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INTERCULTURAL FEATURES OF COMMUNICATION AND SPEECH DEVELOPMENT IN PRESCHOOLERS

The article deals with the problem of the development of speech and communication skills in preschoolers from the standpoint of their intercultural differences. The analysis of the results of significant differences between Chinese and Belarusian preschoolers in the level of speech development and communication styles is given.

Keywords. Cultural differences, preschool children, language development, communication skills, China, Belarus.

МЕЖКУЛЬТУРНЫЕ ОСОБЕННОСТИ КОММУНИКАЦИИ И РАЗВИТИЯ РЕЧИ У ДОШКОЛЬНИКОВ

В статье рассматривается проблема развития речи и коммуникативных умений у дошкольников с позиций их межкультурных различий. Дается анализ результатов значимых различий между китайскими и белорусскими дошкольниками в уровне речевого развития и коммуникативных способностей.

Ключевые слова. Культурные различия, дети дошкольного возраста, языковое развитие, коммуникативные навыки, Китай, Беларусь.

Introduction. With the development of globalization, communication and interaction between different cultures are becoming more frequent, which makes the ability to communicate cross-culturally an important skill necessary for modern society. In this context, it is especially important to understand and respect cultural differences, especially in speech and communication styles. Speech is a complex mental function that mediates other mental processes, influences their formation and development, regulates human behavior, and shapes his personality. Since preschool age is a critical period for language acquisition and cultural assimilation, the speech and communication characteristics of preschoolers depend not only on their physiological and cognitive development, but also on the cultural environment in which they live. Thus, the study of speech and communication characteristics of preschoolers in various cultural contexts is of great theoretical and practical importance for promoting intercultural understanding and communication.

Material and methods. The purpose of this study was to study cultural differences in speech and communication between Chinese and Belarusian preschoolers. The sample of the study was preschoolers aged 4-6 years. In China, the sample consisted of 30 children from kindergartens in Shandong Province, and in Belarus, the sample consisted of 30 children from kindergartens in Vitebsk. Methods for diagnosing the development of children's speech: V.I. Yashina [1], a map of observations of the manifestations of communicative abilities in preschoolers A.M. Shchetinina, M.A. Nikiforova [2]. The data obtained were processed by descriptive statistics and the Student's T-test.

Results and their discussion. Comparing the average values according to the conducted methods, it can be noted that: the communicative qualities of personality among Belarusian preschoolers amounted to 7.1 points, while among Chinese children this indicator is higher – 8.09. Analyzing the average values for the indicator of communicative actions and skills, here

in the Chinese sample it was 7.73, and in the Belarusian one it was slightly lower – 7.27. Drawing conclusions about the general level of development of communication skills in preschoolers from China (average 71.7) higher than that of Belarusian children (average 65.1). These indicators correspond to the average level of development of communication skills. Consequently, according to the results of the conducted methodology, the Map of observations of the manifestations of communicative abilities, preschoolers from both samples are empathetic, friendly in communicating with each other, express a desire to communicate with both adults and peers, act as organizers, initiators of games, communication, and interaction.

The results of measuring communication skills in Chinese preschoolers amounted to 1.96, and in Belarusian – 2.56. Analyzing the features of sound reproduction, we also note that in Belarusian preschoolers it is also higher (average 2.6), while in Chinese preschoolers 2.36. Thus, it can be assumed that Belarusian children have better developed listening skills and they understand speech, they participate in communication more often on the initiative of others, they know how to use forms of speech etiquette.

To identify significant differences between the two groups, a t-test was used for independent samples. To identify significant differences between the two groups, a t-test was used for independent samples. According to calculations, statistically significant differences were obtained in terms of immediacy, direct: $t=4.416$, $p<0.001$. Consequently, Chinese preschoolers speak and act directly, more openly demonstrate their attitude towards people and problems; are more sincere in their statements, in expressing their feelings; openly declare their intentions. Differences were also found in the Confrontation indicator ($t=4.670$, $p<0.001$), which suggests that Chinese preschoolers are more boldly defending their position (but without conflict); they prove, argue, and try to convince of their rightness than Belarusian preschoolers. Perceptual skills are also higher in Chinese preschoolers ($t=2.38$, $p<0.05$), therefore, children strive to understand the other, his thoughts, feelings, they are more observant, aware of the characteristics of other children, adults.

Chinese preschoolers have a lower level of communication skills compared to their Belarusian peers ($t=-3.449$, $p<0.05$), which means activity in communication; the ability to listen, communicates taking into account the situation.

Thus, the study revealed significant differences in indicators of the formation of communication skills and the level of speech development between Chinese and Belarusian preschoolers.

Conclusion. In general, it can be said that Chinese preschoolers are characterized by a more active position in all respects – they are prone to leadership, are able to communicate avoiding conflicts, and are more emotionally prosperous. Belarusian preschoolers, on the other hand, are more sociable, sociable, and use their communicative abilities to communicate with both adults and peers. These findings emphasise the importance of taking cultural factors into account when designing educational interventions in cross-cultural contexts, and the need to adapt support for children's holistic development to their cultural contexts and social settings.

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