

"IMPROVING THE METHODOLOGY OF CHILDREN'S DIALOGIC SPEECH DEVELOPMENT BASED ON A VARIATIONAL APPROACH" (IN THE CASE OF 5-6 YEAR OLD CHILDREN)

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Abstract: In this article, we can consider "Improving the methodology of children's dialogical speech development based on a variational approach" on the example of 5-6-year-old children.

Key words: dialogic speech, conversation as an educational method, social formation, special training.

Dialogue - conversation is the main form of communication of a child with adults and peers. Teaching in a preschool educational institution is carried out in two ways: a) free speech communication; b) in special training.

Dialogue appears more in free speech communication and it is the basis for enriching children's vocabulary, the natural development of pronunciation and grammatical skills, and the basis for acquiring fluent speech skills.

Dialog is taught in special classes (1-2 classes per month); During the day at the preschool educational institution, the child freely communicates with the teacher and other children. At home, adults should enter into a dialogue with the child on various topics. Teaching dialogic speech (or oral speech) usually takes place in the form of a conversation, that is, in the form of an exchange of ideas between adults and children, as well as between children themselves. will give.

If conversation is used as a means of imparting knowledge at school, it is considered as an additional positive phenomenon in the enrichment of children's speech in the process of conversation, and in preschool educational institutions, conversation is held precisely for the purpose of speech development. However, since speech necessarily reflects and codifies the phenomenon of existence, a conversation in a preschool educational institution provides knowledge just like in a school.

The topic and content of the interviews are determined by the "Child of the Third Millennium" base program, taking into account the children's age characteristics and the level of their speech development.

Conversation as an educational method is a pre-prepared conversation of a teacher with a group of children (or with each child individually) on a specific topic. Repeating, summarizing and control-checking interviews are used in the preschool educational institution.

In repeating and summarizing conversations, the teacher uses various methods to teach children how to analyze, compare, fill in, and deepen what they see, systematizes the children's existing knowledge, and encourages them to come to certain conclusions.

Inspection interviews are conducted by the pedagogue to determine the knowledge of children on any given subject. With the help of questions, the teacher can determine the level of knowledge of the children during the passage of any subject. In the process of working with children, the pedagogue uses unprepared and prepared conversation.

Unprepared conversation (it can be applied only to children, because children do not know what to talk to them about, what to draw their attention to) during routine processes, in various types of children's activities: in games, organizing cocktails can be done. The educator must be ready for any type of communication. After all, for this, one of the important parts of the knowledge that he received professional education is to talk with children. Therefore, the teacher should talk to the children in such a way that he teaches the children their mother tongue with his speech.

In a conversation that suddenly arises due to the need for speech communication, the educator does not prepare the grammatical form of his speech and its sounding (phonology), trusting his language intuition, but he must prepare for the topic of each conversation.

The reason why it is called a prepared conversation is that before the training (a few days before the training), the teacher leaves the children in such a situation that their attention is drawn to the events in the world that will be the topic of the future conversation, because Children should be familiar with factual materials.

The organization of the conversation, its structure depends on the topic and content, and the age of the children. The following structural components can be distinguished in each conversation: 1) introduction (start); 2) the main part (development of the conversation topic); 3) come to an end.

The purpose of the introduction is to attract children's attention to the topic of the conversation, to make them want to participate in the conversation, to revive previously received impressions in the children's memory, figurative and emotional impressions as much as possible.

A riddle proposed by the teacher about the thing (event) to be discussed can also be an introduction. The conversation can be started by reading a poem on the relevant topic or looking at pictures. At the beginning of the conversation, the educator forms the topic (goal) of the future conversation, justifies its importance, explains the reasons for choosing it to the children.

The purpose of the main part is to remember what children have seen, to analyze additional knowledge, to deepen it in order to explain it, to inform about additional knowledge, to bring it into one system and to consolidate it.

The main part of the conversation can be divided into microtopics or stages. Each stage consists of analyzing a topic by syllable parts. While preparing for the training, the teacher should determine all the stages.

The development of the conversation topic should be focused on a specific goal, the educator should prevent children from deviating from this topic as much as possible (sometimes it is possible to deviate from it to identify redundant facts, but then it is necessary to return to the main conversation topic). The teacher determines the conversation plan in advance. If the teacher has a plan, no matter how much the children deviate from the topic, when he thinks that the previous question has lost its importance, he can bring them back to the topic by asking the next question in his plan.

The pedagogue should not forget that children's thinking is such that they easily forget the topic of the conversation and get distracted by every little thing. The younger the child, the faster he gets distracted, quickly forgets what he just said and moves on to another topic.

The lesson - conversation is aimed at forming the ability of children to think logically, to finish the topic they started.

Reporting additional information about what children know is a necessary element of the main part of the conversation. It expands and deepens children's knowledge. Brief and clear information of the teacher allows you to start the conversation with a clear goal in mind. The conversation can be completed with riddles, poems, and the educator's comments on the appropriate picture, but it often ends with the pedagogue's logical conclusion about the aspects that children should learn about morality based on this conversation. At the same time, the pedagogue should use the words, word forms and syntactic structures that he should teach the children during the conversation in his conclusion.

The conversation should be organized in such a way that all children participate in it. If the child only listens to the educator's conversation with other children and does not participate in these comments, this child does not practice "conversation" and his participation in the conversation is only nominal.

It is advisable to conduct the interview with a limited number of children (6-8 children). If there are 25-30 children in the group, then it is necessary to divide the children into three or four small groups. In order not to exceed the allotted time, the duration of the conversation with each small group can be shortened. However, every child should be able to practice not only listening, but also speaking. It is necessary for the teacher to involve parents for help and give them detailed instructions on how to conduct the preparatory interview. All parents can perform this task because they are good at speaking.

Special classes on the development of dialogic fluency are conducted based on the conversation method (conversation) and the imitation method. These methods are often implemented using the following methods:

- Preparatory interview (speaking) methods;
- Theatrical methods (imitation, retelling).

A prepared interview has the following tasks:

- Directly - to encourage children to talk, that is, to listen without interrupting the conversation, waiting for a convenient moment to take a bite.

At each stage of the interview, it is necessary to place the questions in the following sequence: first, reproductive questions to revive the children's experience, then a small number of but complex search questions to digest new material, and finally 1-2 generalizing questions. Questions should be clear and targeted. Unclear questions make it difficult for children to answer - they cannot answer or give wrong answers. The question must be asked clearly, without haste, with logical accents and meaningful pauses. The teacher pauses to give the child time to respond. If the question is asked quickly, the child does not have time to understand its meaning, and the educator has to repeat the question several times, which makes the child confused in thinking about the answer, teaches him not to listen to the educator. It is necessary to teach the child to accept the question the first time.

The teacher can do the following during the interview process:

- Telling some syntactic structures of sentences that are not mastered by children, that consist of compound sentences or one type of members;
- Telling the intonation of the meaningful parts of the speech that children have not mastered (for example, the intonation of warning, surprise, worry, happiness, etc.);
- Saying how to form monosyllabic words: liquid-liquid, vegetable-vegetable, etc.
- To help in derivation of irregular verb forms: sprinkled-sprinkled, put-put.

During the conversation, it is necessary to encourage children to ask questions, to develop their curiosity. A child's ability to ask questions indicates his thinking activity.

The method of dramatization of works of art - fairy tales, stories, poems - is a way for children to retell the works read to them by the teacher on behalf of those persons.

To retell the story on behalf of other people, it is better to use works that contain dialogic speech. Retelling them makes it possible to improve children's oral speech, in particular, the intonations of addressing, counting, being happy, being happy; the speech becomes richer from an emotional point of view - depending on the situation of the characters, it sometimes sounds happy, sometimes sad, and sometimes pleading.

It is recommended to use such methods as theatrical performance and puppet theater in the process of teaching children oral dialogic speech. Children can participate in it both as performers and spectators.

Enactment game is children's retelling of a work of art in the characters of its characters; children's free retelling of the text and children's role-playing games.

In story-role games, children are first allowed to deviate from the text of the fairy tale in their speech. The teacher corrects them only when they deviate from the standards of literary speech in grammar or lexicon; If phonetic mistakes are made during the game, it is not necessary to correct them.

Theatrical performances differ from staged games in that they are attended by children who know the text of the work by heart. in this performance, children appear in theatrical costumes (masks, caps and other clothes).

Puppet theater is different types of "directed" play with a plot: children at the same time play ordinary toys (puppet theater), puppets (puppets worn on the fingers, pictures cuts, etc.), they speak the text of the artistic work in roles, forcing them to play the role of the heroes of the work.

Puppet theater forms are as follows: theater of toys, theater of parsley, theater of "fingers", shadow theater, table theater, flannel graph.

Children's publishers silhouettes to folktales for the staging of works of art; theater books; They are publishing visual manuals of various types, such as panorama books.

The above-mentioned types of puppet theater are used as methodical tools for activating children's speech in preschool educational institutions: children direct puppets and cut-out pictures with the help of a pedagogue, and in large groups independently they speak enthusiastically and thus develop their speaking skills.

Acting play is a theatrical performance of any child of preschool age.

Depending on the progress of children's acquisition of oral speech skills, their answers to questions should become more clear, thoughtful and meaningful.

Liveliness of conversation with children in the process of conversation depends in many ways on the variety of grammatical structures characteristic of oral speech and the question-answer form of speech communication.

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