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THE IMPORTANCE OF CONVERSATIONS FOR THE COMMUNICATIVE COMPETENCE OF CHILDREN OF MIDDLE PRESCHOOL AGE

Communication plays a key role in a person's life, as effective work, cognition, self-reflection, and other forms of activity are impossible without it. This process consists of interpersonal interaction

Communication is seen as a form of relationship in which partners interact on equal terms, recognizing each other as independent subjects. It always involves active interaction with mandatory feedback, which is expressed in a dialog. For every mentally healthy person, the need to communicate is basic and arises in early childhood, gradually acquiring more complex forms in the process of development.

In order to successfully develop communication skills in children of middle preschool age, it is important to take into account the age characteristics of preschoolers, in particular their need for both independence and belonging to a team. In this regard, it is necessary to purposefully develop children's holistic understanding of communication processes, teach them ways of self-knowledge and the ability to understand others [2].

A conversation is an organized and prepared dialog aimed at discussing a specific topic chosen in advance. In preschool pedagogy, it serves as a method of familiarizing children with the world around them, as well as a means of forming and improving coherent speech. The value of conversation is that an adult teaches a child to think analytically. In a conversation, a child of middle preschool age should recall, analyze, compare, make judgments and draw conclusions. In conversation, along with thinking, speech develops. Dialogic and monologic forms of coherent speech are formed, and above all, spoken language: the ability to listen and understand the interlocutor, give clear answers to questions, express their thoughts clearly in words, and speak in the presence of other children [2].

The content of the conversations is program material for familiarizing children with the life around them. The content should be pedagogically sound, contribute to solving the problems of comprehensive education, and be accessible and psychologically close to the preschooler. You can talk to children about things that were not in their sensory experience, but that are psychologically close and understandable to them [2]. Each conversation should convey something new: either to give some new knowledge or to show the familiar from a new perspective.

During the conversation, the educator's task is to ensure that all children are active participants in the discussion of the questions posed to them. Questions are asked to everyone; it is wrong to address only the active part of the children. Shy children should be helped by asking simple questions and supporting their statements. Shy children can be prepared for a conversation in advance. Inattentive and mischievous children also need to be approached: perhaps, to sit closer to them, ask them questions more often and listen to their opinions and approve of them. Children with speech impediments need special attention. You should not engage them in general conversation until their speech becomes more perfect. In this regard, other children in the group should develop a calm, friendly attitude toward their peers.

The individual characteristics of children make them ask the same question in different ways: for some, in a formulation that requires thought-provoking conclusions; for others, in an operational form.

Children's speech activity in a conversation is one of the indicators of its effectiveness [1]. The educator should strive to ensure that as many children as possible participate in a group conversation. Children and adults should follow the rules of speech etiquette. Children should answer in turn, not interrupt the speaker, be able to keep silent, be restrained, not raise their voices, and use formulas of politeness. The educator should correctly formulate and ask questions, not interrupt without the child's special needs, help a child who is having difficulty, follow the reference language, and teach children to speak.

Children's responses during the conversation in the form of short or extended remarks; one-word answers are also allowed if the content of the question does not require more. The more children are asked reproductive questions, the more it is impossible to provide a complete answer. This requirement leads to distortion of speech.

It is important to develop a “sense of language” so that the child intuitively feels when a question can be answered with one word and when a whole phrase or several phrases are needed. An example of an adult's speech will help here.

In order to improve dialogic speech and develop its coherence, it is important to encourage children to build meaningful, purposeful statements. Searching questions that activate logical thinking, encourage children to compare facts, compare phenomena, and formulate detailed answers in the form of full-fledged statements with a reasoned presentation of their opinions are particularly helpful in this regard. Therefore, it is advisable to ensure an optimal balance between reproductive and exploratory questions, strengthening the role of the latter according to the topic and content of the conversation, as well as the level of complexity and amount of knowledge to be summarized.

The caregiver's approval, confirmation of children's answers, and instructions also encourage children to talk. Particular attention should be paid to children's questions that arise in conversation, exchange of opinions between children, and disputes. Children should be taught how to formulate questions, justify and defend their own opinions. Effective techniques to get children to argue and discuss complex issues include solving riddles and logical language tasks. A linguistic logic task is a riddle story, the answer to which can be obtained by establishing connections and dependencies between phenomena, their analysis, comparison, and generalization. The content of logical tasks can reflect social phenomena and the life of nature.

The question of the ratio of adult and child speech in a conversation is methodologically important. Observations show that often the teacher's speech activity prevails over the children's. Sometimes educators, when asking questions, do not allow children to concentrate and think, rush to answer themselves, and start talking about what they observed, for example, on an excursion. Children have no choice but to listen passively. The other extreme is to “pull” children at the cost of considerable effort to get the right answers. The effectiveness of a conversation largely depends on the teacher's ability to lead children in a purposeful way, to direct their thoughts, and to activate their speech.

The communicative orientation of the modern educational process of a general education institution is best used during conversations, which allows to realize the value, developmental and educational aspects and to bring up a well-rounded

personality. Therefore, every educator should diversify traditional educational forms with original innovations, create classes that are interesting for children, give children a joyful feeling and awareness of their own mental strength, creative inspiration, develop their observation, attentiveness and ability to quickly and efficiently analyze new material.

List of references

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