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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

PEDAGOGICAL COMMUNICATION AS THE IMPORTANT FACTOR PERSONALITY FORMATION OF PRESCHOOL CHILDREN

Speciality: 5804.01-General Pedagogy, History of
pedagogy and education

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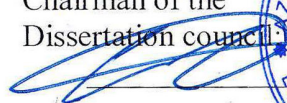
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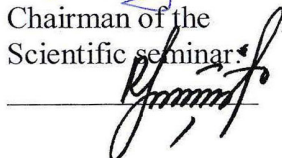
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GENERAL CHARACTERISTICS OF WORK

Actuality and developing level of the problem. It was put forward as the main problem the formation of young generation as a person at all levels and stages in the period of Modern education system in Azerbaijan. Preschool education, which is the first stage of education, has great bear duties and responsibilities in this regard.

System of preschool education, are being enriched and developed, forms and content of preschool education are becoming more and more better. Attention and concern of the country's leadership, President Ilham Aliyev and First Vice President Mehriban Aliyeva intensified the process further in this area.

Changes in society, integration to the developing world, puts new demands in front of the modern preschool education. Upbringing the communication culture on children from an early age and the formation of communication skills, take one of the main place for realizing global goals.

Role of preschool period on formation the personality is great. This period plays the main base role on furthing development of children. Obtaining of knowledge, skills and habits, the basis for mastering various activities begins from this period and provides the furthering general development of child.

Preschool age is the period of responsible for provision the full (mental, psyche, physical, etc.) developing of children. This period - is the awakening period of active social relations; communication with adults and peers among preschoolers; and is the period of spiritual and aesthetic feelings. From this point of view, the future developing of children, their creative abilities, formation as useful for the Motherland and people, as a person-depends from the educators' hard working in preschool enterprises, their approach to each child as a person. The fact, that having the high communication and communicating skills for educator-teacher herself, is the especially importance in this process.

Pedagogical communication acts as the means of upbringing, in the period formation of a child's personality. That is why, pedagogical communication of educator-teacher is both a means of upbringing, the pedagogical tool that has a positive effect on the socialization of children, and which is provide the formation of a child's personality.

Results of our researching work shows, that educator-teacher, having high communicating culture, sincerest, kind-ness, having relations the frame of norms for democratic communicating with children, is one of the important tools in the developing of a child's personality. That is why, one of the tasks ahead of the preschool education system, is consist of achievement, establishing democratic communicating between the educator-teacher and children on the basis of subject and subject relations on the educational process. This kind of communicating can positively influence the creation of conditions for the forming of developing personality.

Changes on the field of preschool education requires the formation children social activity; being ready for changings; upbringing of the personality, which includes the formation of such qualities: as self-regulation, self-determination, and self-affirmation in the new environment. Here, cooperation between educator and child, the democratic communication skills of the teacher's became to the very important factor.

The pedagogical impacts influced to growing up children, in addition to the formation of a number positive moral qualities in them, also have a significant impact on the activity of connecting with peers, the appearance of individuality, and the development of children's self-awareness. Resulting to the educator-teacher's communicative abilities, children increase the ability on realizing their personal qualities and potential, they develop self-confidence and motives for self-developing. As the result, all these lead to the personality formation and development, which requires high communication skills from preschool teachers. Real experience life and number of researches confirm this.

Classic pedagogues İ.H.Pestalotsi, K.D.Ushinsky, L.N.Tolstoy, from Azerbaijani educator-pedagogues M.F.Akhundov, H.B.Zardabi, A.A.Bakikhanov, F.B.Kocharli, R.B.Fendiev, S.M.Ganizade, and others discussed the connection between teacher-pupil, educator-child, highly appreciated the role of cooperating and communicating in their works.

It was given special attention by Russian psychologists (L.I.Bozhovich, L.S.Vygotsky, Y.L.Kolominsky, A.N.Leontiev, A.V.Petrovsky, S.L.Rubinstein, and others.); by Azerbaijani psychologists (A.A.Gadirov, A.S.Bayramov, A.A.Alizade, R.I.Aliev, M.A.Gamzaev, S.I.Seidov, and others) on this problem and expressed valuable thoughts on general aspects of the problem in their researching works. A number of Azerbaijani teachers (M.M.Mehdizade, M.A.Muradkhanov, A.S.Gashimov, Y.R.Talibov, A.A.Aghayev, F.A.Rustamov, M.I.Ilyasov, A.Abbasov and others) explored and obtained interesting results on the pedagogical and psychological problems of its formation, the role of teacher-pupil connecting in forming of personality.

Russian scientists L.S.Slavina, A.V.Zaporozhsky, D.B.Elkonin, E.Y.Lukash, E.O.Smirnova, D.I.Feldstein, Kan-Kalik and others, had conducted an interesting exploring on direct communicating connection.

Russian psychologists L.S.Vygotsky, A.N.Leontyeva, A.V.Petrovsky, S.L.Rubinstein, as well as a number of Western scientists, firmly claims, that their cooperative action and communicating are the basis of personality developing and moving in the human world and his adaptation to world culture is happen.

Our exploring show, that in our republic, whether in the countries or near and far abroad, a lot of researches, which has been carried out in the field of educational activities of preschoolers, and the developing of their personality. Sh.G.Alieva, R.N.Mursagulova, N.M.Rustamov, Sh.A.Bakhishova, S.M.Sadigov, L.K.Jafarova, P.M.Khasanova, I.N.Mamedova, Ch.V.Veisalova, Y.Kh.Mamedova took as the object of research the process of teaching and upbringing, carried out directly with preschoolers, and have got interesting the

results, and gave contribution to the theoretical and practical developing of preschool education in our republic.

But a number of researchers directly touched upon the developing and forming of the child's personality, the role of communicating in this process. From this point of view, we would be noted such works as: "The problem of personality forming on the sociopedagogical thought of Azerbaijan", A.A.Aghayeva (1996), "The role of teacher-pupil connection in the moral education on seniorpupils", A.Ch.Saryeva (1987), "Communicating culture and its forming ways in pupils collective", Kh.S.Ibragimova (1992), "Pedagogical mastery of the teacher", M.I.Ilyasov, "Moral education of preschoolers" Sh.G.Alieva (2018). But, experience shows that, although a number of exploring have been carried out on researches of upbringing and development of preschool children, the problem of communicating between a teacher and children, the defining the role of pedagogical communicating in the forming of a child's personality in a preschool enterprise, hasn't been explored on dissertation level. Taking into consideration this aspect of the problem, we had considered dedicating this research work expediently on this field.

Subjective and objective factors of the researching work.

Object of the researching work is the educational activity of process, moral education and cultural formation of preschoolers as a person, and the subject is the pedagogical communicating role in the formation of a child's personality and their developing process.

Aims and duties of researching work. Followings include to the aim and duties to the researching work: place of pedagogical communicating in preschool education, definition roles and possibility of influence; exploring of positive manifestations of the influence of pedagogical communicating on formation of child's personality; the identification of possibilities and methods on formation of pedagogical communicating; defining of the ways for increasing of educational works with preschool children using the positive influence of pedagogical communicating; definition of content and the main point the communicating, between teacher and child in preschool education; exploring the experience on problems of preschool educa-

tional enterprises; determining the given requirements for pedagogical communication in preschool education; systematizing the possibilities and methods of personality forming preschoolers in the process of pedagogical communication, defining the role of educator-child communicating, its importance and ways of organization in the socio-psychological support of the educational process.

Research methods. During the researching, the following methods were used: 1) theoretical analysis; 2) exploring and generalization of experiences the preschool educational enterprise; 3) observation; 4) interview; 5) questionnaire; 6) experiment etc.

Theoretical analysis. The pedagogical, psychological, methodological literature on problem was analyzed, the advanced experience of activity, personality, interindividual relations is generalised. The results obtained from the exploring of other researchers were compared, the similarities and differences were revealed.

Observation. During the researching work, it was observed the children activity in 15 nurseries-kindergartens in education process, which situated in Baku and Sumgayit.

Interviews and questionnaires. Interviews and questionnaires were conducted with teachers, parents and children in preschool institutions for determining the teacher-child communicating, the possibilities and ways of developing the child's communication skills, and also to identify its effectiveness. The responses received were analyzed, generalized and were used from them for obtaining the researching results.

Pedagogical experiment. During the researching, the pedagogical experiment was carried out in three stages: defining (2017-2018), teaching (2018-2019), and testing (2019-2020).

Presented provisions to defense:

- the establishing of pedagogical communication on the basis of subject-subject relations in preschool education plays an important role in the children mental developing, as well as, in their forming as a person, pedagogical communicating becomes the main developing factor of a child's personality;

- the establishing of teacher-child communication on mutual respect, cooperation, tolerance has the substantially influencing on teacher's developing effectiveness;

- during the pedagogical process, the teacher's democratic communicating style plays the main role in forming of psychological climate in collectivity;

- correct creating of teacher-child' communicating, taking into account the educating interests, motives of children, as well as age characteristics in this process creates favorable conditions for positive communicating between children, self-understanding, self-activation, self-expression.

Scientific novelty of researching. It was theoretically and practically revealed components such as self-actualization of children in the educational process; the role of pedagogical communication in the formation of a child's personality; forms of pedagogical influence; the influence of positive and negative emotions. At the same time, the process formation of teacher-child connecting, which providing from formal relations to cooperation, was scientifically justified during educational process. It has been worked psychological foundations of building connection between the educator and the child on subject-subjective relations, the effectiveness of such relation systems and specially, possibilities of influencing the educator's communicating style.

Theoretical and practical significance of the researching. Forming communicating competence of teacher-educator and on the base of the teacher-child subject-subjective communicating, provisions, which directing to the developing communication of school-children personality, contains theoretical importance of researching work. Research results can be used for the efficiently organizing of pedagogical work to establish correct communication, accordance to modern requirements between the teacher and children, as well as in group - collective management. And also, speech therapists, psychologists and specialists working on the field of preschool education, parents, teaching staff can use the research results in their practical

activities for formation of a healthy psychological environment for the activities of preschool educational enterprises.

Approbation and application. Researching results were discussed at the scientific seminars at the “Preschool Education Pedagogy” department at the Azerbaijan State Pedagogical University, Republic conferences of young doctoral researchers and candidate for a degree. Research results were published on a number of Republic and International Conferences, by the author's reports, are published in 7 scientific articles, 4 thesis (including 2 scientific article and 1 thesis in abroad), which recommended by the High Attestation Commission under the President of Azerbaijani Republic.

Organization, in which the dissertation work was carried out. Dissertation was completed at “Preschool Education Pedagogy” department at the Azerbaijan State Pedagogical University.

The volume of the structural sections of the dissertation separately and the total volume with a mark. Introduction – 17857 points, 10 pages, Chapter I – 77984 points, 48 pages (1.1. – 17227 points, 9 pages; 1.2. – 15543 points, 8 pages; 1.3. – 20160 points, 13 pages; 1.4. -25054 points, 18 pages), chapter II - 107289 points, 67 pages (2.1. – 28170 points, 16 pages; 2.2. – 40226 points, 24 pages; 2.3. – 38892 points, 27 pages), conclusion – 8286 points, 5 pages and 10 pages of bibliography.

The total volume of the dissertation is 211416 characters and 147 pages.

THE MAIN CONTENT OF THE STUDY

The relevance of the content, explaining the goal, objectives, research methods, scientific novelty, theoretical and practical significance of the researching, the main provisions of the defense, researching and approbation of the results had been interpreted in “Introduction”.

I chapter, which consists of three subchapters, is called “**The essence of pedagogical communicating and its place in preschool education**”. I subchapter, which was named “The essence and con-

tent of pedagogical communicating”, was researched the essence of pedagogical communicating and its place in preschool education. From foundation of personality developing is laid in early childhood, pre-school age is justified as an important period in both the upbringing, and it is claimed, that social development of the child, pedagogical communicating plays the main role in the developing of child's personality.

Child's upbringing founds base of its social developing. Communicating carries out intensity in the preschool age period. Child contacts firstly with adults, begins to control himself and his behavior; acquires the skills of verbal communication in preschool age. During this period, the connecting expresses the one of the main factors that actively influenced to the personality formation, in connection with which it is necessary to pay special attention to the formation of communication between the educator-child and to the child – connection of child. Communicating is very important, for serving formation productive interacted communication and regulating of this connection between persons.

Educator-child communicating shade of meanings is wide, complexive and many-branched. These are social, psychological and interactive processes. Sincerity, deepness and organization of these communicating are important for the successfully resulting of educational work in the parent-child level connecting. And also plays an important role in formation of connecting between infant children, their joint activities and mutual understanding. Children talk about their thoughts and what they see in communicating process. Forming of correct communicating has very importance, because, infant children's action and materiality activity come to the foreground, and they can wish, desire and mood to opposite side at this age.

Pedagogical communication is directed to the correct formation of educational work and the activation of children, the improvement of “educator-child”, “child-child” relations, and serves to improving the educator-teacher's professional skills in preschool education.

Pedagogical communication reflects the reciprocal influence of the educator-teacher character. Teacher-child communicating beco-

mes to the real motive force in the process of educating and developing, when it formed with high pedagogical skills in preschool educational enterprises. By mean of this, children involved behavioral abilities, worldview, speech culture, observation and other characters are formed. Educator-teacher, who has respecting personality of child; having ability of effective communicating; and etc. has potential for significant impact during pedagogical activity.

It was shown the teacher-child communication; the culture of communication; scientific and pedagogical role of connecting in formation of the child's personality; the situation is reflected in the psychological literature in the second subchapter, which is named **“Pro-pounding of the problem on the scientific-pedagogical and psychological literature”**. Different pedagogical and psychological literature had analyzed, authors' opinions and ideas had touched.

As a result of the analysis and generalization, it had been concluded, that forming of connection between the educator and child on the basis of “subject-subjective communication” in child's personality establishing, provision communicative needs of children by educator-teacher, is one of the factors, that basely significant impact on the formation of their personality. Having the need for communication, both educator-teacher and child play the main leading role here. Achieving to all these, it is very necessary enriching the spiritual work of early age children the field of motivation and needs forming new content.

Personality development is a complex and objective event, that occurring under the influence of biological, psychological and social factor and this gets the best results, when the teacher-child communicating is based on respecting and humanist treatment. That's when, the teacher-child communicating can become the main tool for the formation of personality.

Teaching-educational work is, essentially, a process of communication. Educator-teacher's interest in professional activities; working attitude; emotional condition; attitude to children etc. in educational preschool enterprises, as this is an important factor affecting

the quality of communication, its efficient forming is of particular importance.

Third subchapter is called **“Requirements for pedagogical communication in preschool education”**. Here had been noted educator's humanistic approaching in the formation of the child's personality, and the role of organizing and conducting of personality-oriented direction in educational-teaching. It was especially noted looking to the whole world through the eyes of children; the ability feel like in child's place; and can talk from the child's of view-point.

It was noted requirements in front of educator-teachers and explained correct approaching to the principle and personality-oriented to the upbringing and development of children in this dissertation. They are: 1) establishing sincere communications with children; 2) having the creative communications with children; 3) a positive-oriented approaching; 4) the ability to feel in the child's place; 5) a kind, caring approaching to children; 6) creating a healthy and creative environment. Also was shown, that these qualities form a number of positive habits and skills during communication with children, and it is strengthened during the moving to groups for the little, middle, older aged, school-preparation children of kindergarten, and it leads to the unity of children's view and behavior.

It was pointed the children' need a number of positive qualities during the communicating in this subchapter; the content of this quality was explained; and also, the high influence of pedagogical communication on the formation of children as the person; and at the same time, it was especially noted, that this is one of the main factors in increasing the educational level process, which carried out in preschool educational enterprises. It was shown for a positive impact the communicating effectiveness in pedagogical educational process, that it is important to ensure the following pedagogical conditions:

1. All personality qualities developing, the creation of basic advisable conditions for the activity of the subject.

2. Preschoolers aged children in accordance age and physiological capabilities systematization of modern training technologies and improving the forms of work.

3. Prevising productive communicating activities of adults with children.

It was investigated existing situation in preschool educational enterprises in IV subchapter of I chapter, which named **“Situation from the point of view in pedagogical communication at preschool educational enterprises”**. Here is noted, that for the purpose of providing the personality forming of child strengthening the role of pedagogical connection in preschool educational enterprises is important.

It was used from pedagogical research methods complexly, children were explored in different conditions, at classes, out of class and during the various events in researching work. The research work showed, that possessing the high communication culture in preschool education; there are no less educator-teachers, who works with children at classes, skillfully using the opportunities for extra-curricular activities.

They try to keep properly communicating with children and cooperating with them, to develop children personality in educational-teaching proses. But, clandestine and evident observation of educator-teacher connecting, conversations, which we carrying up with educator-teachers, exploring of parents' opinion, and analysis children' answers to the questions, that we addressed, showed, that not all educator-teaches' communicating, connecting and cooperating level are high with children'.

Some educator-teachers attitude not good towards children and can't cooperative dealing with them, they can't apply principles and requirements, which was given to educator-teacher-child, can't achieve to the “communication, cooperating and personality upbringing”, although they completed each other. Our observations, conversations with educator-teachers, with children and their parents, questionnaires and attitudes are clearly reflected in the table (Table 1).

Table 1.
**Educator-teachers' attitudes to cooperation of
educator-teacher and child**

№	Questions	Correct and complete answer		Basically correct answer		Incorrect answer and didn't answer	
		number of participants	in percent	number of participants	in percent	number of participants	in percent
1.	What principles and methods do you prefer during pedagogical cooperation?	82	38,3 %	58	27,1 %	74	34,6 %
2.	How can you explain the thought, that I treat to the child as a personality?	102	47,7 %	63	29,4 %	49	22,9 %
3.	Do you work with children cooperatively and how?	111	52,0 %	51	23,8 %	52	24,2 %
4.	Which types of communication do you use in the educational-teaching process?	98	45,8 %	62	29,0 %	54	25,2 %
5.	Which methods do you use for children adaptation to kindergarten?	107	50,0 %	54	25,2 %	53	24,8 %

As seen from the table about the mutual communication, attitude of educator-teachers to children is unambiguous. As a result, children are unable to communicate with educator-teachers and around them in generally. From this point of view, it was considered expedient for educator-teachers to expect the following communication requirements for the formation of preschool children as individuals, and was given wide place to them in the dissertation work:

a) the establishing of democratic communication with the child for forming and developing of his(her) personality, creative abilities, knowledge and skills;

b) provision to the mastering of knowledge, ability, skills and communication skills system, which allowing to the acting of child as the subject in different fields of activity educational-upbringing process;

c) extensive using opportunities from pedagogical communication, educator-teacher-child attitudes in their formation as individuals, for physical, mental, social, communicative and intellectual improving of children;

d) refusing to educator-teacher-child cooperation, under the conditions of authoritarianism, psychological tension; creation an environment able to communicate sincerely communication with children, etc.

II chapter of the dissertation, which named “The influence of pedagogical communication in preschool education on the formation of a child's personality” consists of three subchapters.

It was shown in the I subchapter, which named “**Socio-psychological supporting of the educational process as a means of pedagogical communication**”, that the successful realization of wide and complex educational-upbringing process of preschoolers and their resulting connected with a number of factors. And one of them is the socio-psychological supporting of the educational process with children. Social-psychological completeness causes the upbringing to more successful and the comprehensive conducting. Even pedagogical communication also appears as a process of socio-psychological interacted influence and manifests itself.

Communicating between the educator-teacher and child becomes the tool and device when, the forming of the child's personality was based on the respect and humanistic attitude. From this point of view, the dissertation noted, that the communicative needs of preschoolers are taken, starting with the good intention of adults, from their pleasant smile and look, and then, it became to the child's self-affirmation, independence, spiritual attachment to loved ones becomes, and the longing for them has risen to a high degree.

Children obtain various knowledge and skills, which also give a special orientation to the perception of real existence in communicating process. Practice shows, that communicating also takes part in manifesting of mental processes in a peculiar way and has a positive effect to the creating of a positive psychological environment in the collective. At the same time, creating for child's the convenient, teaching - which resulted their developing, and the supporting environment, that create wide opportunities to this process. Requirements and their influence opportunity on children developing; having social characteristic content of educational-upbringing event, which will held and the psychological support of the activity, that, on which level of influence on the psyche of children; was specially noted in dissertation.

The meaning, possibilities and ways of preschoolers personality forming the personality were reflected in the second subchapter of the chapter, under the name **“Opportunities and ways of forming the personality of preschoolers in the process of pedagogical communication”**.

It was shown in subchapter, that the differentiated approaching in attitude between educator-teacher and children is an important factor in influencing to training results. Children, who are unconfidence themselves, bashful, avoid communication, and can't doing tasks are especially sensitive to the educator-teacher's attitude to them at classes. Such children feel themselves more confident, when they see, that educator-teacher pays attention to their thoughts, properly appreciates their efforts, rejoices in their successes, upset of their failures.

Processes of training (classes) with children and extracurricular educational activities are taken as the main source, their environment for formation of pedagogical communicating, their capabilities was explored, and communicating of positive effect on their knowledge, skills and habits forming; was justified in the dissertation.

More depending of the effectiveness and educational-upbringing work of communicating between the educator-teacher and child; at the level of pedagogical cooperation, creating of spiritual communication with children in the training process plays the main role in

their forming as the personality. From this regard, the following processes should be considering: the entering of educator-teacher to the group room; the facial expressions; greeting with children; individual appeal to children separately; or appeal to whole group, the creation of active mood. Simplicity; expressiveness, educator-teacher's expressive, beautiful, fluent and emotional speech, making a pleasant impression; exactingness to herself and to hers children; respect for the child's personality; kindness and courtesy towards them; etc. should not be over-looked as the main conditions that ensure the effectiveness of communication.

In III subchapter of the chapter under the name “**Organization and carry out of the pedagogical experiment**” the carrying out experimental works was generalized and substantiated in preschool educational enterprises. During the researching, the pedagogical experiment was carrying out on three stages: defining (2017-2018 academic year), teaching (2018-2019 academic year) and testing (2019-2020 academic year).

The experiment was conducted during 3 academic years covering the years 2017-2020. In 2020-2022, the quality of the experiment was checked again. Baku's "Carnation" nursery-kindergarten, nursery-kindergartens Nos. 174, 303, 340 and preschool educational institutions Nos. 4 and 18 of Sumgait city were involved in the experiment.

At I stage (2017-2018), the level of the real situation on the problem, which we are exploring was revealed in kindergartens. Documents were explored, conversations, interview were held with employees of preschool educational enterprises and children, classes and extracurricular activities were observed, certain generalizations were made 132 children and 11 educator-teachers took part at the experiment.

At II stage (2018-2019), teaching experiment was carried out at school training groups for defining the pedagogical communicating role in children personality formation. Educator-teachers carried out work with children on the basis of instructions, which was prepared

by us, a lot of teaching work was realized on researching of various types and methods of pedagogical communicating.

At III stage (2019), a testing experiment was carried out for testing the of organization pedagogical communicating between educator-teachers and children, which based on the system of applied work. At the same time, it was defined the developing of children level, were compared obtained results with the previous stages, and confirmed the advantage of presented system. Obtained experimental materials and the main results of the work was generalized.

At this time, the following specific defects were appeared, which consists of: basically, in different situations of communicating; the dependence of children on older; from demonstration of unbelieving communicating in order to the weak ability for organization the mutual communicating of educator-teachers during communicating not taking into account the age and individual characteristics of children', and etc.

During the teaching experiment, a number of works were carried out with educator-teachers and children: (activation of pedagogical communicating in exploring process using traditional and modern methods, new technologies; expecting problems with integration at trainings; creative using from a number of pedagogical communicating style; and improvement of pedagogical communicating efficiency (holidays, excursions, exhibitions, etc.) during extra-curricular activities);

Grading of defining and teaching experiments results was determined using the testing method (presentation of tasks, games, tests and situations) Test experiment was carried out on the basis on criteria of pedagogical communicating, which defined by us: (verbal and non-verbal components of the appeal; educator-teacher's attitude to children' changeable behavior; creating suitable psychological environment in group; approaching to each child as personality and inculcate mutual respect feeling between children; patient situation of the educator-teacher's and children' actions in unpleasant situations; the influence of educator-teacher to the creating of the positive concept "I" in children; the formation of positive self-grading reaction in children. etc.)

During the teaching experiment, was carried out a number of problems realization. (realization of didactic model of pedagogical

communicating with children 5-6 aged in preschool enterprises and providing pedagogical communicating in different types of activities (training and extracurricular).

It was realized didactic model of pedagogical communication, which has been worked on influsing of children personality forming during the teaching experiment. This model conserved carrying out works in a planned manner on pedagogical communication.

Method, which had been worked, was consistently included to the trainings and extracurricular activity. During the experiment child' each feeling was provided, such as: potential detection; to be in a good mood; interest; tendency; to be enterprising; and belief.

It was given special attention to the organizing of pedagogical communicating, during the training, labor and game process (Table 2).

Table 2
Realizaion level of pedagogical communicating
(before the experiment)
Note on levels: L - low, M - medium, H – high

Years	Pre-school enterprises	Number of children (5-6 ages)	Type of activity								
			Training			Game			Labor		
			L	M	H	L	M	H	L	M	H
2017 2018	Control groups	67-100%									
	Baku “Qaranphil”		34	25	8	31	27	9	35	22	10
	Baku №174		50,7	37,	12,0	47,0	41,0	12,0	52,2	32,8	15,0
	Baku №303		%	3%	%	%	%	%	%	%	%
	Experimental groups										
2017 2018	Baku №340	65 100%	32	27	6	33	24	8	36	25	4
	Sumgayit №18		49,2	41,6	9,2	50,8	36,9	12,3	55,4	38,5	6,1
	Sumgayit №4		%	%	%	%	%	%	%	%	%

As seen, both the control group (67 man) and the experimental group (65 man) had a low level of communication skills in the teaching process (50.7%~49.2%), on medium (37.3%~41.6%) and high (12.0%~9.2%) indicators, low (47.0%~50.8%), medium(41.0%~36.9%) and high (12.0%~12.3%) in game process; organizing of pedagogical communication in the labor process had been approximately equal indicators: low (52.2%~55.4%), medium (32.8%~38.5%) and high (15.0%~6.1%).

It was given wide place to pedagogical communicating during extracurricular activities (excursions, conversations, debates, etc.), and was defined their positive role in developing of pedagogical communication (Table 3).

Table 3.
Communication levels during extracurricular time and adaptation (before experiment)

Years	Pre-school enterprises	number of children (5-6 ages)	Realization level of pedagogical communication (during extracurricular time and adaptation)					
			adaptation			during extracurricular time		
	Control groups	67-100%	L	M	H	L	M	H
2201720 18	Baku "Qaranphil"	23	39	21	7	38	23	6
	Baku №174	21	58,2	31,3	10,5	56,7	34,3	9,0
	Baku №303	23	%	%	%	%	%	%
	Experimental groups	65-100%	41	20	4	37	22	6
2201720 18	Baku №340	22	63,0	30,8	6,2	56,9	33,8	9,3
	Sumgayit №18	20	%	%	%	%	%	%
	Sumgayit №4	23						

As seen, the level of adaptation, both the control (67man) and the experimental group (65 man) the adaptation level of the kindergarten children in process of pedagogical communication correspondingly is: low(58.2%~63.0%), medium (31.0%~30.8%), respectively, and high (10.5%~6.2%) indicators; pedagogical communicating indi-

cators with participants during of different extracurricular activities: low (56.7%~56.9%), medium (34.3%~33.8%) and high (9.0%~9.3%), approximately is equal level. Effectiveness of the teaching methodology was determined at the testing stage of the experiment, communicative skills and abilities of children were compared between before and after indicators of experiment (Table 4).

Table 4
Results of the testing experiment in the process of training, labor, game with 5-6 aged

Years	Pre-school enterprises	Number children of (5-6 ages)	Realization level of pedagogical communicating (training, game, labor)								
			training			game			labor		
			67-100%	L	M	H	L	M	H	L	M
2017 2018 defining experi- ment	Baku "Qaranphil"	22	34	25	8	31	27	9	35	22	10
	Baku №174	23	50,7	37,3	12,0	46,3	40,3	13,4	52,2	32,9	14,9
	Baku №303	22	%	%	%	%	%	%	%	%	%
	Experimental groups	65-100%									
2019 2020 testing experi- ment	Baku №340	21	7	38	20	6	35	24	8	37	20
	Sumgayit №18	22	10,8	58,4	30,8	9,2	53,8	37,0	12,3	56,9	30,8
	Sumgayit №4	22	%	%	%	%	%	%	%	%	%

As seen from the table, while pedagogical communicating in the training process was 50.7% low, 37.3% medium, 12.0% high, in the experimental groups these indicators were many higher: was fallen to the low of 10.8%, rose to the medium of 58.4% and rose to the high level 30.8%. During the game process, the low was 46.3%, the medium - 40.3%, the high -13.4%, while in the experimental groups

percentage has fallen the low to 9.2%, the medium to 53.8%, the high to 37.0%. Although, in the labor process, the low level was 52.2%, the medium was 32.9%, the high level was 14.9%, but in the experimental groups the, the low level percentage has fallen to 12.3%, medium rose to 56.9%, high was rose to 30,8%. Changes during the adaptation of children to preschool land extracurricular activity was also noticeable degree. (Table 5).

Table 5.
Communication levels during adaptation and extracurricular time

Years	Preschool enterprises	Number of children (5-6 ages)	Realization level of pedagogical communication					
			adaptation			during extra-curricular time		
	Before experiment	67 100%	L	M	H	L	M	H
2017- 2018 defining	Baku “Qaranphil”	23	39	21	7	38	23	6
	Baku №174	21	58,2	31,3	10,5	56,7	34,3	9,0
	Baku №303	23	%	%	%	%	%	%
	After experiment	65 100%						
2019 2020 testing experiment	Baku №340	21	8	27	30	7	27	31
	Sumgayit №18	22	12,3	41,5	46,2	10,8	41,5	47,7
	Sumgayit №4	22	%	%	%	%	%	%

As seen, there have been many changes in pedagogical communication levels during the period of adaptation and extracurricular activities. If the children adaptation level to kindergarten in the defining stage was low 58.2%, medium 31.3%, high 10.5%, while the dynamics of developing in the experimental groups, showed high results. Thus, the low indicator was fallen from 58.2% to 12.3%, the medium from 31.3% to 41.5%, and the high indicator was risen from

10.5% to 46.2%. Efficiency progress has been observed on the pedagogical communicating level during extracurricular activity. Although, the low indicator was 10.8% in defining stage, 56,7% had been fallen in the experimental group. The medium indicator had been rose from 34.3% to 41.5%, in high level from 9,0% to 47.7%.

Thus, we can to conclusion, that if the educator-teachers help children in choosing activities, on the sequence of work, which was done, gives independence on choosing methods for working, cooperate with them on closely positions, the child gets the interest, the high emotional enthusiasm, occurs the intensive mental activity. Educator-teacher's creating conditions for children' free self-expressing, providing them with psychological, informational and organizational supporting, stimulate them to be more active and activates communicating.

During of experimental work, serious attention should be paid to the problems of organizing pedagogical communicating with children 5-6 aged in the process of teaching, game and labor, carrying out activities of different intensity showed, that carrying out of the different intensive characters activity has shown, that the child's activation has a efficiency impact on the deepening of pedagogical communicating, that affects to the child's personality developing.

Thus, our researching work had been the reason to the following conclusions:

1. Pedagogical communication is the professional communicating of the educator-teacher with children, parents and colleagues of a preschool enterprises, that positively influences to the forming of suitable psychological atmosphere and the successfully solving of pedagogical problems. Pedagogical communication is the organization of communication, mutual understanding and interaction between children and educator-teachers, is a comprehensive forming process. Incorrectly organized pedagogical communicating creates excitement and uncertainty in children, reduces the efficiency of colleagues, and causes tension in behavior.

2. The base of educator-teacher's communication consists from the professional communicating, which he(she) realized with the

preschool aged children in the process of education and upbringing. The interaction of pedagogical communication in the process of this activity, between educator-teacher and children connection attitude; demonstrates the socio-psychological developing, which arised from interactions on children and creates the foundation for formation of a comprehensively developed personality.

3. The effectiveness of the education-upbringing process changes depending on the nature of pedagogical communication. From this point of view, it is necessary, that pedagogical communicating gives emotional comfort, the heart comfort, supporting and being the teaching. The educator-teacher rules pedagogical communication, playing the organizer's role of this process. That's why, it is important for him having a deep knowledge of the developing characteristics of each age group, the needs for communicating. For observing information about children, it is advisable for the educator-teacher's using the research methods of modern psychology, especially the observation and interviews methods. Communication is carrying out on the form with younger aged children softer, and with older aged children more sensitive.

4. In the researching process, it was determined, that the main features of pedagogical communication in preschool enterprises are:

- professional communication of the educator-teachers with children during and after classes;
- creating a favorable atmosphere in enterprises with having certain functions of pedagogical communicating;
- orientation of pedagogical communicating to the education - upbringing process, the attitude of adults with smalls, mutual understanding of children with peers, orientation from point of psychological optimization.

5. One of the necessary factors is the using by the educator-teacher when communicating with children in the following ways:

- direct pedagogical influence. This influence is directed to children and affects their behavior, interaction attitudes, i.e. explanations, instructions, sympathy, and reproach

- indirect pedagogical influence realizing through others. That is, the educator-teacher changes the situation in such a way, that children, without any obstacles or instructions, choose the necessary form of activity.

6. Pedagogical communicating with children during the game, gives more effective results. The content and form of pedagogical communicating during the game significantly depend on the tasks, which was set by the educator, and on their solving and leadership of children' activities. Pedagogical communicating with the preschoolers, carried out indirectly through the game. In this process, educator-teacher orients children' activity and developing to any direction, regulate attitudes and resolves conflicts.

7. Pedagogical communication, which was organized properly forms favorable conditions for the preschoolers' creative activity of developing. The active personal communicative potential is greater in this process. Thus, during the active games, their cooperation, the sharing their joys and sorrows with each other, with providing mutual understanding, together form cooperative creativity atmosphere. Educator-teacher's choosing of the democratic communication style for children gives more successful results.

8. The results of researching work, which was carried out showed, that it happens some social, psychology and physiological changes with preschool aged children. If educator-teachers shouldn't take into account these preschool aged children' characters during education-upbringing process, recession, at least conflict is – unavoidable. As a result, the education-upbringing quality falls, and this affects the communication between the educator-teacher and child; in a result, the child's personality develops in the negative direction.

9. Observations and the experiments, which was carried out, showed that pedagogical communication, which was effectively organized, creates psychological contact, between the educator-teacher and the child in pedagogical activity. This contact removes different psychological hurdles, gets used them to cooperation and makes them the subject of the pedagogical process.

10. We encounter with confusing ways of communication in most cases in pedagogical process. Sometimes the aspect of an authoritarian style of communication are very quietly effective. But, in spite of this, it is given more importance to the democratic communication style of the educator-teacher. Because, this way of communication has a significant positive impact the goal, we setforming of children as the personality.

11. The work of children together with the group, the ability for corporation with both peers and adults, lays the foundation for forming successful social communication with other members of society, and organizing opportunity themselves life.

12. Educator-teacher-her(his) personality develops the thinking and cognitively abilities of children, forming their personalities. Along with the professional level of the educator-teacher, his (her) personal qualities also play an exceptional role in forming of the child personality. Educator-teacher's personality gains great importance in the developing of child's personality. Educator-teacher, who formed hers behavior model, social norm, and cultural values in the education-upbringing process also affects to the children' on formation, as personality.

13. The positive attitude to child's personality, which is the important element of pedagogical communication, is connected with the transiting from a psychological point of view, from the "subject-object" system to the "subject-subject" system in pedagogical practice.

14. Communication, between the educator-teacher and the child is influenced a number of factors: the appearance of the educator-teacher, his(her) speech, sincere, kind attitude with the children. The teacher's love for his (her) profession, also plays an important role in his(her) ability to communicate with children.

15.The cooperative work on activity, which carries out between educator-teachers and parents, for provision development of children gives effective results. From this point of view, developing and applying of the forms and methods of increasing the pedagogical knowledge of parents is necessary.

Results, which was obtained, allow us to make the following suggestions:

1. The exploring and special research of educator-teacher's pedagogical communication, who has a special specificity, in the conditions of an emotional discomfort position of the children.

2. Exploring and researching of influencing mechanism in the family to the culture of influencing children' communicating.

3. The approach from the new level between educator-teacher and child, educator-teacher and parent, directing and educator-teacher, child and child communication forming in preschool education enterprises.

4. Respecting of the children, establishing the communication with them in a dialogical form, enhancing to the developing positive effect to respecting child personality, communicating, upbringing of children .

5. Developing of democratic style of pedagogical communication in preschool educational enterprises, creating of conditions for sincere communicating of children with each other and achieving of practical communication activity.

6. Organizing of training on the program (curriculum) of preschool education in Azerbaijan Republic, enlightenment of educator-teachers, and expansion of using educational programs in preschool enterprises.

The main content of the dissertation is reflected in the following scientific articles:

1. Personality Socialization factors //Educational Problems Institute of Azerbaijan Republic. Materials of the Republican Scientific Conference “Strategic goals in education of Azerbaijan”. Baku, 16 December, 2015, pp. 32-33.

2. Features of pedagogical communication // Ministry of Education of Azerbaijan Republic. Materials of the XXI Republican Scientific Conference of doctoral and young researchers, I Part, Azerbaijan University of Oil and Industry, 24-25 May, 2016, pp. 333-335.

3. Duty and contention of cultural behavior, communicating and activities preschool children aged // Ministry of Education of Azerbaijan Republic. Educational Problems Institute of Azerbaijan Republic. Nakhchivan State University. Priorities of educational policy in Azerbaijan: modern approaches. Materials of the International Scientific Conference. Nakhchivan, 25 November, 2016, pp. 109-110.

4. The main directions of influence to the child personality in the process of pedagogical communicating in 2016 // Ministry of Education of Azerbaijan Republic. Materials of the XXI Republican scientific conference of doctoral and young researchers I Part, Baku State University, 24-25 October, 2017, pp. 227-229.

5. "Their influence of interrelation between the educator teacher and child on the child's educational activities". Scientific journal "Innovation Pedagogy", publishing 8, Odessa, 2018, pp. 66-69.

6. Expectation of educator-teacher's and children' attitudes in the forming of children' personality // Pedagogical University News. Series of humanitarian, social and pedagogical-psychological sciences. ISSN 2520-2014. Baku, 2019, p.67, №4, pp.276-281.

7. Educator-teacher's pedagogical politeness in the pedagogical process – the basis of his(her) pedagogical skills // Baku Girls University. Scientific work. 10 volume, No 2, 2019 (38), pp. 259-263.

8. Opportunities and ways of forming preschoolers personality in process of pedagogical communicating//Azerbaijan Republic Institute of Education. Scientific work. Baku, 2019, volume 86 No. 4, pp. 80-83.

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10. Familiarizing ways of preschool aged children with professions//Profession education and human capital. Scientific-practical, methodical journal. 2 volume, No. 4, 2019, pp. 81-85 (coauthor).

11. "Problem formation in scientific, pedagogical, methodological literature, theme and content of pedagogical communicating". Modern science. Series: Humanities. Moscow, 2021, No. 11/2. pp. 79-84.

12. Cooperation preschool educational enterprises with the family in preschool age children upbringing //II International Scientific-Practical Conference: “Multidisciplinary Research: Perspectives, Problems and Bases” // 26 November, 2021-Vienna, AUT. pp.13-16.

13. The formation of the need for emotional communication from an early age // Proceedings of the 13th International Scientific and Practical Conference «Scientific Research in XXI Century» // December 6-8, 2022- Ottawa, Canada. №135.90-93.

14. Competency-based in child communicative development the role of approach // Proceedings of the 4th International Scientific and Practical Conference «Scientific Paradigm in the Context of Technologies and Society Development»// December 16-18, 2022. Geneva, Switzerland. №136, p.106-112.

15. Pedagogical process of communication in preschool educational institutions: experience of the Azerbaijan Republic // Bulletin of Moscow University. Episode 20. Teacher education. 2023.T.21, No. 3. p.150-164.

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