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## **DEVELOPMENT OF COHERENT SPEECH IN CHILDREN OF UPPER-KINDERGARTEN AGE THROUGH THE USE OF VASYL SUKHOMLYNSKYI'S FAIRY TALES AND SHORT STORIES**

In modern preschool education, particular importance is attached to the formation of children's communicative competence, especially the development of coherent speech, which is an essential component of a preschooler's social and personal development. According to the State Standard of Preschool Education, a child should possess a minimally required level of speech competencies, be able to express thoughts, build logical connections between sentences, and use language in various types of activities [1, p. 7].

The development of coherent speech is especially significant, as it ensures the ability to communicate effectively, think logically, understand, and formulate one's own judgments. In the practice of preschool institutions, difficulties are often observed in children's speech activity, including limited vocabulary, challenges in retelling stories, describing objects, and constructing consistent utterances.

For senior preschool children, the use of literary texts, fairy tales, and short stories plays a particularly important role in speech development. These contribute to vocabulary enrichment, the formation of grammatically correct expressions, and the development of imagination, logical thinking, and creative potential. The fairy tales and short stories by Vasyl Sukhomlynskyi, as an effective pedagogical tool, help children understand moral values, learn to analyze events, express their own opinions, and reproduce the content of what they have read or heard.

Thus, the use of Sukhomlynskyi's fairy tales and short stories is an important direction in improving the speech development of senior preschool children.

The aim of the article is to provide a theoretical justification and describe practical methods for using Vasyl Sukhomlynskyi's fairy tales and short stories to develop coherent speech in senior preschool children, as well as to highlight the pedagogical potential of these works. The study also aims to experimentally verify the effectiveness of an author's program for speech development in senior preschoolers in the context of using Sukhomlynskyi's works. This program includes a set of methodological techniques aimed at enriching vocabulary, forming grammatically correct utterances, developing logical thinking, improving the ability to reproduce content, and stimulating children's creative imagination.

The works of Vasyl Sukhomlynskyi possess significant educational and speech-development potential. The structure of his stories is clear, logical, and accessible to children; each work contains a moral message and emotional richness, which facilitates children's engagement in discussion, expression of their own thoughts, and the development of skills for constructing coherent statements.

In the practice of working with senior preschool groups, several types of activities aimed at developing coherent speech were applied. Children listened to expressive reading of the texts, which created an emotional atmosphere and promoted better understanding of the content. After listening, discussions were conducted in which children answered questions, explained the motives of the characters' behavior, and identified the main idea of the story. This helped form complete sentences, logical reasoning, and critical thinking skills.

The next stage involved retelling the text. Initially, children reproduced story fragments using pictures, and later retold the entire text, which contributed to the development of memory, speech activity, vocabulary selection, and the ability to maintain logical sequence.

Creative tasks included inventing alternative endings to stories, composing their own tales based on what they had read, role-playing scenes, and selecting proverbs. Such activities stimulated imagination, comparison, drawing conclusions, and the development of independent speech skills.

Visual aids also played an important role: the use of plot pictures, illustrations, and video fragments helped children better imagine events, describe characters and details, ask clarifying questions, and use new vocabulary and more complex speech structures.

The application of O. A. Strebeleva's methodology made it possible to assess children's speech development individually and in groups, analyze their utterances, evaluate their ability to retell stories, reproduce events, create their own narratives, and assess the emotional tone of texts [2, p. 45].

The results of the experimental research showed that children actively listen to and understand the content of the works, logically and consistently retell events, use a rich vocabulary, develop the ability to clearly express cause-and-effect relationships, and demonstrate emotional sensitivity and social interaction. Thus, systematic work with Sukhomlynskyi's fairy tales and stories contributes to the development of meaningful, emotionally rich, and coherent speech in children.

The use of Vasyl Sukhomlynskyi's fairy tales and short stories is an effective means of developing coherent speech in senior preschool children. These works promote speech activity, vocabulary enrichment, and the development of retelling and creative expression skills. Due to their accessible plot and moral content, children learn to analyze events, draw conclusions, reflect, and justify their opinions.

Practice has shown that a comprehensive combination of reading, discussions, retelling, creative tasks, and dramatization ensures well-rounded speech development, fosters communicative competence, and supports the formation of moral values. The integration of Sukhomlynskyi's works into the educational process of preschool institutions is both appropriate and prospective for preparing children for further schooling.

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