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THE USE OF DIDACTIC GAMES IN THE PROCESS OF FORMING MONOLOGICAL SPEECH OF YOUNG SCHOOLCHILDREN

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The modern system of primary education provides for a competency-based approach to learning, which aims to achieve results in the form of competence, among which the leading role is played by speech-related ones. Thus, in the State Standard of Primary Education speech competence is characterized as the ability to use the means of the native language for communication. An important component of it is the formed monologic speech (MS) of younger schoolchildren, which is closely interconnected with the mental and intellectual development of the personality. The article considers the essence of the concept of "monologic speech", provides analysis of works on the features of monologue conducted by domestic and foreign scientists; the main concepts related to coherent speech are characterized; the features of the development of monologic speech in primary school students are outlined. It is concluded that teaching monologue as a component of the communicative competence of younger schoolchildren contributes to the desire for mutual understanding of partners, friendliness, openness, and the development of the ability to communicate within the rules and norms of the general culture of speech and behavior. In general, the development of monologic speech of younger schoolchildren is a complex and gradual process that involves various aspects of speech development and communication. The appropriateness of using special measures to comply with the stages of work on the formation of monologic speech of younger schoolchildren is substantiated; its impact on the development of the personality of the younger schoolchild is determined; a special set of didactic games for the formation of monologic speech skills of primary school students is proposed. The author offers a selected set of didactic games aimed at the formation of the above-mentioned skills during the language and literature lessons. The results of the study showed that the set of exercises aimed at the formation of monologic speech of younger schoolchildren contributes to the formation of speech competence, improvement of communicative qualities of speech, and raising the level of speech culture. The methodological principles of involving a set of exercises for teaching monologue during the lessons of Ukrainian language in primary school are scientifically substantiated; It is proven that the specified complex can be implemented in the educational process, as well as used to improve corresponding programmes and textbooks. Prospects for further research in the specified field are also outlined. The materials of the article can be used to improve the methodology of teaching the Ukrainian language in primary school.

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ВИКОРИСТАННЯ ДИДАКТИЧНИХ ІГОР У ПРОЦЕСІ ФОРМУВАННЯ МОНОЛОГІЧНОГО МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ

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Сучасна система початкового навчання передбачає компетентнісний підхід до навчання, який має на меті досягнення результатів у вигляді сформованих компетентностей, серед яких провідне місце посідає мовленнєва компетентність, яка в Державному стандарті початкової освіти характеризується як уміння користуватися засобами рідної мови для здійснення спілкування. Важливою її складовою виступає сформоване монологічне мовлення молодших школярів, яке тісно взаємопов'язане з психічним та інтелектуальним розвитком особистості. У статті розглянуто сутність поняття "монологічне мовлення", подано аналіз праць про особливості монологічного мовлення вітчизняних і закордонних науковців. Схарактеризовано основні дотичні до зв'язного мовлення поняття, окреслено особливості розвитку монологічного мовлення в учнів початкової школи. Зроблено висновок, що навчання монологу як складової комунікативної компетентності молодших школярів навчає прагненню до взаєморозуміння партнерів, доброзичливості, відкритості, вироблення вміння комунікувати у рамках правил і норм загальної культури мовлення і поведінки. У цілому розвиток монологічного мовлення молодших школярів – це складний і поступовий процес, який передбачає різні аспекти мовленнєвого розвитку та спілкування. Обґрунтовано доречність застосування спеціальних заходів для дотримання етапів роботи з формування монологічного мовлення молодших школярів, визначено його вплив на розвиток особистості молодшого школяра, запропоновано спеціальний комплекс дидактичних ігор з формування умінь монологічного мовлення учнів початкової школи. Автор пропонує спеціально дібрані дидактичні ігри, спрямовані на формування зазначених навичок на уроках мовно-літературної освітньої галузі. Результати дослідження показали, що комплекс вправ, спрямованих на формування монологічного мовлення молодших школярів, сприяють формуванню мовленнєвої компетентності, покращенню комунікативних якостей мовлення, підвищенню рівня культури мовлення молодших школярів. Науково обґрунтовано методичні засади залучення комплексу вправ навчання монологу на уроках української мови в початковій школі; доведено, що означений комплекс може бути впроваджений в навчально-виховний процес, використаний для вдосконалення програм і підручників. Також окреслено перспективи подальших досліджень в означеній галузі. Матеріали статті можуть бути використані для вдосконалення методики навчання української мови в початковій школі.

Ключові слова: дидактична гра, компетентність учня, мовно-літературна освітня галузь, молодші школярі, монологічне мовлення, початкова освіта, розвиток мовлення, лексична робота, переказ, продуктивне мовлення.

Introduction of the issue. In the modern system of primary education, the learning priority is set to the competency-based approach, which is one of the prerequisites for the formation and development of personal traits and qualities of younger schoolchildren, as well as the necessary skills and abilities. The competency-based approach aims to achieve effective educational results in the form of competencies. In particular, the speech competence of primary schoolchildren in the State Standard of

Primary Education is characterized as the ability to use the means of their native language to communicate [4]. An important component of speech competence is the mastery of monologic speech, which is noted in educational programs for primary grades. The development of monologic speech of a younger schoolchild in the system of speech development is a unique and complex process that is closely interconnected with the mental, intellectual, emotional development of

the child, affects their thinking and ability to interact harmoniously with other interlocutors.

This task can be helped by the involvement of a game aimed at developing the intellectual and emotional spheres of the child's personality, enriching it with knowledge about the world around, cultivating the best character traits, such as kindness, the ability to empathize, humanity, developing coherent speech, thinking, and forming aesthetic feelings. Also, didactic games are designed to solve such tasks as improving behavioral and communication skills; developing the ability to work independently; interest in educational material. The implementation of these tasks is carried out if each child is included in the learning process, and will show the greatest activity, which is facilitated by the involvement of the game.

Current state of the issue. The study of various aspects of the development of MS has always been given considerable attention in many psycholinguistic and linguodidactic scientific works. The mechanisms of monologic speech and the general principles of its formation are described in the studies of L. Kalmykova, L. Kardash, T. Kyrychenko, S. Kuranova, E. Barendt, E. Sapir, J. Sedivy and others. Scientists have identified the psychological principles of the formation and development of monologic speech, characterized aspects of the communicative activity of the individual, factors that influence the development of an individual's monologic speech.

Domestic scientists define monologic speech as "a developed statement that promotes communication". Thus, O. Solovey believes that the monologue form of speech creates a basis for mastering other types of speech [8: 49]. According to O. Yashchenkova, monologic speech is generated by one person, therefore it can have a certain, inherent style of expression. Therefore, according to linguistic features, monologue contains signs of written speech, which is distinguished by the development of the subject of the statement, syntactically

complex and, at the same time, structurally diverse [9: 57]. T. Skalatska gives the following definition of monologic speech: "this is one of the forms of speech, which is characterized by a complex syntactic structure and the desire to reveal the content of a specific issue" [6: 97]. According to E. Nicolaescu, monologic speech is a special type of speech activity, which is distinguished by its development, greater arbitrariness and programming [3: 161].

H. Vaskivska claims that MS is a coherent speech of one person, the purpose of which is to report certain facts, phenomena, events [1: 36]. The researcher distinguishes the following features of monologic speech: the need for preliminary long-term preparation and consideration of the content; its arbitrariness and detail; consistent presentation of the message and the conditionality of its content by its orientation to the listener. The scientist notes that MS, unlike dialogic, is contextual and is presented in a more complete form. Thus, in the process of preparing for monologic speech, a detailed selection of appropriate lexical means is carried out, and the use of various syntactic constructions is considered [1: 35].

The Psychological Dictionary of Modern Terms provides the following definition of monologue: this is a form of speech in the emergence of which one person participates, whose statements contain an answer to the listener's question [5: 178]. Scientists distinguish several forms of monologue, namely: internal (occurs mentally) and external (perceived by others, therefore it should be designed for their perception).

In the works of foreign scholars (L. Raphael, G. Borden, K. Harris), MS is defined as a unit of speech, the components of which are intertwined, logically and grammatically connected. It is determined by the situation in which information is exchanged [13: 381]. For our study, the opinions of the researchers about the features of MS are of great importance. According to E. Barendt, a monologue is the basis for

communication [10: 32]. E. Sapir defines speech as a multifaceted phenomenon consisting of separate statements and requiring the listener to further discuss the outlined topic. Monologic speech arises from the speaker's desire to convey certain information to the interlocutor [14: 78]. J. Sedivy suggests defining MS as a process of communication between individuals, which aims to exchange thoughts and impressions [15: 23]. D. Danny and N. Steinberg characterize MS as a process of exchange between subjects of expression, the content of which is influenced by the direct perception of the participants in communication [11: 94].

As we can see, monologue speech is a process of transmitting messages in the process of communication, is a means of communication between individuals. As a complex mental mechanism, it has several relationships with various states, properties and qualities of the individual. MS among other types of speech is distinguished by a number of factors of a social nature, namely: taking into account in the expression of national traditions, cultural characteristics of the interlocutors, compliance with speech etiquette, the level of formation of communication skills, and the conditions of upbringing, which, when integrated, become significant components of human speech activity.

Aim of the research is to analyze the essence of the concept of "monologic speech", as well as to determine its influence on the development of the personality of a younger schoolchild; to propose a set of didactic games for the formation of monologic speech skills of primary school students. In the process of performing the tasks set, the following theoretical research methods were used: analysis and synthesis of methodological sources on the research problem; the method of theoretical forecasting to determine the object, subject, goal and objectives of the study.

Results and discussion. There are many variants of MS, which differ in content and degrees of independence and preparedness. Thus, according to *the*

degree of preparedness of the speaker, scientists distinguish prepared, partially prepared and unprepared utterances. The semantic characteristics of MS are presented in such forms as a message, description or story. According to such criterion as *the degree of independence* of a monologue utterance, the following features are singled out: reproduction of what has been learned (retelling), independent utterance. The person who uses a monologue clearly realizes its purpose.

The formation of monologic skills is a complex and long-term process that begins in preschool age and develops during the acquisition of general secondary and higher education. A sensitive period for the formation of MS is the younger school age, when children learn to retell a text, compose short stories, describe objects, justify the correctness of their own judgments by providing arguments, and establishing cause-and-effect relationships.

Thus, monologic speech is characterized by such qualities as planning, logic, consistency, organization, the presence of a lexicon appropriate to the situation, requires the selection of correct grammatical forms for the formation of the statement. Continuous and coherent expression by one person of their own thoughts is the leading feature of monologue. All statements reproduced by the subject must be clearly planned and organized, grammatically correct.

The analysis of concepts we have conducted allows us to conclude that teaching monologue as a component of the communicative competence of younger schoolchildren implements an important educational tasks, namely: forms the attitude towards other people as a value; stimulates the desire for mutual understanding of partners; instills friendliness, openness, mutual trust, tolerance; develops the ability to communicate within the rules and norms of the general culture of speech and behavior. In general, the development of monologic speech of younger schoolchildren is a complex and gradual

process that involves various aspects of speech development and communication

During pedagogical practice in grades 1-2 and 3-4 of lyceums of the city of Zhytomyr and the region, students at the National Institute of Pedagogy (specialty "Primary Education") conducted a study of the level of development of monologic speech of younger schoolchildren. Although students usually gave the correct description of the pictures, they often made mistakes in the selection of words and expressions, deviated from the topic, the descriptions were not complete enough, and were characterized by inaccuracies, insufficient completeness, inability to adhere to a logically correct sequence. Students who showed a low level of development of dialogical speech skills made up 25% of the total number of respondents, often made gross mistakes. They needed help from an adult, showed poor knowledge, in almost all cases could not provide explanations, sometimes did not understand the task or refused to perform it, were distracted, remained silent or answered "yes", "no". A small number of children from the groups showed a high level (17%) of studied indicators. These students showed good conscious knowledge, gave clear answers, used explanations for their thoughts, correctly described the characters of the book, in addition, independently and correctly gave examples, and argued if needed. The answers contained original ideas and a variety of execution options; the speech was expressive. Most respondents (58%) showed an average level of development of monologic speech skills. During the lesson, they generally composed answers correctly, tried to use speech etiquette formulas, involved gestures and facial expressions, and used expressions that they remembered from the stories they listened to. However, they did not always show the ability to establish connections in parts of the monologue and did not show initiative in communication, were shy and experienced difficulties in constructing a monologue.

Diagnostics showed an insufficient level of development of monologic speech

in younger schoolchildren. Therefore, we proceeded to the next stage of our research – the development of a special set of measures aimed at developing the skills of monologic speech in younger schoolchildren. We believe that the use of didactic games will be appropriate for performing such a task.

As practice shows, the use of games allows to prevent stereotypes and monotony in learning, forms cognitive independence, orients children to creativity, search, teaches to solve problems, develops communication skills. Therefore, it is the game that helps to establish relationships in a children's team, helps them learn to communicate, and realize universal human values.

Teaching monologic speech to younger schoolchildren can be carried out in the following main areas: perception and reproduction of works (texts) and production of their own coherent statements of various types and styles. Thus, children listen to and read literary and popular science texts, learn to retell them, master various types of productive monologue, for example, learn to compose a description, story, reasoning, based on certain visual material (toys, pictures, diagrams), and without it. Teaching monologic speech to younger schoolchildren should be carried out in each lesson in the following stages:

1. Actualization of lexical (enrichment, clarification and activation of vocabulary) and grammatical competence of students (skills of word inversion, word formation and construction of simple common and complex sentences), which is implemented at the preparatory stage of the lesson in the form of a conversation during consideration of a plot and lexical and grammatical exercises. At this stage, the following techniques are used: selection of words of different parts of speech according to subject and plot variations directed by verbal instructions; change and formation of a wording according to a model and a particular variation; insertion of words into the text; addition and expansion of sentences, composition of words and sentences according to the given words and

pictures; game techniques (didactic games "Yes or No", "Catch the Word", "Name in One Word", "Decipherer", "I Am the Announcer", etc.).

2. Teaching students how to retell the text (reproductive monologue). Direct work on the formation of coherent monologic speech begins with teaching students how to retell the information, since this type of coherent utterance is considered the simplest: the child conveys the author's text in their own words and uses ready-made speech forms.

The process of learning how to retell the text takes place in two stages:

A) **Preparatory:** motivational (solving riddles, introductory conversation); using games to clarify the meaning of words that are supposedly unfamiliar to children ("Choose a word that is close in meaning", "Establish a sequence between the word and its meaning", "Choose a word that is opposite in meaning", "Guess the word that is hidden"; focusing attention on the perception of the text; reading (listening to the text); discussing what has been read; identifying the characters and clarifying cause-and-effect relationships; determining the main idea of the text read;

B) **Main:** reading the text that is already familiar to children ("chain", "relay", etc.); examining the illustrations to the text; using the game "Arrange the pictures in the right sequence"; reading the text silently with the intention of retelling; retelling in parts; retelling the text as a whole (possible in groups and pairs).

For retelling exercises, we choose small texts that are familiar and accessible to children. For example, for grade 1 we offer short fairy tales "Turnip", "Kolobok", "Sprouts and Roots" (processed and prepared by K.D. Ushynskiy) due to such specific features as: repeated plot moments; events develop in a logical sequence; the main character interacts with several characters in turn. We use a variety of visual material: pictures with the image of characters, substitute models (silhouette images in the form of geometric figures), pictorial and graphic

plans or schemes, flannelgraph, mnemonic tables.

After reading the fairy tale, we determine the characters (Grandfather, Grandma, Granddaughter, Bug, Cat, Mouse, etc.), the order of actions that occur (in what sequence the characters appeared). During re-reading, children lay out pictures with images of fairy tale characters on the flannelgraph. After that, based on the images on the flannelgraph, children retell the fairy tale.

We also use tasks to develop storytelling skills with elements of creativity. Thus, children are proposed a specific situation and/or event that alters some of the elements of the text, for example: the characters of the "Turnip" fairytale failed to pull out the turnip and thus they require extra help from new characters.

While working on retelling of the fairytale "Sprouts and Roots", we use a blank basis for the scheme and silhouette images. After reading the story, we determine the main characters (the Man and the Bear). Then the text of the fairytale is divided into two parts (the Man and the Bear planted and divided the turnip, sowed and divided the wheat), thus children speculate about what was planted and how it was divided (Who got what?). Next, we select silhouette images of the characters and the planted vegetables and the parts they were divided into. In the upper part of the scheme, children stick silhouette images of the Man and the Bear. The turnip has sprouts (they stuck a silhouette image of the turnip on the scheme). The man took the roots and gave the sprouts to the Bear (under the image of the man, a silhouette of a turnip is glued, and under the image of the Bear – its sprouts). The wheat ripened (a silhouette image of wheat is glued to the diagram). The man took the sprouts for himself and gave the roots to the Bear (under the man, we glue a silhouette image of a sprout, and under the bear – a silhouette image of the root).

We also add tasks for the development of storytelling skills with elements of creativity. Thus, children are offered the following situation: the man decided to

sow the field next spring, so we need to come up with a continuation of the fairytale.

Thus, by visually illustrating tales, children see in the diagrams of characters, cause-and-effect relationships and the order of actions; schematic illustration of the tale is given to the recipients, therefore, during the retelling, children pay attention to the correct construction of sentences, reproduction of words and expressions as well as to the characteristic of the text that they are retelling. Along with the formation of retelling skills, their knowledge of the text deepens; the structure of speech, its expressiveness, the ability to build sentences and the text as a whole are improved.

3. Teaching how to compose a story (productive monologue) (forming ideas about the structure of the text, logical connection and sequence of events, skills in using lexical and grammatical means when composing a story) is carried out after children perceive a plot picture and analyze its content.

At this stage, the following techniques are used: motivational setting (selection of plot pictures that arouse children's interest; perception of clarity; target setting for creating a story); sample story (full text or its fragments) with further analysis and repetition; familiarization with the features and structure of the text; explanation of the content and sequence of actions; drawing up a story plan (interrogative, schematic) independently and in groups; collective composition of the story in parts; independent recording of the story; selection of syntactic constructions (beginning: "In the spring ...", "One summer day ...", "Once in the winter ...", "On a summer morning ...", "Once upon a time ..."; main part: "First ...", "Thereafter ...", "Then ...", "Further ...", "After that ...", "After some time ...", "Suddenly ...", "Soon ..."; denouement: "Now it became clear ...", "It turns out ...", etc.); didactic games with visual material "Arrange in the sequence of events", "Confusion", "The fourth extra", etc.).

When composing each story, the teacher monitors the correctness of word formation, clarifies their meaning, monitors the correctness of the presentation of thoughts (for example, not only listing events, but also explaining cause-and-effect relationships), focuses on the final words that will add completeness to the story, express the main idea of the story. If necessary, the teacher corrects errors, inaccuracies, helps to choose words and expressions, and adds explanations to creative tasks.

The development of skills aimed at controlling one's own speech and the speech of others during the construction of coherent statements is carried out at the stage of analysis and evaluation of children's stories. Thus, the following techniques should be used accordingly: supplementing the story; listening to one's own story in an audio recording and its further analysis; evaluation of the story by the teacher; indirect methods of assessment (reminding, correcting, commenting, emotional response); analysis and evaluation of one's own story; mutual evaluation by children of the products of their activities.

The process of composing a story based on a series of plot pictures requires the child to be able to identify the main characters or objects, as well as to note the essential details of the compositional background of the pictures, to trace the relationship and interaction of the characters, the sequence of actions depicted in the pictures, including the ability to think through the causes and consequences of these actions (why this situation arose and how it might end).

Games are of particular interest to schoolchildren due to the peculiarities of the age group chosen, and they allow us to select lexical material for statements, enriching children's vocabulary, help to master the skills of constructing coherent monologue speech, teach the recipients to answer questions not with one word, but with several sentences. In order to help the teacher, we offer the following didactic games: "In a circle", where, for example, children need to choose a caressing word for an object or creature seen in a picture;

"How to say it differently?" – in this game, children practice choosing synonyms (the sun – bright, hot, etc.); "Say the opposite" – children choose antonyms (bright – dim, etc.); "Is it so or not?" – contributes to the development of logical thinking, forms the ability to notice violations in the sequence of narration, to establish connections between phenomena.

During the game, the technique of describing objects and characters will be the most effective. For example, when working on the fairy tale "The Bunny's Hut" (grade 2), we ask students to recall the plot and describe the characters of the story. Thus, children may say that the Bunny is too trusting, the Fox is a red-haired swindler, and the Rooster is loud and brave. Then the participants describe objects from this fairy tale, namely: the Bunny's wooden hut (warm, made of logs, will not melt, sturdy, etc.), the Fox's icy – transparent snow dwelling (cold, easy to melt, etc.).

The students can play the games "Who knows how to do what?", "Is it so or not?", "What first, what next?", "Guess the fairy tale" independently, the teacher only monitors their progress and summarizes results.

Conclusions and research perspectives. Thus, didactic games have a positive effect on the level of independence and correctness of children's speech, enrich their ideas about the structure of a coherent statement and ways of connecting individual parts into a single text, increase students' mental and verbal activity since participants of the game find themselves in situations that encourage the desired statement. Children's compliance with the conditions of the game develops the ability to coordinate their actions with other

participants, as well as to defend themselves and assist the others, predict the consequences of their actions for other players. Therefore, the game provides schoolchildren with a living, social, collective experience. As young students gradually master the skills of constructing monologic speech, they learn to plan and logically build sentences, formulate statements in accordance with the norms of the literary language. In the future, it will effectively and gradually complicate the texts in terms of structure and language material.

Thus, the use of didactic games during the lessons of language and literature contributes to the development of the personality of each child, regardless of the level of their general success, health status, thinking patterns, etc. The thinking process is activated as a response to difficulties, due to the need to select the only correct solution among many possible ones, which requires a quick restructuring of activity pattern, habitual conditions, etc. It makes it possible to strain all the instinctive abilities and interests of the child, as well as to stimulate them to organize their behavior so that he/she consciously solves educational tasks, which activate their thinking and speech.

The research conducted does not exhaust all aspects of the problem. Further investigation will cover the issues of improving the content, methods and techniques of work on the formation of monologic speech of younger schoolchildren. We see the prospect of further scientific research in the development of corresponding methodological support, considering the principle of continuity in the development of monologic speech of younger schoolchildren.

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