закрепить и углубить знания об экологических проблемах планеты; доказать необходимость защиты биосферы как глобальной экосистемы, которой угрожает экологический кризис из-за необоснованного вмешательства человека; воспитать уважение к природе, которая нас окружает.

**Для цитирования в научных исследованиях**

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**Ключевые слова**

Коммуникация, экология, школьник, развитие, формирование.

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