



## DEVELOPING DIALOGIC SPEECH OF PRE-SCHOOL CHILDREN ON THE BASIS OF A VARIATIVE APPROACH



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**Abstract:** *In this article, you can find solutions to a number of issues, such as improving the methodology of dialogical speech development of preschool children based on a variable approach.*

**Key words:** *preschool age, leadership activity, speech theory, speech technique, dialogical speech, monological speech, variant approach, the object of research.*

Analysis of general approaches to speech as an object of scientific research allows us to draw conclusions about the extreme complexity and versatility of this phenomenon, the study of which is extremely important for understanding all aspects of psychic development.

“Speech as a specific activity does not stand alongside other types of activity, it occupies a central place in the process of psychological development...” (A.N. Leontyev). By comparing these approaches that describe the language from different points of view, it is possible to distinguish general features of speech as an object of scientific study.

**Speech** is a process of using language (I.A. Zimnyaya, V.M. Solnsev). Speech activity of the subject includes language and speech as an internal tool and methods of its implementation.

**Speech is a mental phenomenon, a property of** a person with individual characteristics, which develops in the conditions of certain interpersonal cooperation of people. Unlike language, it is a phenomenon of people’s social property that develops in socio-historical conditions. Works on linguistics, psychophysiology allow us to talk about the fact that the issue of speech semantics is given priority in modern research (T.N. Ushakova, A.M. Shakhnorovich), and the increasing interest in test development on these problems. Psychophysiological studies studying the mechanisms of speech activity are an interesting and promising field of science.

N.I. Jitkin was the first to raise this problem. According to him, “the mechanism of speech is a living, flexible and constantly improving mechanism”. When analyzing the mechanisms of speech activity, scientists are based on the concept of N.I. Jitkin, on the one hand, and on the other hand, the basic rules of the approach to human speech behavior from the point of view of activity, comparing the mechanisms with the stages of speech activity. Last decade, the problem of “language ability” has been intensively discussed by linguists and psychologists, where language ability is understood as “individual characteristics that help to quickly form skills and abilities in mastering the language system” (F. DeSaussure, L.V. Sherba, J. Green, M.K. Kabardov, V.I. Markova et al.).

As a promising task of psychological research of speech, the construction of a conceptual model of human speech ability is considered as a psychological phenomenon (T.N. Ushakova). The following phenomena should be explained in the model: the transmission of thought through speech (i.e., the problem of speech semantics), in which the use of grammatical rules (i.e., language activation), the activation of the acoustic channel, as communication and social communication. the use of speech, the presence of the ability to describe all these operations in coordination with brain movements.

We refer to the concept of “Speech development” based on the above-mentioned ideas and descriptions regarding speech understanding. “Speech development is a change from simple to complex, from bottom to top; the gradual accumulation of quantitative changes is a process that leads to the occurrence of qualitative changes”. Teaching children’s mother tongue and developing their speech has a special place in the educational work of a preschool educational institution.

**Tasks for the development of preschool children’s speech are as follows:**

- Educating sound culture of speech;
- Vocabulary enrichment, strengthening and activation;
- Improving the grammatical correctness of speech;
- Teaching oral (dialogic) speech;
- Development of fluent speech;
- Cultivating interest in the artistic word;
- Preparation for learning literacy.

Ushinsky, describing the speech of children under 6 years of age, emphasized some of its features, for example, the incomprehensibility of sound, insufficient vocabulary, and lack of interdependence.

**He suggested various forms of training with children:**

- stories from children’s lives;
- exercises that help the child to see the properties of things, and by the age of 6 to compare pairs of things, to find commonalities and differences between them;
- storytelling based on pictures, which teaches children to answer questions, and then to tell a story fluently, clearly and freely;
- practical exercises that prepare children to read and write.

K.D. Ushinsky’s teaching about language and its role in the spiritual formation of the child is important for distinguishing the methodology of speech development as an independent science.

1. The theoretical foundations of the teaching methodology about the language and its formation were developed; its role in the development of every person was

shown, which made it possible to justify the leading position of the mother tongue in the development and upbringing of children.

2. The development of children's speech is considered as a long-term process of mastering the child's native language, its content and forms. This complex process requires proper and active leadership by the teacher.

3. The main rules of guiding the process of teaching the mother tongue: the goals of the primary teaching of the mother tongue; content and form of their implementation; the importance of demonstrativeness in the development of speech are elaborated and justified.

4. Work methods that ensure the development of the child's speech together with his thinking, spiritual and aesthetic feelings are shown.

K.D. Ushinsky writes: "When a child learns his mother tongue, he learns not only conditional sounds. Perhaps the spiritual life and power of the mother tongue were not absorbed from the mother's breast. He explains nature to the child in a way that no other naturalist can, he introduces the character of the people around him, the society in which he lives, its history and aspirations in a way that no other historian can; He brings the child to folk customs and folk poetry in such a way that no other esthetician is capable of this, and finally, he gives the child such logical concepts and philosophical views that no other philosopher in literature is capable of this. In these words of the great pedagogue, not only the results of mastering the mother tongue, but also the method of learning it: "not only teaches a lot but also surprisingly easy, teaches based on some unachievable method" confidence in the teacher's language is shown. Thus, while helping children to master certain artistic work in their native language, the pedagogue also fulfills the task of comprehensive education.

Dialog is taught in special classes (1-2 classes per month); During the day at the preschool educational institution, the child freely communicates with the teacher and other children. At home, adults should engage in dialogue with the child on various topics.

Teaching dialogic speech (or oral speech) usually takes place in the form of a conversation, that is, in the form of an exchange of ideas between an adult and a child, and between children themselves. Special classes on the development of dialogic fluency are conducted on the basis of the conversation method (conversation) and the imitation method.

**These methods are often implemented using the following methods:**

- Preparatory conversation (speech) methods;
- Theatrical methods (imitation, retelling). The prepared interview has the following tasks:
  - Directly - to encourage children to talk, that is, to listen without interrupting the interlocutor's words, to hold back while waiting for a convenient moment to take a bite, to speak in a way that is understandable for the interlocutor;
  - Companion - practicing pronunciation and grammar skills, clarifying the meaning of certain words.

During the conversation, the educator uses various methods, such as questions, riddles, and artistic words. All these methods help to direct the process of acquiring knowledge during the conversation, ensure speech communication, and activate

children's thoughts, their attention, memories, and emotions. But the leading method of conversation questions. The success and pedagogical effectiveness of talking with children depend largely on the right questions. Asking questions and knowing how to increase gradually the complexity and difficulty of his answer is one of the most basic and necessary pedagogical habits. Asking questions means setting a task for children to think verbally at a level that is within their power. At the same time, it should not be made too easy, because the purpose of setting such tasks is to encourage children to think and remember. Depending on what thought-speech tasks they set, questions can be divided into reproductive, search and problem questions.

Dialogue – conversation is the main form of communication of the child with adults and peers. Teaching in a preschool educational institution is carried out in two ways: a) through free speech communication; b) in special training. More dialogue appears in free speech communication, and it is the basis for the enrichment of children's vocabulary, the natural development of pronunciation and grammatical skills, and the basis for acquiring fluent speech skills.

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