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THE FORMATION OF COMMUNICATIVE AND SPEECH READINESS OF CHILDREN OF UPPER-KINDERGARTEN AGE TO SCHOOL

The problem of the formation of communicative and speech readiness of children of upper-kindergarten age to school remains one of the most relevant in Psychology, Linguistics and Pedagogy. We find specific requirements for the speech development of the individual (speech readiness) as the end result of this age in the content of the Basic Component of Preschool Education.

The problem of speech development was dealt with by many prominent Ukrainian and foreign scholars, including psychologists, teachers, linguists, such as O. Leontiev, M. Lisina, T. Markova, V. Petrovsky, T. Pirozhenko, A. Ruzskaya, O. Smirnova, O. Ushakova and others. A great contribution to the studying of speech development of children of upper-kindergarten age was made by A. Bogush, L. Vygotsky, N. Gavrish, etc.). According to A. Bogush communicative and speech development of children is a complex characteristic of personality, which requires both the most full-grown development of speech, including vocabulary, sound culture of speech, grammatical correctness and expressiveness of speech, dialogical and monological forms of speech, generated evaluation and control actions and forms of communication and individual psychological qualities and characteristics of the individual, which determine the individual style of communication of each individual at different age stages of its development and prepare the child to school.

The purpose of the article is to study theoretically and analyze the problem of the formation of communicative and speech readiness of children of upper-kindergarten age to New Ukrainian School.

Coping successfully with the new school requirements, the child must have formed a set of closely intertwined qualities. It is impossible to consider these qualities in isolation from the child's life experience, specific environment, family structure. Therefore, the concept of "readiness to school" takes into account all factors that can be defined as a set of competencies that constitute the vital competence of the child.

Readiness to New Ukrainian School is a systemic characteristic of the development of children of upper-kindergarten age, which is manifested in the formation of competencies. These competencies are formed by instilling values in the environment and developed under favourable conditions in various situations of life experience and communication, which include the child in the family and in society.

The main components of a child's readiness to school are psychophysiological, personal and intellectual, but the most important place belongs to communicative and speech readiness.

The State Standard of Primary Education identifies among the main key competencies the ability to communicate in native (if different from the state) and foreign languages, which involves the active usage of native language in various communicative situations, including life, educational process, cultural life of the community. Of course, communicative activity is one of the leading means of learning about the world of children, but children learn it through interacting with peers and adults. Than the child's speech is richer, whereby the easier way for the child is to express its thoughts, maintain relationships with peers, learn about the world [3, p.15].

The most intensive communicative development of the child proceeds in preschool age. Training children to school includes the formation of all types of competencies, but the communicative competence occupies the leading position. Its formation affects the socialization of children, the perception of the environment, the development of vocabulary, the desire to learn, the ability to interact with others.

According to the new version of the Basic Component of Preschool Education (2021), speech competence is the ability of children to produce their appeals, thoughts, impressions, etc. in any form of speech expression through verbal and nonverbal means. Speech competence combines phonetic, lexical, grammar, dialogical, monologue components and testifies to their interdependence and mutuality [2].

Communicative competence is the child's ability to communicate with peers and adults in various forms of constructive interaction; the ability to maintain partnerships, to declare their intentions and desires, to reconcile their interests with others, to negotiate, if necessary, to defend their position [2].

The child must have the following skills:

- ✓ to effectively communicate in native language, to correctly speak and clearly pronounce sounds and words in accordance with the orthopedic norms of the Ukrainian language;

- ✓ to show skills of sound analysis of simple words, to use all parts of speech, different types of sentences;

- ✓ to coordinate words in phrases and sentences in accordance with language norms (gender, number, case, conjugation, vocative form, etc.);

- ✓ to initiate and maintain the conversation in different situations of communication, answer questions from the interlocutor;

- ✓ to compose different types of stories: descriptive, plot, creative (stories, messages, reflections, explanations, sketches);

- ✓ to retell artistic texts, to compose fairy tales and various types of creative stories;

- ✓ to tell about events from their own lives, the content of the picture, works of art;

- ✓ to show the ability to verbal creativity in different types of speech activity.

The formation of communicative and speech competence affects the children's socialization, perception of the environment, vocabulary development, desire to learn, ability to interact with others. According to A. Bogush, speech and communicative preparation of children to school is a kind of preparation that stimulates intellectual, emotional and volitional, motivational readiness of preschoolers by the specifics of its content. It provides for sufficient adaptation of children to schooling conditions, to the new program requirements for the acquisition of norms and rules of language, speech actions necessary for mastering speech skills [1, p.55].

It is also worth agreeing with O. Polishchuk, I. Konovalchuk that the communicative readiness of children to school is a holistic complex formation which consists of three components: cognitive, emotional, and behavioral. Speech and communicative training covers the entire period of staying children in preschool institutions and focuses on the Basic Component of Preschool Education, which in particular in the educational direction [4, 65].

"Child's speech" defines the essence, content and skills of communicative competence. We will notice that the final indicator of communicative and speech development is indicated in such educational areas as "A Child in Society" (recognizes acquaintances at the meeting, and at his own request or in response to the request shows willingness and ability to communicate with them), world of culture "(elementary analyzes the means of artistic expression, the brightness of the image connects with sounds, rhythms, dynamics, tempos, movements, facial expressions, gestures, rhymes, monologues, dialogues, integrally reproduces the content of poetic and prose works, distinguishes the beginning, the main part. He is able to recite poems by heart, retell Ukrainian folk tales, use oral folk art in games, performances, entertainment, folklore festivals.

Thus, it is possible to draw a conclusion about speech competence of children is one of the leading basic characteristics of the individual, which is formed in the process of their development. The children's speech development is conditioned by the formation of speech, artistic and speech, communicative competencies that ensure their full-fledged communication in human society. A child with well-developed speech easily enters into communication with others, can clearly express its thoughts, desires, ask questions, and agree with peers on joint activities. Communicative and speech readiness to school is readiness for voluntary and productive communication in the context of educational activities, the presence of communicative initiative. In communication with adults and peers, the preschooler is attentive to its beliefs, does not show intemperance, negativism, and rudeness; does not use unethical statements, is polite in communication, adheres to moral and ethical norms. The child is able to control its emotions, understands the need to communicate, controls its desires, as well as shows a willingness to engage in dialogue.

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