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DEVELOPMENT OF MONOLOGIC SPEECH IN CHILDREN OF UPPER-KINDERGARTEN AGE USING THE MODELING METHOD

For a long time, pedagogical science and practice have paid significant attention to developing preschool children's skills in retelling texts. Today, in preschool education, the priority increasingly shifts toward fostering children's monologic speech, critical thinking, and the ability to construct and express their own thoughts. Monologic speech in older preschoolers can be developed in various ways. Traditional methods are generally based on play elements, where a child imagines themselves in the role of another character and independently invents responses. However, in most cases, the child simply reproduces speech they have heard from adults in certain circumstances.

To teach a child to consciously structure a monologue, substantiate their thoughts with clear reasoning ("I think this because...", "This explains that..."), establish connections or interdependencies between objects, and highlight essential information, innovative methods must be used. Among these, modeling technology has proven its effectiveness.

The implementation of modern approaches to developing monologic speech in older preschoolers remains a relevant issue in preschool pedagogy. Mastering speech as a means of cognition and human communication is one of the most significant achievements of early childhood. Speech must be taught, and this learning should aim at forming a linguistic personality - an individual who possesses language with their unique characteristics of speech creation. Among the methods suitable for preschoolers, modeling is widely recognized in numerous studies as an effective approach to speech development.

The visual modeling method (schematic models) effectively enhances children's cognitive activity, logical thinking, interest in the beauty of their language, and the joy of fully perceiving the surrounding world. It also contributes to the development of memory, imagination, independence, and self-confidence.

The study of monologic speech as the highest form of speech activity has been conducted by researchers such as T. Akhutina, L. Vygotsky, A. Leontiev, N. Zhinkin, F. Sokhin, and S. Rubinstein. They explored its psychological nature, mechanisms, and developmental characteristics. The implementation of modern approaches to speech development in preschool pedagogy has been covered by scholars like A. Bogush, N. Gavrysh, A. Honcharenko, K. Krutii, and A. Omelianenko.

All researchers emphasize the complex organization of connected speech and the necessity of specialized language training for children. L. Wenger found that preschool children's thinking is facilitated by visual models that reflect the structure of objects. This method is considered one of the most promising for intellectual education and

language development in preschoolers, as young children's thinking is characterized by concrete imagery and visual specificity.

The modeling method as a means of developing children's monologic speech was initially explored by pedagogical classics such as L. Wenger, L. Vygotsky, S. Rusova, and O. Ushakova. Later, researchers like O. Amatieva, A. Bogush, L. Bilousko, M. Vashulenko, O. Dyachenko, N. Novotvortsev, Ye. Sobotovych, and O. Shakhnarovych refined and practically implemented the methodology of visual modeling for teaching children their native language.

This article aims to justify the feasibility, possibilities, and conditions for developing monologic speech in older preschoolers using the modeling method to enhance their speech activity.

Monologic speech plays a crucial role in communication between older preschool children and both peers and adults. It also aids in comprehending and creatively reproducing perceived information. The older preschool age is a period of active preparation for school, where the development of connected speech is of primary importance.

The level of monologic speech development influences a child's socialization, motivation for learning, initiative, ability to interact in various communication situations, and successful integration into new social and interpersonal relationships.

When teaching children monologic speech, it is important to focus on their ability to logically structure statements, select appropriate words to clearly express thoughts, and follow normative language usage.

The development of monologic speech is addressed in current state preschool education programs. Specifically, the Basic Component of Preschool Education emphasizes teaching children to communicate freely, construct extended statements, retell literary texts, and think aloud about objects and phenomena. Similar objectives and content are outlined in the programs "Dytyna" (The Child), "Ya u sviti" (Me in the World), and "Vpevnenyi Start" (Confident Start). The "Ya u sviti" program, in particular, recommends using models as an effective tool for teaching children monologic speech.

The older preschool age is the most favorable period for mastering monologic speech through modeling. This is supported by children's physiological and psychological characteristics. Their cognitive abilities improve, they develop skills to identify object features, conduct analysis, and make comparisons. A 5-6-year-old child becomes a fully-fledged interlocutor, capable of clearly explaining their desires, describing situations, and transforming direct speech into indirect speech.

Older preschoolers' speech gradually becomes more monologic and informative. A well-developed monologic speech implies a child's ability to consciously generate complex speech expressions, form semantic and grammatical structures, and spontaneously articulate their thoughts.

In everyday communication, children's dialogic speech develops rapidly. However, research shows that children proficient in external dialogic speech often struggle to produce extended, coherent monologic speech due to an underdeveloped system of internal semantic models and their predicative functions.

Practice demonstrates that older preschoolers' speech is more coherent when supported by visual aids. Therefore, the modeling method is particularly effective in developing monologic speech in preschoolers, as children use schematic models as a structured plan for their statements.

A key feature of the modeling method is that it helps establish meaningful connections and relationships within speech, not through words and phrases alone but through universal symbolic, schematic, or pictorial representations.

The methodology for using modeling technology in speech development lessons for older preschoolers has its own characteristics. Educators must select schemes and models that are comprehensible to children, create quick associations, and stimulate storytelling.

To achieve this, **descriptive model schemes** are commonly used, including:

- Descriptions of toys, vegetables, and fruits
- Descriptions of seasons
- Descriptions of household items such as dishes and furniture

Various types of models, including object-based, schematic, and plot-based models, are optimal for developing connected speech. These models enhance children's symbolic thinking and enable them to structure their own statements in generalized visual-figurative forms.

Thus, visual modeling is a modern and creative method for developing and refining preschoolers' connected speech. It teaches children to express their thoughts sequentially and logically while adhering to a structured plan.

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