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COGNITIVE AND PERSONAL DEVELOPMENT OF A CHILD IN THE PROCESS OF COMMUNICATION

Abstract. Outside of society, human development stops and rapidly loses cognitive and personal qualities. Adults who have been isolated from society for a long time, not to mention children, become meaningless in their way of life. At this moment, a person may forget his language and lose the ability to speak and his mind. If so, communication directly contributes to preserving human qualities and the person's mental development. Communication occupies an essential place in the development of the cognitive and intellectual activities of the individual. The speech activity of the individual develops in the process of communication, and the ability of the individual to communicate contributes to cognitive–personal development. The object of study of social psychology is the study of the laws of formation and mental development of personality traits of a child, his behavior and actions in various situations, combining people in society according to their proximity in frequent situations (family, kindergarten, study groups, production team).

Keywords: cognitive-personal development, communication, personality, community, society, language, speech process.

Introduction. The age-specific development and personality formation result from their interaction with the environment. To determine how the personality of a child is formed, it is necessary to study the nature of his communication in the system of relations «parent-child», «teacher-child», «child-child», etc. The personality traits of the child develop in the process of communication. Communication contributes to his cognitive-personal development and is the basis for forming his mental processes.

The child's psyche first begins to form in the process of communicating with adults. Adults instill in the child the universal human experience accumulated over thousands of years. In mastering this experience, the child acquires new knowledge and the foundation for learning new behaviors. Material activity and mental processes formed in communication are gradually reduced and «accumulated» during their development, and the features of social creation become so hidden that they master the feature of active attention or liberal memory, which begins to require specific analysis. That is why, in some cases, a child's development is narrated not in the actual external forms of communication but as the main properties of mental life, which scientists conclude that its roots lie at the root of the psyche.

Conditions and methods of research. Communication is a phenomenon that forms for humanity at different levels and different stages. Communication is the level of cultural literacy and cognitive-personal development based on a person's knowledge and qualifications, skills, and internal values. Currently, in Psychological Science, the emergence of higher mental activity and cognitive activity (L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev, O.K. Tikhomirov),

personality development and personality traits (B.G. Ananyev, L.I. Bozhovich, V.S. Merlin, I.E. Bekeshkina), the problem of communication (B.G. Ananyev, G.M. Andreeva, A.B. Dobrovich, A.A. Bodalev, M.I. Lisina, A.A. Leontiev, B.F. Lomov, V.A. Kan-Kalik, Yu.L. Khanin, etc.) we see that the psyche is a way of forming new knowledge and a factor of social interaction of the individual.

Results of the research. Communication, as a combination of labor and cognition, is included in the essential human activity triad, relying on consciousness development. Communication is a means of communication that regulates human activity and behavior, carrying information about human and interpersonal relationships and creating an opportunity for changes in the individual's inner world. Here, it is said that communication performs a communicative function. The process of personality development is, firstly, the process of adaptation of a person from others (with a capital letter) to the truth of the world.

Secondly, the process of personality development is the destruction of the personality structure.

Third, the process of personality development is a movement from content to content-free relationships [1].

In the work of G.M. Andreeva, the socio-perceptual, interactive, and communicative components of the communication structure are highlighted. G.M. Andreeva considered communication as a social and individual phenomenon that occurs in the interaction of people and various real communication situations and is reflected in information, which is simultaneously accompanied by communication and the rebirth of the inner world of a person. Here, the psychologist monitored the relationship between interpersonal communication and the internal situation and tried to determine the acceptable number of relationships necessary for normal personality development. She chose the influence of communication on the formation of the individual's mental world and the main directions of communication of a person with other types of professional activity [2]. Communication is integral to any human activity (work, study, play). Therefore, the components mentioned above are conditions for the execution of actions.

A person is formed as a person due to communication and interaction with others. The concept of communication is close to the idea of communication. The Communication Act is analyzed and evaluated according to the following components: addressant – the subject of communication, addressee-to whom the message is addressed; message – the transmitted content of the message; code – how the message is sent, the communication channel and the result – those achieved as a result of the communication.

At the entire stage of development, the child gets used to the environment and learns qualitative patterns of behavior, and mental properties of his personality begin to form. The human psyche develops continuously throughout the entire period of life. According to the theories of Soviet psychologists (A.N. Leontiev, L.S. Vygotsky, S.L. Rubinstein), a child's mental development is determined by a social situation; this includes his position in society and the system of relationships with adults and peers.

The social state of development is not created by chance but by lively interaction between the child and those around him. The transition from one age period to another is associated with a change in the social status of development. So, a preschooler is a «game child»; that is, he determines the communication system with those around him.

Discussion of scientific results. The individual's asocial behavior results from a violation of the individual's interaction with the environment. From this we can conclude that:

- 1) deformation of the personality's relationships with the people around it - a consequence of certain life circumstances;
- 2) determines the complexity of the child's personality structure with complex relationship deformation [3].

From our point of view, personality traits have aspects that contribute to or hinder communication effectiveness.

The works of L.S. Vygotsky on the origin and nature of higher mental functions and the theories of S.L. Rubinstein on the relationship of the psyche to conscious external material activity occupy a significant place in Psychological Science on the personality problem [4, 5].

Essential is the understanding of the well-known Soviet psychologist A.N. Leontiev, obtained by studying mental development at different stages of personality, primarily about the features of its relationship [6]. He argued about the corresponding types of activities and leading activities that fully determine the system of personality relations with society and occupy a central place in mental development.

Each stage of mental development is characterized by a confident leading attitude of the child in reality at this stage and is considered the top type of his known activity. The leading activity is not just an activity that motivates the development that often occurs at that stage. For example, in the preschool period, the maximum activity is considered a game, and in the school period—a lesson. But it is not said that the child does not play games within the school walls, cognitively, sports, etc.

M.I. Lisina noted that in personal development, the child's cognitive development process occurs in all types of communication. In his opinion, communication is an essential factor and an indispensable condition for the normal mental development of a child. The need for communication with the surrounding people is a significant income that has its original meaning in a person [7].

The need for direct communication with other people is one of the basic social needs of a person. By establishing relationships with other people, a person satisfies the need for new cognitive impressions and new information. These two continuously interconnected needs serve from the first days of a person to determine his mental development—the need for communication in joint activities. In addition, communication forms the most essential aspect of human life [8]. Therefore, further study of the human psyche, including cognitive processes, is crucial to consider them in the context of communication, not only in the «subject-object» relationship but also in the «subject-subject» relationship plan.

Any ratio of Subject-subject is closely related to the ratio of subject-object. This process involves self-knowledge, self-awareness, self-control, etc. in interacting with others, the subject becomes an object of cognition. But for it to be an object of cognition, it must be formed as a subject. In this case, it is necessary to understand the word's meaning. The unification of consciousness and action is determined in connection with this concept.

In the same way, according to M. Erkinbekova, the study of the culture of the collective is carried out in such a way that people in every collective are attracted by the other. Following another identity, we form a collaborative culture and develop a humane and humane attitude [9]. Therefore, in the study of the precepts of perception and understanding of speech or the content, intelligibility,

clarity, and ineffectiveness of speech, psychologists often find specific opinions in situations of determining the relationship between speech and thinking, that is, the analysis of what is a product of speech activity.

The indicators of perception of cognitive activity in communication include readiness to analyze the situation, the nature of the chosen goal, the ability to distinguish the cognitive task of the internal practical solution, the ability to apply the cognitive solution to a given experimental situation to achieve the same essential goal, the ability to put cognition in contact with the same practical task, which is a condition for its success.

The structures of communication and thought processes have many standard features. It is studied by O.K. Tikhomirov in the work «The Structure of Human Thinking Activity» in several ways to learn thinking, theory of Cognition, Logic, psychology, sociology, and TB. Considered as an object of research of scientific disciplines. In this regard, three terms can be distinguished in which the meaning of the thought process is most often used to exchange information with the second person. They are:

- thinking as knowledge (thought is, as opposed to feeling, conceptual knowledge);
- thinking – as a process, knowledge is acquired (as cognition of the transition from ignorance to knowledge);
- thinking – as one of the human abilities (the mind is faith, as opposed to will).

Psychology considers thinking, above all, as a process, a cognitive activity of the individual. Therefore, the influence of communication on the thought process depends on various factors, including the complexity of the problem being solved, people's mental abilities and levels of knowledge, the motivation of Joint Problem Solvers, personality traits, etc.

The essence and sincerity of a person's thinking activity convey sound through a clear word. Speech, as a complex mental phenomenon, expresses the reality, the essence of human thought. We interact with other humans through language [10]. Therefore, any relationship is a bilateral joint action. The leading role in the relationship is both the executive and the second is the partner. From this, it follows that the success of a relationship is determined by the harmonious connection between the two subjects.

Conclusion. Types of relationships develop from the day a person is born, depending on the influence of the environment at the age level. This bilateral psychological connection arose due to the commonality of people's mental states, caused by the understanding of the interacting parties and associated with trust and interest in each other. The assimilation of the content of communication in any activity can be caused by the level and nature of knowledge that is the basis of its activity, as well as professional skills, didactic competence, and ways and means of psychological influence on learners. Dependence in any process and the reasons for the relationship in its execution, changes in the public environment, and others affect the development of cognitive activity in the interaction between like-minded people.

Thus, the central area of a person at the age level, which includes mental properties, cognitive activity, and mental patterns, is communication, which is the leading indicator and factor in the development of his psyche. Communication will be the only factor and circumstance that ensures the cognitive-personal maturity of the child; then, communication will directly contribute to his mental development.

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ҚАРЫМ-ҚАТЫНАС ПРОЦЕСІНДЕ БАЛАНЫҢ КОГНИТИВТІ-ТҰЛҒАЛЫҚ ДАМУЫ

Аңдатпа. Қоғамнан тыс адамның даму процесі тоқтайды, әрі когнитивтік-тұлғалық қасиеттерін жылдам жоғалтады. Балаларды айтпағанда, ұзақ уақыт қоғамнан оқшауланған ересектердің өзінің өмір сүру бағыты мәнсіздікке айналады, сол мезетте тек тілін ұмытып, сөйлеу қабілетінен айырылып қоймай, сонымен қатар ақылынан да адасуы мүмкін. Олай болса, адамның адами қасиеттерін сақтауға, психикалық дамуына қарым-қатынас тікелей ықпал етеді. Тұлғаның когнитивтік және интеллектуалды әрекеттерінің дамуында қарым-қатынас маңызды орынға ие, тұлғаның сөйлеу әрекеті қарым-қатынас процесінде дамиды, ал тұлғаның қарым-қатынас қабілеті когнитивтік-тұлғалық дамуына ықпал етеді. Баланың тұлғалық қасиеттерінің қалыптасу және когнитивтік даму заңдылықтарын, түрлі жағдайлардағы оның мінез-құлықтары мен іс-әрекеттерін зерделеп, адамдарды жиі жағдайларда жақындықтары бойынша социумда біріктіру (отбасы, балабақша, оқу топтары, өндірістік ұжым) әлеуметтік психологияның зерттеу объектісі болып табылады.

Тірек сөздер: когнитивтік-тұлғалық даму, қарым-қатынас, тұлға, қоғам, социум, тіл, сөйлеу процесі.

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КОГНИТИВНО-ЛИЧНОСТНОЕ РАЗВИТИЕ РЕБЕНКА В ПРОЦЕССЕ ОБЩЕНИЯ

Аннотация. Вне общества процесс развития человека останавливается, и он быстро теряет познавательные-личностные качества. Не говоря уже о детях, само течение жизни взрослых, долгое время изолированных от общества, становится бессмысленным, и в этот момент можно не только забыть язык и лишиться способности говорить, но и потерять рассудок. Данный фактор приводит к выводу о том, что общение напрямую способствует сохранению человеческих качеств, психическому развитию человека. Коммуникация занимает важное место в развитии познавательных и интеллектуальных качеств личности, речевая деятельность человека развивается в процессе общения, а коммуникативные способности индивида способствуют когнитивно-личностному развитию. Объектом изучения социальной психологии является изучение закономерностей формирования и когнитивного развития личностных качеств ребенка, его поведения и действий в различных ситуациях и вопросов, часто возникающих в процессе объединения людей в социуме в результате совместной деятельности (семья, детский сад, учебные группы, производственный коллектив).

Ключевые слова: когнитивно-личностное развитие, общение, личность, общество, социум, язык, речевой процесс.