

D. Sushko,
Student,
O. Kravets,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University

THE FORMATION OF PRIMARY SCHOOL STUDENTS' SPEECH COMPETENCE IN THE CONDITIONS OF NEW UKRAINIAN SCHOOL

One of the main areas of competence-oriented learning is the formation of primary school students' speech competence, which means the ability to listen, perceive and reproduce information, read and understand text, dialogue, participate in discussions, persuade and defend their point of view, express their own opinions, reasoning, and point of views in oral and written forms.

The formation of speech competence in primary school students can be held due to the changing priorities of general secondary education, and be characterized by increased attention to the assimilation of specific learning outcomes, such as: knowledge, skills, attitudes, personal experience, the level of assimilation which allows to act adequately to certain educational and life situations. This determines, according to O.Ya. Savchenko, fundamental changes in the organization of education, which is aimed at developing specific values and vital knowledge and skills of students.

Purpose of the article: To describe the formation of key competencies which are the ability to learn; the creation the feeling of a linguistic phenomena; the formation of sociolinguistic culture in primary schoolchildren.

Linguistic competence is the participants' knowledge of communication norms and rules of modern literary language; their skillful use in the production of statements.

The ability to speak fluently has attracted the attention of mankind for a long time. K.D. Ushinsky noted that "language is the most important, richest and strongest connection that unites the past, present day and future generations of the people into one big, historical living unity. It not only reveals the vitality of the people, but it is the life of this very nation. When the nation disappears, the people are gone! "

The speech content line of language learning in the State Standard of Primary Education and the current curriculum is the main one. It involves the development of students' oral and written speech, their ability to use language as a means of communication, cognition and influence. Communicative competence is a necessary condition for the creativity of every student. Therefore, the leading idea for a primary school teacher is to create optimal conditions for the formation of speech competence of primary school students at the language and reading lessons, in particular:

- providing favorable conditions for casual communication;
- the application of dialogic and discussion forms of learning;
- constant provision of opportunities for independent creative activity of students;
- the use of game, interactive exercises for language development [1].

At the heart of the creation of speech competence of primary school students is the ability to listen and understand oral speech. Starting from the 1st grade at the literacy lessons and in grades 2nd – 4th at the language lessons, the work on the formation of auditory skills is provided [2].

An important place in the formation of speech competence in primary school students is given to the development of oral dialogic and monologue speech skills (speaking). The work on creating a dialogue involves such two stages:

1. reproduction, acting out a dialogue on the bases the text, which has been read or listened to by children at the lesson;
2. composing a dialogue based on a situational picture, verbally described situation, reliance on supporting material, as well as independently, following the rules of etiquette, culture of communication [3].

The method of working on the development of dialogic speech involves taking into account the psychological structure of this type of speech activity, which includes the following components: motive, purpose, means (language) and the end result (expected reaction of the interlocutor). Necessary element for the creation of dialogue is the motive, the desire to express a particular opinion, which is realized differently depending on the situation of speech. Therefore, the educational process should be built in such a way that children need to report something, clarify certain issues and express their attitude to the problem under consideration.

In the process of creating dialogic speech, much attention is paid to the assimilation by students of the formulas of speech etiquette - polite words that are used during greetings, farewells, requests, and so on. Elementary school students need to memorize the most commonly used etiquette formulas, know the circumstances in which each is used, and use them correctly and appropriately in their own speech.

The formation of oral monologue should be carried out by:

1. The retelling of the texts which have been read or listened to;
2. The construction of children's own statements on the basis of what they have seen or experienced [4].

The monologue is usually addressed not only to one person, but to a group of people. Accordingly, the author must construct it in such way that it will be understandable to any listener. Therefore, high demands are placed on monologue speech. It should be characterized by such features as: content, logic, accuracy, richness of language, expressiveness, purity, accuracy. Accuracy of speech is ensured not only by the ability of students to accurately convey facts, observations or feelings, but also the ability to choose appropriate language tools - words and phrases that accurately convey the most characteristic features of what or who is talked about.

Thus, accuracy requires mastery of all the richness of language, as well as the ability to choose words, sentence constructions, which are the most relevant to the content of the message. One of the most important types of speaking activities in primary school is reading. In grades 2nd – 4th separate lessons are given. However, reading lessons should also be the subject of educational activities, the specifics of which is to focus students on:

1. correct pronunciation of words in accordance with orthoepic literary norms and awareness of their lexical meaning;

2. intonation of sentences, different in structure and purpose of expression;
3. semantic division of sentences with the help of pauses, melodies, etc [5].

The development of written speech in primary school students is the formation of skills to record their thoughts, impressions, observations of the surrounding reality. This process is planned to be carried out in the following areas:

1. writing detailed and selective translations of texts read or heard;
2. construction of own written statements (stories, descriptions, opinions) on close and clear topics;
3. the creation of statements for direct communicative purpose (letter, announcement, greeting, invitation, instruction, etc.)

The value of detailed translation as a method of developing speech competence is that it contributes to the enrichment and activation of vocabulary of students, forms the ability to properly use the means of expression, promotes the development of spelling skills. Literally reproducing what you listen to or read also helps focus students' attention, memory, and thinking.

An important step in preparing to write a translation is to analyze the language in which the text is written. In the process of this work it is necessary to draw children's attention to the accuracy, expressiveness, color of individual words and expressions. It is important to focus students' attention on the bright words and images used by the author. It is useful to write down some of the brightest words and expressions in a notebook or on a board so that students can use them in the translation. Vocabulary work is mandatory, which consists not only in the interpretation of words that are incomprehensible to students, but above all in the enrichment and activation of children's vocabulary. It is advisable to encourage students to observe the synonymous richness of the listened text.

Conclusion: the formation of speech competence of primary school students is crucial for the formation of an active, creative and communicative personality.

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