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DEVELOPMENT OF DIALOGICAL SPEECH IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF INTERACTIVE TECHNOLOGIES

Dialogical speech continues to develop in children of upper-kindergarten age, which allows the child to easily establish speech interaction with adults and peers and formed dialogical skills. Such skills mean the ability of children to communicate with each other, enter into a conversation, maintain and complete it, observing the rules of speech etiquette, use speech expressions correctly; to speak coherently; shape your speech intonation. The State Standard for Preschool Education defines diamonological competence that children of upper-kindergarten age should master, which includes children's ability to use a coherent text, answer and ask questions, maintain and initiate a conversation, conduct a dialogue, and compose various stories.

The relevance of dialogical speech research lies in the need to improve the culture of speech communication of children of upper-kindergarten age, to teach the technology of conducting dialogue, as well as in the formation of an adequate attitude towards the interlocutor. The problem of the development of dialogical and coherent speech was and is being studied both by psychologists (L.S. Vygotskyi, B.D. Elkonin, S.L. Rubinshtein, A.N. Leontiev, L.I. Leushyna, etc.), and scientists, linguists, methodologists, teachers (S.I. Tykheyeva, O.O. Filorina, K.D. Ushinskyi, A.M. Borodich, N.A. Orlanova, O.S. Ushakova, M. Bakhtin, N. Arutyunova, L. Yakubinsky, etc.).

At the present stage, the development of dialogical speech of preschool children is also being studied in many directions. For example, the structural and semantic features of the organization of dialogical speech were considered in the works of O. Vorobyova, E. Vokhrysheva, I. Svyatogor, N. Shvedova, etc.; the analysis of communicative and pragmatic, functional characteristics was carried out in the works of R. Bezugla, A. Belova, S. Gedz, T. Kolokoltseva, G. Kolshanskyi, V. Lagutin, I. Rudyk, O. Starykova, G. Startseva, N. Formanovska, L. Chayki and others; dialogical unity in the semantic and functional plan was studied by V. Buzarov, I. Pinich and others.

The purpose of the article is to theoretically substantiate the pedagogical conditions for the development of dialogical speech of children of upper-kindergarten age by means of interactive technologies.

One of the conditions for the development of dialogical speech is the child's mastery of various aspects of speech, which contributes to independent expression using various syntactic constructions. O. Gvozdev notes that dialogical speech involves mastering the child's formed phonetic speech, the richness of the vocabulary, and the grammatical structure [2].

According to V. Demenyev, the main factors in the development of dialogical speech are: 1) sufficient informativeness of replicas; 2) the need for communication; 3) observance by participants of the dialogue of cause-and-effect relationships in language actions, in choosing a topic; 4) availability of general language knowledge [2].

According to A. Chulkova, dialogical language in child development helps to solve a number of tasks of a pedagogical and psychological nature, namely: remember all previous conversations with your partner, do not repeat yourself; remember everything that the interlocutor said during dialogical contact and everything that he said himself; quickly evaluate all messages; be able to say your word on time; be able to listen to the interlocutor; adhere to the optimal emotional tone, correct speech; listen to your speech to control it; to be able to get information from the situation [3].

Peer dialogue is of particular importance in the development of dialogical speech of preschoolers, as when talking with a peer, the child feels free and free. At the same time, he focuses on the individual characteristics of the partner, his emotional state, constructs his statement in such a way as to be heard, or interrupts the interlocutor, insists on his opinion, does not tolerate criticism in his address, shows aggression towards the interlocutor. Therefore, children need to be taught dialogue with their peers, educational motivation, direct instructions and strict regulations are inappropriate here.

In preschool education, the development of dialogical speech takes place in two forms: in free speech communication and in special classes. Dialogue primarily occurs during free speech communication, and is the basis for enriching children's vocabulary. During such speech, grammatical skills are developed, and coherent speech skills are acquired. In organized classes, this work is carried out using the method of conversation and the method of imitation. Such classes are held twice a week. Methods are implemented: techniques of prepared conversation, techniques of drama. It is appropriate to use conversations on various topics related to the child's life in the family, kindergarten, and relationships with friends, while using various means of speech, formulas of speech etiquette. In this way, children will have the ability to use the norms and rules of the use of speech etiquette, necessary for the education of communication culture. When choosing methods and techniques for the development of dialogic speech of preschoolers, one should take into account the knowledge that the child has acquired within the scope of the topic to be discussed, the presence of ideas about the subject of communication. The development of dialogical speech skills also takes place in the process of regime moments, in the process of which the strength of knowledge, good memorization of both new and previously learned words is ensured.

Therefore, the development of dialogical speech in children of upper-kindergarten age is one of the most significant aspects of preschool education and upbringing. Therefore, how well a child possesses dialogical skills depends on the development of monological coherent speech, which ensures the overall level of the child's speech development. All work in this direction should be subordinated to the main goal - preparation for successful schooling, and success in this work can be achieved only with close contact between teachers and parents.

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