

FEATURES OF COMMUNICATIVE AND SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN

Speech communication is one of the first activities that a child masters in ontogeny. This is a universal requirement for personality development in preschool age. In the process of communication during the game, the child learns the integrity and diversity of the surrounding natural, object and social world. It forms and reveals the image of its own inner world, assimilates and creates cultural values, thus acting as an active object of exchange.

The communicative need is formed based on the child's experience of interaction with the people around them. In this case, the social behavior of adults is of particular importance, as they initially treat the child as an object of communication, as an equal partner, and at the same time encourage the child to acquire communication skills. Scientists have come to the conclusion that communication and the need for communication are formed at approximately the same time, and the starting point in both cases is the identification of adults as objects of special activity for children.

T. Pirozhenko, on the basis of experimental studies of the peculiarities of the development of communicative and linguistic abilities of preschool children, identified the level of social, cognitive and linguistic abilities of children from 3 to 7 years old. The signs of such development are:

- communicative properties of the language (focus on the partner, indication of the appropriate response, variety and expressiveness, active use of non-verbal means of communication, contact in communication);

- cognitive properties of language (child's understanding of the spatial and temporal features of the communication situation, understanding of the emotional content of the situation);

- linguistic characteristics of the language (richness of vocabulary, correct grammar, declension and agreement of words in phrases in accordance with language norms);

- arbitrariness of speech (the desire for completeness, logic, consistency, ensuring understanding of one's own speech, control of speech, changing the language, if necessary) [1, c. 4].

T. Pirozhenko considers the age-related achievements of children of junior preschool age to be an orientation to a person, communicative orientation and activity, individualization and variety of expressive and mimetic means. Preschool children are believed to experience gradual qualitative changes in verbal behaviour, which are associated with a change in the communicative personality, the development of communication needs and forms of communication. The directionality and appropriate instructions to the partner determine not only the readiness for communication and the ability to participate in interpersonal processes, but also contribute to the development of arbitrariness of statements [2, c. 28].

The development of a high level of communicative and linguistic abilities in preschool children is characterized by the fact that the child understands words, actions, characteristics, categories, the semantic field is normal. Children's speech is accompanied by a smile, expressive intonation, understanding of various elements of the partner's non-verbal behaviour and frequent use of non-verbal means of communication.

The average level of communication abilities and language development of a preschool child is due to the fact that the child correctly uses metaphors, correctly uses descriptive symbols and emphasizes the essential features of an object with the help of adults. The child clearly explains the request. When addressing peers, a child says them his name, looks at them attentively, listens to the answer, speaks to them in a friendly manner.

The low level of communicative and linguistic development of preschool children is due to difficulties in recognizing phonetic content by ear, difficulties in transitioning from one syllable to another, and difficulties in understanding grammatical categories by analogy. The contact-establishing means are weakly expressed. A child expects adults to judge him/her, does not know what behaviour adults expect from him/her, seeks an adult's affection [2, c. 12].

In this manner, communicative and speech development is seen not only as a process of formation of forms and means of interaction of the child with the environment, which reflects the formation of the emotional-volitional, cognitive, personal sphere of a person as a subject of communication, but also as a process of forming child speech skills. The communicative and speech development of a preschool child is a set of interrelated components: speech and communication development of the child, peculiarities of family communication with the child.

REFERENCES

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IMPACT OF GLOBALIZATION PROCESSES ON ENVIRONMENTAL CRIME

The dynamics of social processes over the last decades have solidified the status of globalization as one of the leading factors influencing all spheres of human life.

The modification of crime, the emergence of new techniques and methods of conducting criminal activity on the international level, are traditionally associated with globalization and in connection with it, the scientific investigation of this phenomenon is highly relevant.

It is believed that the concept of «globalization» was first mentioned in the article by T. Levitt «The Globalization of Markets» in 1983, by which he meant the process of merging markets for individual goods produced by large transnational and multinational corporations, although H. P. Zharovska notes that the term «globalization» had appeared in one of the American dictionaries already in 1951 [10] [17, p. 354].

Yu. V. Kovbasiuk considers globalization as a worldwide trend where factors, principles, and tools for accelerating global development are identified [8, p. 7–8].

V. O. Zozulia defines globalization as a multifactorial process that influences the spheres of public life and the system of state governance, promoting unified values and directions of activity based on democratic governance [18, p. 17].

R. Robertson provided a definition of this term as «the comprehension of the world and the heightened perception of the world as a single whole» [15].

M. Albrow and E. King define globalization as «all those processes by which the peoples of the world are incorporated into a single world society» [6, p. 8].

Summarizing the reviewed definitions, we can come to the conclusion that scholars predominantly view globalization as a process leading to multifaceted global integration.