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THE FORMATION OF ARTISTIC AND SPEECH COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF CHILDREN'S LITERATURE

The development of speech, the education of children's speech culture, the reorientation of linguistic education as a whole is determined by the provisions of modern concepts of modernization of education in Ukraine regarding ensuring the harmonious development of the personality. An important component of this complex and multifaceted process is the child's speech development, since the overall development of the child, the formation of his worldview, the ability to establish relationships with other people, and self-realization in society largely depends on the fluency of the word. In this regard, the role of research aimed at finding ways to optimize the speech development process of older preschool children is increasing [1].

In the system of modern preschool education, the problem of the development of speech activity of preschool children was investigated by the following scientists: teaching children story telling (O. Bilan, N. Vodolaga, N. Havrish, V. Zakharchenko, 8 T. Constant, L. Shadrina), creative storytelling (L. Voroshnina, N. Orlanova, O. Ushakova, A. Shibytska), the use of fiction in the development of monologic speech (A. Bogush, N. Malinovska, O. Monke, O. Ushakova, L. Fesenko), the development of coherent speech in the process of familiarization with nature (N. Vynogradova).

It is worth noting that the problem of artistic and speech activity is considered by scientists in different aspects: pedagogical (I. Zimnya, N. Karpinska, O. Usova, O. Flyorina), psychological (L. Vygotskyi, P. Halperin, D. Elkonin, O. Zaporozhets, S. Rubinshtein, etc.), linguistic didactic (A. Bogush, N. Gavrish, N. Malinovska, O. Tykheyeva, S. Chemortan, L. Scherba), philosophical (O. Monke).

However, the issue of the development of artistic and speech activity by means of children's literature has been imperfectly investigated and requires further scientific development.

The purpose of the article is the development of artistic and speech activity of children of upper-kindergarten age by means of children's literature.

According to the content of the programs, the Basic Component of Preschool Education defines the final goal of the speech development of a graduate of a preschool education institution: the formation of his communicative competence, which is formed at the preschool stage. Artistic and speech activity is a productive and aesthetic activity (musical, visual, constructive), which is accompanied by figurative speech and in the process of which different genres of fiction are used. This type of activity is related to

children's perception, understanding and reproduction of the content of artistic works in various types of games and theatrical performances [2].

Art and speech activity for comprehensive development of preschool children: develops speech, communication skills, orientation in moral values, feelings, elements of self-knowledge, reflection, tolerance; develops artistic taste, sense of humor; develops creative imagination, fantasy, thinking; helps the child to express his inner world; is a means of engaging a child in reading, drawing, music.

As A. Bogush notes, the task of speech development of children of upper-kindergarten age, according to the "Speech Component of Preschool Education", consists in the formation of various aspects of the child's speech, artistic and speech activity, in particular [4].

For a preschooler, children's literature is a powerful means of emotional development. S. Rusova emphasized this: "The child deeply experiences, feels all the events of the fairy tale, and her soul is enriched during this time with the treasures of love for other people and compassion for their fate...". Being aware of the content of the works, the child gets acquainted with universal human virtues - kindness, hard work, truthfulness, honesty, politeness, etc., learns to react emotionally to various life situations and actions of the characters. Listening to literary works, the child learns to rejoice, sympathize, and grieve. She not only learns about different emotional states of a person, but also trains to feel and convey her own feelings through speech. Works for children should be selected, taking into account age, interests and development. Yes, children of older preschool age are attracted not only by the format of the book, the illustrations in it, but more by the content of the text [3].

Scientists assign fairy tales, proverbs, sayings, riddles, and fables an important place in the development of artistic and speech competence of older preschool children. The classic of Ukrainian literature, I. Franko, called proverbs and sayings a rich and important treasure in the treasury of our language, and he called fables "old folk good." I. Franko wrote that fables make a child "listen to her secret language, feel close to her."

Thus, we can say that children's literature is an important means of forming a child's personality, developing artistic and speech competence, forming phonemic hearing and correct phonetic pronunciation.

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