

*Materials of Conferences***CHILD'S COMMUNICATION AS A BASIC ELEMENT OF INTERPERSONAL RELATIONS IN MODERN SOCIETY**

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Child's social environment, where he grows up and develops, is full of things that a preschool age child is eager and able to learn and understand. A child perceives himself as a representative of the humanity, learns people and relations between them, their activities, life style, material and natural world. Social life, being diverse and complex, contradictory and ambiguous, help a child develop his activity while he learns to understand the world. Teacher chooses material that let children establish and reveal cause-effect relations between the social occurrences and facts, find the common and differences, analyze and compare, be creative in learning. Analyzing the examples of different content, one can observe how children perceive it.

Society sees childhood only as a time of «preparation», i.e. it denies the value of childhood for a child. Meanwhile, continuous educational process, which links the preschool and school years, does not mean to estimate the present from the viewpoint of the future. Only if childhood is seen as a valuable lifetime, can children become adequate schoolchildren in the future, and develop personal traits that let them step across the limits of the childhood.

Demands of children and adults for developing their personal, non-utilitarian relations are being sacrificed to education. Due to this sacrifice, education loses its "human radical" and suffers from dehumanization. Child should live the world of art, enjoying all its diversity and richness. Nothing compares to art in its powerful effect on a child. Art is a unique mean of psychological development – emotions, creative thinking, artistic and creative skills. Preschool age is the time, when children develop aesthetic perception, attitude to culture and a need for art activities. That is why is it necessary to introduce art into a child's life, show him the world of music, fantasies, theater and dance. It is important to offer a child diverse possibilities to get acquainted with art, include it into everyday life, create conditions for child's art activities. Rich child's inner world bases on newly acquired knowledge, skills and activities that reveal him the horizons of new knowledge and activities, prompt him to speculate, set up hypotheses, activate demand for more knowledge. Learning the variety of a native language is one of the main conditions of personality formation and learning the values of a national culture; it is closely connected with mental, moral, aesthetic development, and is a priority issue in the speech development in preschool children. Furthering speech development in preschool children should include special communication situations (individual

and in group), when a child can communicate freely. Such situations help enrich the vocabulary, learn the ways to express ideas, improve speech understanding. In special group plays child can choose linguistic means, make a personal «linguistic contribution» to solving a common task. In these activities children develop an ability to express their thoughts, intentions and emotions under condition of constantly changing situation.

The described conditions create a favorable climate for internationalism, which means communication between the children of different nationalities in the modern society, as well as learning the life of other nationalities. In child years, internationalism is formed through finding a common human ground in different national environments: the main direction here is to help a child understand the universal human values, which can be revealed through learning the own national culture – its dances, songs, tales, proverbs and sayings. Children should get an idea of a diversity of human languages and develop a positive attitude towards them. The process of formation of child's inner world involves the development of imagination and creativity, ability to act independently, child's demand for an active position in life. They become a part of the initial format of thinking and interpersonal relations. Well developed imagination let a child overcome stereotypes of their own behavior, roles, enable to build new game scenarios. Basing on imagination, children show the first signs of creative attitude to reality.

Creative process is a qualitative transformation from the already known to the unknown. Children are highly dynamic and flexible in search, which let them achieve individual results in their activities. Independence widens child's ability to conform his behavior with his own motives and those of the others. Particularly important here is not only to accept the existing rules, but also to set up new ones, be ready to accept the adult goals and set their own. All this develops a demand to be active, perceive and change the world, influence himself and the others. Children express their need to feel themselves as active personalities by desire to be different, act independent and in their own way, be important for other people.

To sum up, child develops his individuality and relations with adults, which are not aimed at some educational tasks or didactic goals; learns to communicate as a full-fledged partner. Development of child's personality and his emotional contacts with adults, as well as with other children requires a considerably new organization of a child's life in kindergarten, creation of conditions for free communication without instructions and child's emancipation. In the new century, every grown-up and child will understand the meaning of life. It should become inseparable from upbringing and education. Without under-

standing the meaning of life, the whole pedagogy risks to become groundless. Perhaps in the new century, science together with art, religion and philosophy will contribute to that a lot. Maybe, they will manage to do together what each of them did not manage to do alone in the past. The most important in education and upbringing of children in the new century, is to create conditions for communication on the basis of understanding of the meaning of life and place of a child in the modern society. Another important aspect of this concept is an idea about a more perfect human, creator of a new life. On this basis it will be possible to build a new system of upbringing and education, create different programs and methods.

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The work was submitted to international scientific conference «Modern education. Problems and solutions», Thailand – Cambodia, February 18-28, 2009. Came to the editorial office on 24.05.2009.

GENDER STEREOTYPES IN COMMUNICATION

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Nowadays the important role is played with processes of communication as means of formation of public consciousness as they allow people to communicate, understand each other, participate in joint activity, develop common sights, outlook. Courage and femininity and specific cultural characteristics which define social behavior of women and men, their mutual relations among them take place in each culture. It allocates essential space in ceremonies, folklore, mythological consciousness, «a naive picture of the world». Gender, in turn, concerns not simply to women or men, and to relations between them but to a way of social designing these attitudes, i.e. how the society "builds" human relations.

The analysis of researches in different areas of scientific knowledge testifies that gender stereotypes accumulate experience of generations concerning with women and men behavior, their character traits, moral qualities. A.V.Kirilina considers them, as «the special case of a stereotype concerning with knowledge of persons of a different sexes. In her opinion, they fix in language the representation about courage and femininity and

the models of individuals' behavior connected with them»¹. Gender stereotypes in communication are inseparable from an image of the woman or the man, and also the ideas of their applicability prevailing during this or that period. So, as the positive ideal dominated over pre-revolutionary Russia, it was an image of patriarchal mother, the mistress of interior, respectable Christian. During the Soviet period according to socialist ideas of active participation of women in a society the type of «working women and mothers», the active participant of communistic construction dominated. And when reorganization began, on the foreground the ideology of «natural applicability of the woman» again began to be put forward.

However, in the greater degree in language, patriarchal stereotypes which impose to person the certain picture of the world are fixed. Studying of language in the given direction is based on the hypothesis of Sapir-Warf: language is not only a product of a society, but also a means of thinking. Proceeding from this, the feminist linguistics reinterprets and tries to change language norms, considering the purpose of the researches «conscious normalization of language». So, for example, K.Operman, E.Veber, marking distinctions in the communications, recognize that initially women and men pursue the various purposes at dialogue. Girls, for example, feel necessity of confirmation of the personal qualities and "safety" of relations in conversation, young men, as a rule, do not require it. It implies, that the purpose of female dialogue is achievement of the coordination and minimization of distinctions whereas men prefer "independence" in conversation². In turn, A.Linke describes specificity of the man's and female communications in completely other aspects. In opinion of the scientist, girls avoid the use of lexical means of expression of force and use weaker forms. A principal cause of divergences is various areas of life experience of men and women and a different professional lexicon³.

Stereotypes of behavior of men and women are pawned since the earliest childhood, and it is no wonder, that they are rather proof though recently they were substantially leveled. It was accepted to carry out even color differentiation of clothes of babies - boys and girls earlier. For boys blue caps, and for girls - pink one - were bought.

The stated point of view is shared also by I.A.Sternin. The scientist on the basis of the experiments considers that education of men in a society is directed, first of all, on development of the certain man's qualities: force, tolerance, skill to hide the feelings to be quiet, not to cry, and other skills. Women during dialogue demand from men to show very opposite qualities: the woman wants, that the man was emotional, showed the feelings, was not competing, but cooperating, spends more time with the family⁴. It means that in sphere of dialogue, interests of women and men can appear opposite that will create ground for misunderstanding and even conflicts.

However, in conditions of modern culture of an industrial and postindustrial society, stereotypes in the