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THE DEVELOPMENT OF VOCABULARY IN CHILDREN OF YOUNGER PRESCHOOL AGE BY MEANS OF FICTION

The problem of vocabulary development of preschoolers is quite complex and multifaceted, therefore, the study of scientific sources showed a significant attention of scientists to the problem of dictionary work - in particular, in the context of communicative and speech development of the personality: these are the works of A. Arushanov, A. Bogush, O. Gvozdev, L. Kalmykova, L. Kolunova, O. Korniyaki, G. Nikolaychuk, F. Sokhina, V. Tyschenko, M. Sheremet, and others. The problem of the development and enrichment of the dictionary was studied by scientists in various aspects, namely: the stages of assimilation of a word as a signal in the context of the interaction of signal systems of reality (I. Gorelov, N. Danilova, M. Koltsova, I. Pavlov, K. Syedov); phonetic, lexical and grammatical features of children's speech at the initial stages of development (O. Gvozdev, K. Krutiy, N. Rybnikov, T. Ushakova, S. Tzeitlin, O. Shakhnarovych, N. Shvachkin, N. Yuryeva); enrichment of the vocabulary of young children (Y. Arkin, V. Gerbova, G. Lyamina, G. Rosengart-Pupko); peculiarities of formation and development of children's vocabulary (V. Loginova, V. Konyk, M. Konina, V. Yashina).

In addition, the development of the vocabulary of preschool children was studied by a number of domestic authors in various educational settings. In particular, L. Alekseenko Lemovska examines the process of vocabulary enrichment in the context of theater and play activities; N. Lutsan refers to the potential of folk games for the development of active and passive vocabularies of preschoolers; V. Konyk investigates the problem of vocabulary development of younger preschoolers during their acquaintance with nature; Yu. Rudenko points out the educational possibilities of Ukrainian folk tales for enriching a child's vocabulary with expressive vocabulary. Meanwhile, N. Gorbunova's research is focused on the study of vocabulary development in children of older preschool age.

An important place in the system of means of speech development is given to fiction, which activates and replenishes the children's vocabulary, educates the accuracy of speech, hearing the word, its nuances, teaches to feel and understand the power and beauty of figurative expressions. Research by scientists made it possible to find out the peculiarities of language perception of literary works by preschoolers, the influence of fiction on the development of their coherent speech, verbal creativity (T.I. Aliyeva, E.F. Lukina, Le Thi An Thuet, L.I. Fesenko, A.E. Shibytska); the role of works of art as the main source of the development of the imagery of children's speech (N.V. Havrish, S.I. Zhupanyn, L.Ya. Pankratova, A.I. Polozova, I.T. Tytarenko).

In modern preschool language didactics, the following main means and sources of the development of a child's vocabulary are distinguished: communication of children

with peers and adults, theatrical activities, didactic games and the use of works of art. At the same time, fiction is considered as a determining means of speech development and vocabulary enrichment of preschool children.

Fiction, accompanying a child from the first years of life, opens and explains to him the life of society and nature, the world of human feelings and relationships; activates and refines the dictionary; promotes the development of figurative speech, enriches children's speech with emotional and expressive vocabulary; develops the child's thinking and imagination. Expanding knowledge about the surrounding world, it affects the preschooler's personality, develops the ability to subtly feel the form and rhythm of the native language. Samples of literary language are different in their influence: in stories, children learn the conciseness and precision of words; the poems capture the musicality, rhythm and rhythm of the Ukrainian language; stories reveal to them the accuracy and expressiveness of speech, show the richness of the native language through the variety of figurative expressions and similes.

Therefore, works of art are an important means of developing speech and enriching a child's vocabulary. They provide excellent examples of literary speech, introduce the child to everything that surrounds him, cultivate respect and love for his native language, develop the child's thinking and imagination, and enrich his emotions. Meanwhile, the analysis of current child development programs and the study of the experience of preschool educational institutions show that at the current stage of the development of Ukrainian preschools, insufficient attention is paid to the issue of using the works of writers of a certain region, that is, the works of authors of their native region, in order to enrich the vocabulary of children as a key point of their speech education. This circumstance led to the need to research the potential of artistic works for children - in particular, writers of Volyn - for the development of their active and passive vocabulary.

Based on the study of psychological-pedagogical and methodical literature on the problem of vocabulary formation and development in older preschoolers and our research, it was established that fiction has a huge impact on the development and enrichment of a child's vocabulary. It enriches emotions, nurtures imagination and gives the child beautiful examples of the Ukrainian literary language.

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