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FORMATION OF DIALOGICAL SPEAKING SKILLS AS A COMPONENT OF SPEECH CULTURE OF YOUNGER SCHOOL PUPILS

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The successfulness of the child, their ability to work in a team acquires important importance in the conditions of modernization of the education system in Ukraine, aimed at adaptation to global changes and challenges of the times. It directly depends on how well the child speaks the language. Well-developed speech is a reliable means of communication for children, which affects their general development and is the basis for the development of thinking, the growth of a personality, the formation of their worldview, the ability to build relationships with others and future self-realization in society largely depends on the level of speech development. A constituent component of speech development is the development of dialogic speech and teaching speech culture. Communication through dialogue requires considerable effort on the part of the student, concentration, attention, and compliance with all norms of the literary language. Therefore, our research is aimed at optimizing the process of speech development of primary school students, particularly the problem of dialogic speech development, which is becoming more and more relevant. The article is devoted to topical issues of formation of dialogic speech skills with the aim of formation of speech competence of students of education in Ukrainian language classes. The purpose of the article is to highlight the main issues of work on dialogue as a component of the speech culture of an education seeker in Ukrainian language lessons in primary school. In the process of performing the assigned tasks, theoretical research methods were used: analysis and synthesis of methodical sources from the research problem; method of theoretical forecasting for determining the object, subject, goal and tasks of research. Scientific novelty: for the first time, the problem of formation of dialogical speech skills was analyzed in detail and summarized in the context of designing and implementing a complex of special dialogue training exercises for primary school students.

Practical significance: the obtained results are briefly summarized; it is recommended to implement a set of exercises in the educational process for the formation of dialogic speaking skills of younger schoolchildren in Ukrainian language lessons. The article presents an analysis of the concept of "dialogic speech" and characterizes the linguistic aspects of the definition of the concept of "dialogic speech". The author of the article notes that immediacy and personalization of dialogic speech are the leading properties of dialogic speech and outlines ways of transmitting information by paralinguistic means during dialogue, describes a set of exercises for forming dialogic speech skills in Ukrainian language classes. The results of the study showed that a set of exercises aimed at teaching dialogue contribute to the formation of speech competence, improvement of the communicative qualities of speech, and an increase in the level of speech culture of younger schoolchildren. The methodical principles of involving a set of dialogue training exercises in Ukrainian language lessons in primary school are scientifically substantiated; it is proved that the specified complex can be introduced into

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the educational process, used to improve programs and textbooks. Prospects for further research in this field are also outlined. The materials of the article can be used to improve the methods of teaching the Ukrainian language in primary school.

Keywords: dialogue, formation of dialogical speech, speech culture, communicative qualities, set of exercises.

ФОРМУВАННЯ ВМІНЬ ДІАЛОГІЧНОГО МОВЛЕННЯ ЯК СКЛАДОВОЇ КУЛЬТУРИ МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ

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Успішність дитини, її авторитет і вміння працювати в команді набуває важливого значення в умовах модернізації системи освіти в Україні, спрямованої на адаптацію до глобальних змін і викликів часу. Це напряду залежать від того, наскільки добре дитина володіє мовою. Адже добре розвинене мовлення є надійним засобом спілкування для дітей, впливає на їхній загальний розвиток і є основою для розвитку мислення, від рівня розвитку мовлення багато в чому залежить загальний розвиток особистості, формування її світогляду, вміння будувати стосунки з оточуючими та майбутня самореалізація в суспільстві. Складовим компонентом мовленнєвого розвитку є розвиток діалогічного мовлення та навчання культурі мовлення. Спілкування через діалог потребує значних зусиль з боку школяра, зосередженості, уваги, дотримання усіх норм літературної мови. Тому все більш актуальними стають дослідження, спрямовані на оптимізацію процесу розвитку мовлення учнів молодшого шкільного віку, зокрема, проблема розвитку діалогічного мовлення. Статтю присвячено актуальним питанням формування умінь діалогічного мовлення з метою формування мовленнєвої компетентності здобувачів освіти на уроках української мови. Мета статті – висвітлити основні питання роботи над діалогом як складової культури мовлення здобувача освіти на уроках української мови в початковій школі. У процесі виконання поставлених завдань використовувалися теоретичні методи дослідження: аналіз і синтез методичних джерел із проблеми дослідження; метод теоретичного прогнозування для визначення об'єкта, предмета, мети і завдань дослідження. Наукова новизна: вперше детально проаналізовано та узагальнено проблему формування вмінь діалогічного мовлення в контексті проектування та реалізації комплексу спеціальних вправ навчання діалогу учнів початкової школи. Практична значимість: коротко узагальнено отримані результати, рекомендовано впровадити у навчальний процес комплекс вправ для формування умінь діалогічного мовлення молодших школярів на уроках української мови. В статті подано аналіз поняття "діалогічне мовлення", схарактеризовано лінгвістичні аспекти визначення поняття "діалогічне мовлення". Автор статті зазначає, що безпосередність та персоналізованість діалогічного мовлення виступають провідними властивостями діалогічного мовлення та окреслюють способи передачі інформації паралінгвістичними засобами під час діалогу, описано комплекс вправ для формування умінь діалогічного мовлення на уроках української мови. Результати дослідження показали, що комплекс вправ, спрямованих на навчання діалогу, сприяють формуванню мовленнєвої компетентності, покращенню комунікативних якостей мовлення, підвищенню рівня культури мовлення молодших школярів. Науково обґрунтовано методичні засади залучення комплексу вправ навчання діалогу 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 методик навчання української мови в початковій школі.

Ключові слова: діалог, формування діалогічного мовлення, культура мовлення, комунікативні якості, комплекс вправ.

Introduction of the issue. Today in Ukraine, despite the difficulties associated with military operations, important transformations are taking

place in the sphere of education, science and culture due to the fact that future of our country largely depends on shaping the youth of 21st. Educational documents

(the Law of Ukraine "On Education", *State Standards of Primary, Basic and Complete Secondary Education, National Doctrine of Education Development*) declare the humanistic principles of forming a new generation of people and note that necessary changes in education are due to the need to create a basis for the intellectual, creative and cultural development of a person who has the opportunity for self-realization [9: 173].

Harmonious development of the personality is the main goal, which is determined by the provisions of the modern concept of the development of education in Ukraine. In the *State Standard of Primary Education* and current curricula, the speech development of the child is highlighted as one of the major areas of personality development in younger school age. Language is a powerful means of developing thinking, general culture, and the formation of communication skills. In society, language is a component of self-expression and the development of the intellectual potential of the nation. Thus, the general development of the child, the formation of their worldview, the ability to build relationships with others, and their future self-realization in society largely depend on the level of speech development. The ability to speak well and influence addresses is very important for communication in society.

Taking the personal-activity approach as a basis, the teacher organizes, directs, and corrects the educational process, creates conditions for the formation of speech competencies of younger schoolchildren, who improve language knowledge and skills, and the culture of speech behavior. An important component of this complex and multifaceted process is the development of communication skills in a child to form a reliable speech toolkit. The level of speech mastery directly affects their overall development, thinking process, successfulness, and ability to work in a team.

An integral component of speech development is the shaping of dialogical speech and formation of the speech

culture. Communication through dialogue requires significant efforts of a child, their concentration, attention, and compliance with all the norms of the literary language. It should be noted that the problem of forming dialogical speech skills as a component of the speech culture of younger schoolchildren is insufficiently covered, which indicates the relevance of the outlined problem.

Current state of the issue.

I. Sokolianskyi, E. Chlenova, M. Yarmachenko, and others devoted their scientific research to a wide range of issues related to the development of the ability to construct coherent oral utterances. The linguistic aspect of the problem is highlighted in the works of A. Bogush, N. Havrysh, I. Baudouin de Courtenay, O. Potebnyi, and others. The features of the formation of coherent speech in children, including dialogical speech, are described in the works of E. Andrushko, N. Horbunova, O. Kmit, O. Maleshko, N. Rudkivska, and others. Researchers note the complex organization of coherent speech and the need for purposeful work on its formation [12]. Various aspects of dialogical speech research are widely presented in the scientific works of I. Boretskyi, A. Zahnitko, T. Kravchenko, S. Kuranova, N. Skrypnyk, I. Khomiak et al., who consider the structure, language means of dialogue, and behavioral strategies of dialogue participants [3; 4; 7].

Researchers emphasize that effective interaction of subjects within society cannot occur without communication. The exchange of thoughts, ideas, and impressions during communication determines the content of dialogue, dialogical speech [10: 19]. Junior school age is an appropriate period for the active development of both monological and dialogical speech [12]. It is formed in the close relationship of speech and mental development [11]. Students also learn to correctly use intonation and logical stress, combine words into phrases, and build simple and complex sentences.

Outline of unresolved issues brought up in the article. However, in the theory and practice of primary education, there

is no sufficient experience in designing and implementing a set of special exercises that contribute to the formation of dialogic speech skills of younger schoolchildren as a component of their speech culture, which necessitates the consideration of theoretical and practical approaches to their creation.

Aim of the research is to highlight the main issues of the development of dialogical speech as a component of the formation of the speech culture of a junior schoolchildren during Ukrainian language lessons. In the process of fulfilling the objectives, the following **theoretical research methods** were used: analysis and synthesis of methodological sources on the issue under investigation; the method of theoretical forecasting to determine the object, subject, goal and objectives of the study. **Scientific novelty**: for the first time, the problem of using exercises aimed at forming dialogue skills was analyzed and generalized in detail. **Practical significance**: the results obtained were briefly summarized, and it was recommended to introduce a set of exercises for the formation of dialogical speech skills of primary school students into the educational process. The materials of the article can be used to improve the methodology of teaching the Ukrainian language in primary education.

Results and discussion. In the process of formation of the personality and its corresponding competencies, communication plays a leading role: "Communication, interaction with others... For an individual, it is an extremely important need. Since a person is a social being, their essence is realized and developed only in social activity; the basis of any of its types is communication with others" [5: 50].

Speech competence and speech culture during schooling undergo active development: students get acquainted with the smallest units of language – *sounds*, study vocabulary, learn about the lexical meaning of a word, ambiguity, synonymy, antonymy, homonymy, etc.; they also study the composition of a word, master the concept of morphemes and

their types; a lot of time in the school course is devoted to the study of morphology, students get acquainted with parts of speech, study syntax, master information about types of sentences, members of a sentence, types of word connections in a sentence, etc. At the same time, language learning should take place on a communicative basis, and the main form of communication is dialogue. As observations show, in school practice, the formation of skills to compose dialogues is not always given enough attention, which is associated, in our opinion, with the features of dialogue as a form of coherent speech. Let us consider these features.

Coherent speech can be realized in two forms: dialogical and monological. Let us define the concepts of "dialogue" and "dialogical speech". The word dialogue comes from the Greek word "dialogos", which has two parts: the prefix "dia" – through, through and the root "logos" – word, meaning [3: 117].

The Large Explanatory Dictionary of the Ukrainian Language gives the following definition of the concept of "dialogue" – a form of oral speech communication, which is communication between two subjects using language. Communication in which the replica is replaced by the corresponding phrase and there is a constant change of roles [2: 117]. According to I. Bretsko and T. Kravchenko, dialogue is not only a form of coherent speech, but also a type of speech behavior [1: 40]. Replication is characteristic of dialogue: the speaking of one interlocutor alternates with the speaking of another (or others), this alternation occurs either in the order of change (one "finished", the other "begins", etc.), or in the order of interruption, especially during the excited emotional state of the speaker.

In the psychological dictionary of the most modern terms, dialogical speech is defined as a primary form of speech that arises during direct communication between two or more interlocutors and is embodied mainly in the form of an exchange of remarks [6: 178]. The dictionary of foreign words formulates the

concept of "dialogical speech" as a system of remarks (separate statements), which is a chain of consecutive speech reactions [8: 214]. The linguistic approach (F. Batsevich, S. Kuranova, A. Zahnitko and others) considers the specified phenomenon as a structural unit of dialogue. In linguistics, there is the concept of "dialogical unity" – a special type of connection of neighboring remarks in a dialogue, while "Replication" is defined as a characteristic feature of dialogue. The remark is considered as the primary element of dialogue.

Dialogical speech is studied in linguistics in the context of spoken speech. The immediacy and personalization of communication inherent in colloquial speech are the leading properties of dialogic speech and outline the ways of transmitting information by paralinguistic means during a dialogue. Ukrainian linguist A. Zahnitko believes that dialogic speech consists of mutual spontaneous reactions of two individuals communicating with each other and are conditioned by a specific situation or statements of the interlocutor [3: 76]. S. Kuranova considers dialogic speech from the point of view "of the specificity of language as a special, functional-stylistic form of speech communication, which is characterized by the following features: two or more interlocutors are involved in the process of exchanging statements; speech pace gradually accelerates; remarks are mostly short and/or of quick-lasting nature; interlocutors exercise laconicism and elliptical constructions in the middle of their remarks" [4: 42].

Vol. Khoma characterizes the specified concept as a combination of oral statements that are consistently generated by two or more interlocutors in a direct act of communication, which are outlined by the situation and personal intentions of the speakers [9: 174]. So, in scientific sources, dialogical speech is considered as a form of speech communication in the form of statements of two or more interlocutors, dialogical speech is a form of speech

communication of subjects on a defined topic.

The peculiarity of dialogue as a form of coherent speech is the alternation of speaking by one interlocutor with listening and further speaking by the other. During a dialogue, the interlocutors always know what is being said and do not need to develop thoughts and statements. Dialogic speech takes place in a specific situation and is supplemented by paralinguistic means: gestures, facial expressions, intonation. Hence the speech design of the dialogue. The speech of the interlocutors during a dialogue may be incomplete, abbreviated, sometimes fragmented. Dialogue is characterized by colloquial vocabulary and phraseology; brevity, incompleteness, disjointedness; simple and complex sentences without conjunctions; short-term preliminary reflection [1: 41]. The main linguistic features of the dialogue include: stimulating remarks, the presence of repetitions and re-questions in remarks that reflect the reaction of the person to whom the speech was addressed, their syntactic incompleteness, due to the clarity of the situation from previous remarks. For example, interrogative remarks: "And how do I know?", "How SHOULD I know?", "Do I know?", "Why WOULD I know?" are equivalent to a negative answer – "I don't know". Interlocutors share a common goal in the process of dialogical communication – the exchange of information in the form of an utterance using a certain "language code". The coherence of the dialogue is ensured by two interlocutors. It is important for them to know the purpose of communication. Dialogic speech can be both situational and contextual [9: 175]. Dialogue is characterized by colloquial vocabulary and phraseology, incomplete simple and complex sentences, brief preliminary reflection, speech stereotypes, and communication using expressions that are often used in specific everyday situations.

Dialogic speech has a unique grammatical structure and, unlike monologic speech, in dialogic speech the

process of utterance is divided between the questioner and the respondent. Thus, among the features of dialogic speech, researchers distinguish the following:

1. the person answering the question knows what is being discussed and this knowledge is important;
2. knowledge of the situation, which determines the grammatical structure of the dialogue lines, plays essential role during communication;
3. the interlocutor is aware of a number of components (facial expressions, gestures, facial expressions, intonation), which makes it possible to better understand and perceive the other participants of the act of dialogical communication;
4. presence of wide use of incomplete sentences, individual lines that can be easily restored from the context or situation of communication, as well as gestures, facial expressions, body postures, which serve as additional means of transmitting information.

Due to the informality, ease and immediacy of communication, dialogical speech is a dynamic and variable phenomenon. A feature of oral dialogue is that it may not be based on ready-made internal motives, ideas or thoughts.

Thus, the concept of "dialogical speech" is used in several meanings, namely: the product of a person's speech activity in the form of an utterance; the primary natural form of speech communication; the speech activity of the subject.

The analysis of concepts we have conducted allows us to conclude that teaching dialogue as a component of the speech culture of younger schoolchildren implements an important educational task, namely, teaching an attitude towards other people as a value, the desire for mutual understanding of partners, friendliness, openness, mutual trust, tolerance, and developing the ability to communicate within the rules and norms of the general culture of speech and behavior.

Moreover, the dialogical speech of younger schoolchildren is defined as a type of speech that includes the exchange of statements (replies), the linguistic

composition of which is influenced by the perception of the interlocutor's speech activity. To develop dialogical speech, students need to master the use of words and syntactic constructions appropriate to the situation. In general, the development of dialogical speech in younger schoolchildren is a complex and gradual process that involves various aspects of speech development and communication. The development of dialogical speech involves the acquisition of a set of skills that has a certain structure and consists of the following components:

- 1) linguistic – the ability to use elements of speech (words, lines, expressions, etiquette formulas, incomplete sentences, etc.) in compliance with language norms;
- 2) communicative – the ability to establish contacts, communicate with the interlocutor, feel the mood, empathy (use of addresses, correct intonation, observance of appropriate pauses, logical accents in speech, developed sense of tact);
- 3) situational – the ability to consider the situation of communication, which plays a decisive role in building a dialogue.

According to the principles of speech communication, two main types of speech dialogue are distinguished: cooperation and conflict, which indicate the consistency or inconsistency of the interests and goals of the interlocutors. In the dialogue, various aspects and factors of interaction are formed, such as the participants themselves, objects, goals, mechanisms of interaction and their nature, content and situation, change of roles.

During pedagogical practice in grades 1-2 and 3-4 of lyceums of the city of Zhytomyr and the region, students of the National Institute of Pedagogy (specialty "Primary Education") conducted a study of the level of development of dialogical speech of younger schoolchildren. Although the students usually correct answered and maintained the dialogue, they often made mistakes in the selection of words and expressions, deviated from

the topic of the conversation; the answers were incomplete and characterized by inaccuracies, insufficient linguistic precision. 26% of students showed a low level of development of dialogical speech skills, and were often making gross mistakes. They could correctly respond in only 1-2 cases, required help from an adult, showed weak knowledge; in almost all cases they could not provide proper explanations, and sometimes did not understand the task or refused to perform it; this group of respondents was distracted, and/or remained silent or answered "yes", "no". A small number of children from the studied groups showed a high level (17.5%) of dialogical speech skills development. These students showed good conscious knowledge, gave clear answers, used explanations for their thoughts, correctly described the characters of the book in the dialogue. In addition, they independently and correctly gave proper examples, as well as argued with other interlocutors. Their answers contained original ideas and a variety of options; their speech itself was expressive. Most respondents (56.5%) showed an average level of development of dialogical speech skills. During the lesson, they generally composed their answers correctly, tried to use speech etiquette formulas, used gestures and

facial expressions, as well as lines in the dialogue that they had memorized from dramatized plots. However, they did not always show the ability to establish connections in the lines of the dialogue and did not show initiative in communication. A small number of children were inactive and did not show a need to talk, were shy and had difficulty answering questions.

Diagnostics indicated an insufficient level of development of dialogic speech in younger schoolchildren. Therefore, we moved on to the next stage of our research – the development of a special set of exercises aimed at the development of dialogic speech in younger schoolchildren.

Systematic teaching of dialogue in primary school can be carried out in the following sequence:

1) teaching dialogic communication within the elements of dialogue (lexical tasks aimed at supplementing, expanding, clarifying and activating the lexicon);

2) tasks for reproductive dialogic speech (i.e. reproducible);

3) tasks for productive dialogic speech (i.e. speech creativity).

The described complex of dialogic training will be presented in the form of a diagram presented in **Figure 1**.

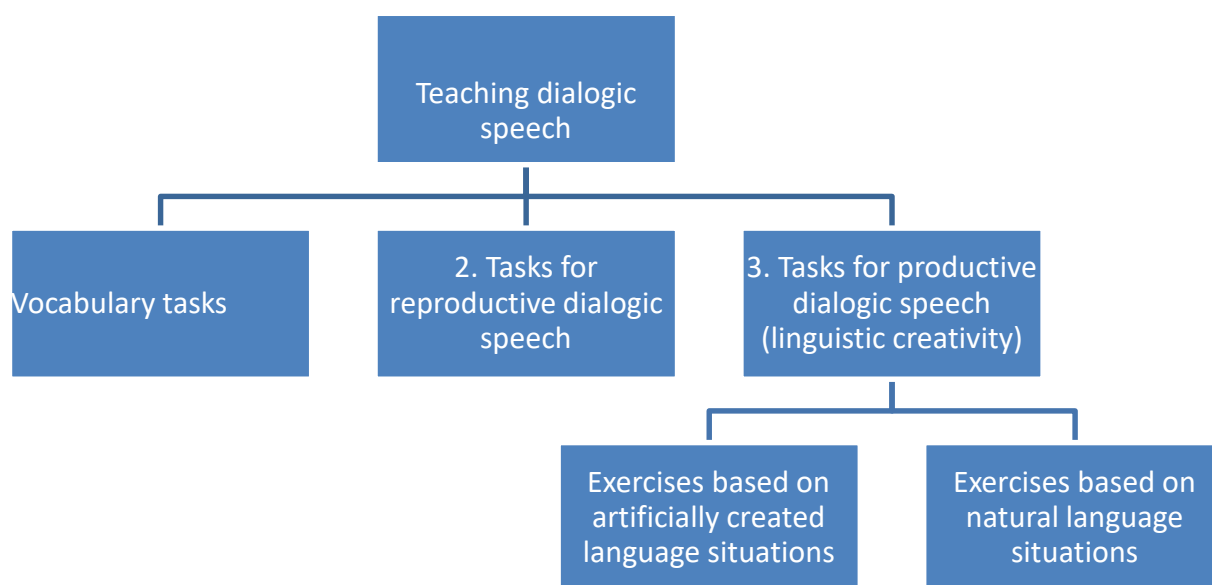


Fig. 1. A set of exercises for teaching dialogue

The following explanations regarding the contents of the Fig 1 should be given:

1. Vocabulary tasks are designed to form and develop an active conversational vocabulary of younger schoolchildren. The vast majority of words and syntactic constructions used in language tasks relate not so much to objects and phenomena of the surrounding reality as to various human reactions to them. Each structure has a certain semantic meaning, namely greeting, farewell, surprise, joy, encouragement to action, etc.

2. Tasks for reproductive (reproducible) conversational dialogue are offered to children on each topic of conversational classes. The exercises of this type introduce students to typical conversations at a certain cultural level. The text of a typical conversation (dialogue) consists of dialogic lines that clearly express the communicative plan and are essentially samples (patterns) of conversational communication. A typical dialogue should be preceded by a topic

and a description of the situation. For example, when working with fairy tales, it is very convenient to offer children to reproduce the dialogues of fairy tale characters.

3. Tasks for productive spoken language that bring younger students closer to the natural conditions of verbal communication.

In the process of conducting such classes, students activate their already acquired speech skills; the course of classes itself turns into an involving game for children, during which participants show interest in speech interaction with game partners. In turn, the teacher must support, develop and supplement the vocabulary of schoolchildren for its better development.

Next, we present a program for the development of dialogic speech of younger schoolchildren. The topics and speech situations based on which conversational dialogues were constructed, examples of classes are given in *Table 1*.

Table 1

Topics and speech situations for dialogue construction

№	Topic of the lesson	Description of the situation and aim of the lesson
1	Children's conversation	An invitation to come play, read a book, watch a TV show. Aim: to teach children to get to know each other, greet each other, invite each other, enter a dialogue, support and end the dialogue.
2	Seasons of the year	Children's conversation about their favorite season. Aim: to teach children to communicate in pairs (groups), to maintain a dialogue in a general conversation, to ask questions and answer them in turn, developing the topic of the lesson.
3	Professions	A dialogue on this topic may arise in connection with the content of the text read or the professions of one of the parents. Aim: to teach children to ask and answer questions, to speak skillfully and expressively, to consolidate the ability to develop the topic of conversation.
4	Family	A conversation about oneself and one's family. Aim: to teach children to listen to the narrator, to observe speech etiquette, to ask questions and answer them.
5	A day off	A dialogue about an interesting day off that children tend to remember. Aim: to teach children to enter speech interaction, to listen and not interrupt a partner, to respond to questions and answer correctly, to develop dialogical communication.

6	Kyiv is the capital of Ukraine	This dialogue can be constructed by familiarizing students with the topic in advance. Aim: to teach children to listen to the narrator, to speak clearly, to consolidate the ability to ask and answer questions
7	My native city	You met a new friend via the Internet, and he asks you to talk about your hometown. Your story is interrupted by questions and other remarks from your interlocutor. Aim: to teach children to speak clearly, listen and answer questions, to skillfully use facial expressions and gestures, to consolidate the ability to enter verbal interaction and develop dialogical communication.
8	My street and my house	Describe the street and the looks of your own house. Aim: to consolidate the ability to speak clearly using facial expressions and gestures, to develop children's imagination.
9	Be able to say "No!"	A dialogue where one of the participants makes an offer to the other (take a book from a friend, break a cup, shout) Aim: to teach children to politely refuse in response to an invitation and/or offer.
10	Animals	Speculate about the animal depicted in the picture. The other participant must prove the opposite and argue their position. Aim: to teach children to express their opinion, politely reject the opinion of the interlocutor, to justify themselves, to show patience, to develop flexibility and wisdom in choosing arguments, to consolidate children's ideas about the appearance of animals.

It should be borne in mind that a distinctive feature of colloquial speech is its situational character. It manifests itself in the dialogue depending on the choice of the environment in which the dialogue takes place and how the dialogue is conducted. The means of creating a speech situation can be pictures, which must meet certain requirements. The context of the conversation is created from all circumstances that directly or indirectly affect the conversation. These situations can be conditionally divided into external and internal; the former include the environment in which the dialogue takes place, the latter contains everything that generates the dialogue and determines its content.

Another way to create a conversational situation is its verbal description. Verbal descriptions have advantages over situational pictures. With the help of descriptions, you can convey what is happening outside and especially inside, which pictures cannot describe. Pictures and verbal descriptions are the most frequently used means of visualizing situations. Each of these tools can be

used separately, but they are more effective in combination, that is, showing a picture and supplementing it with a verbal description of the situation.

The child responds to artificially created speech situations (using pictures or descriptions of situations), trying not to carry out a communicative act (which occurs in natural speech situations), but by solving the educational tasks set before them. Therefore, teachers can find ways to create natural speech situations, using such techniques as "hiding", when children do not know that they are engaged in educational activities. For this purpose, it is recommended to create natural speech situations in the classroom, which are based on the content of texts for reading or discussions of current events at school, during lessons, extracurricular activities and at home. The following methods and techniques are used to develop the correctness of speech: educational games and exercises, stories in which children make and correct mistakes; describing pictures; retellings texts and novels; reciting poems, composing stories. Verbal instructions serve as a great

toolset for developing dialogical speech patterns. After completing assignments given, the student is stimulated to instantly report on the result, thus they initiate and/or enter a dialogue, which gives us feedback. In order to ensure the effectiveness of this technique, we use visualization, for example, a specially selected drawing or a series of pictures.

Thus, for the effective development of dialogic speech in younger schoolchildren, it is necessary to use methods and techniques that ensure the activation of speech activity, the use of previously mastered speech material.

Results and discussion. Thus, in order to fully and comprehensively implement dialogue training, it is important to focus the attention of younger schoolchildren on the situation of communication, intonation, the form of constructing replicas, and to teach them to approach tasks creatively. All academic disciplines can develop the creative potential of the younger generation, but this one incorporates promising aspects of working in native language classes, which opens a limitless opportunity for

being creative for both the teacher and the student. Pupils are involved in activities that meet their interests and level of development, which also satisfies their personal needs.

Dialogic speech is an important component of the development of the personality of a younger schoolchild. The ability to express and argue one's views, listen to and understand interlocutors contributes to the development of critical thinking, empathy, and self-esteem. Dialogic speech skills help to establish interpersonal relationships in the classroom, prevent conflicts, and promote joint learning. The development of dialogical speech plays an important role in the process of mental and speech development of children of primary school age. Dialogic speech can be considered as the goal and means of practical language acquisition.

The conducted research does not exhaust all aspects of the problem. Further research on this topic may cover the problems of improving the content, methods and techniques of work on the formation of dialogical speech of students.

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