

CONVERSATION AS A METHOD OF TEACHING DIALOGICAL SPEECH TO PRESCHOOL CHILDREN

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To solve the problem of the development of dialogic speech in senior preschool age, the joint activity of a preschooler with an adult is of great importance. In the process of it, the tasks of instructing, discussing, agreeing, evaluating actions arise. Contact is established and relationships are maintained, opinions and ideas are exchanged, mutual understanding arises, and activity is stimulated. At the same time, the main conditions for the development of dialogic speech are the initiative and activity of the child himself, which should be encouraged and encouraged in every possible way. It has been established that the influence of children's joint activity on dialogical speech increases significantly if they are shown that its success depends on the ability to communicate and negotiate. Joint activity contributes to children's awareness of the need to possess dialogic skills, and, consequently, develops them.

Purposeful teaching of dialogic speech takes place in specially organized speech situations. They are aimed at developing the skills to negotiate during communication, question the interlocutor, engage in someone's conversation, follow the rules of speech etiquette, express sympathy, convince, prove one's point of view.

The technique of using speech situations may include the solution of communicative tasks: 1) on a verbal basis and 2) on the basis of the representation of certain situations by children on the instructions of the educator.

A conversation is a purposeful discussion of something, an organized, prepared dialogue on a pre-selected topic. The conversation is considered in preschool pedagogy as a method of getting acquainted with the environment and at the same time as a method of developing coherent speech. E. I. Radina in her study revealed in detail the importance of conversation for the mental and moral education of children. In some conversations, the ideas received by the child in the course of his daily life, as a result of observations and activities, are systematized and refined.

Proper planning and effective work on the speech development of children in a particular group is possible only when educators know the age-related characteristics of speech development and are able to correlate the individual characteristics of each child with them. In other ways, the teacher helps the child to perceive reality more fully and deeper, to pay attention to what he is not sufficiently aware of. As a result, the child's knowledge becomes clearer and more meaningful.

In modern preschool education, the improvement of classes continues in various aspects: the content of education is expanding and becoming more complicated, the search for forms of integration of different types of activities, ways to use the game in the learning process, the search for innovative forms of the educational process, and the creation of conditions for a differentiated approach to learning. Increasingly, there is a transition from frontal classes to classes with subgroups, small groups. This trend ensures the quality of education: an individual approach to children, taking into account the peculiarities of their advancement in the assimilation of knowledge and practical skills. The program for the development of speech activity of preschoolers aged 5-7 years, developed by us, will show the effectiveness of the organization of the educational process on the basis of differentiated learning, in accordance with modern psychological and pedagogical trends.

The value of the conversation lies in the fact that an adult teaches the child to think logically, helps to think, raises from a specific way of thinking to a higher level of simple abstraction. In a conversation, the child must remember, analyze, compare, make judgments and draw conclusions, conclusions. In conversation, along with thinking, speech develops. Dialogic and monologic forms of coherent speech are formed, and above all

colloquial speech: the ability to listen and understand the interlocutor, give clear answers to the questions posed, clearly express one's thoughts in a word, speak out in the presence of other children.

The use of classes as the main form of teaching children was substantiated by Ya.A. Comenius in the pedagogical work "The Great Didactics". The purpose of consistent learning: the development of a variety of knowledge about the world around the child, moral development, preparation for school.

K.D. Ushinsky psychologically substantiated and developed the didactic principles of teaching children in the classroom, emphasizing that already at preschool age it is necessary to separate serious learning from the game "you can't teach children by playing, learning is work." Therefore, the tasks of preschool education, according to K.D. Ushinsky, is the development of mental strength (development of active attention and conscious memory) and the gift of the word of children, preparation for school. However, at the same time, the scientist put forward the thesis of the dual unity of education and upbringing of preschool children. Thus, the problem of the existence of differences between teaching children in the classroom in kindergarten and in the classroom in elementary school was raised.

Teaching children the ability to conduct a conversation, to participate in a conversation is always combined with the development of a culture of behavior: the child must learn to listen carefully to the one who speaks, not to be distracted, not to interrupt the interlocutor, to restrain his immediate desire to immediately answer the question without waiting for a call. In a conversation, therefore, restraint, politeness and, in general, a culture of verbal communication are brought up.

The purpose of the conversation can be:

introductory (preliminary), the purpose of which is to create interest in the upcoming activity, to prepare children for the assimilation of new knowledge, skills and abilities. They should be short and emotional;

accompanying (accompanying), the purpose of which is to maintain interest in observation or examination, to ensure a complete perception of objects and phenomena, to help obtain clear, distinct knowledge.

They are held in the process of children's activities, excursions, walks. The specificity of these conversations is that they activate various analyzers and fix the received impressions in a word;

- final (final, summarizing), the purpose of which is to clarify, consolidate, deepen and systematize the knowledge and ideas of children.

The value of conversation in educational work with children. The conversation teaches children to think logically, helps children to gradually move from a specific way of thinking to the simplest abstraction.

Learning in the classroom, regardless of the form of its organization, differs primarily in the presence of a specific program. The teacher outlines the program content that should be implemented during the lesson. Classes have a certain structure, which is largely dictated by the content of training and the specifics of children's activities. Structurally, any lesson consists of the beginning, the course of the lesson (process) and the end.

At an older age, a large place is occupied by excursions outside the kindergarten and into nature. Their content becomes more complicated, more new words are given. In the process of excursions, children acquire knowledge about their hometown, about the street where the kindergarten is located, about the post office, school, library, get acquainted with the work of adults and at the same time master and refine a diverse vocabulary: the names of professions, techniques, labor processes. The child's ideas about seasonal changes in nature, about some animals and plants are expanded and clarified, and in connection with this, the natural history dictionary is mastered.

In the course of a conversation, preschoolers learn to perform mental operations (analysis, synthesis, comparison, generalization), express their thoughts, listen and understand the interlocutor, and give answers to questions that are understandable to others. In a conversation, the coherence of speech develops.

In a conversation, the teacher unites children around common interests, arouses their interest in each other, the experience of one child becomes a common property. Each conversation should communicate something new: either give some new knowledge, or show the familiar in a new aspect. The content of the conversation should be phenomena familiar to the child, but requiring additional explanations, raising the child's consciousness to a higher level of knowledge. The topics of conversations are determined by the specific tasks of educational work with children, their age characteristics, the stock of knowledge acquired in the process of

excursions and observations, as well as the immediate environment. The topic of the conversation should be close to the children, based on their life experience, knowledge and interests.

In the development of coherent speech of children of 5-7 years of age, the game teaching method increases speech motivation, contributes to the creation of an interested, relaxed atmosphere in the communication of children with each other, activates and speeds up the thinking process, and contributes to the rapid assimilation of new skills and abilities in the child's speech activity.

Didactic games for solving problems of speech development, consolidate and clarify the vocabulary, changes and formation of words, exercise in making coherent statements, develop explanatory speech. Dictionary didactic games help the development of both specific and generic concepts, the development of words in their generalized meanings. In these games, the child finds himself in situations where he is forced to use the acquired speech knowledge and vocabulary in new conditions. They are manifested in the words and actions of the players. In order to competently organize the play activities of children, the teacher must know well both the age and individual characteristics of the children of the group on which he works.

The content of the conversation should be phenomena that are mostly familiar to the child, but require additional explanations, raising his consciousness to a higher level of knowledge. In the middle preschool age, conversations are mainly used that accompany the acquisition of new knowledge and observations. For example, a preschooler knows from conversations that a bear loves honey and lives in the forest. But where exactly the bear lives, namely in what "house" he lives - before that, it is difficult for the child to guess, this requires explanation. At the senior preschool age, all kinds of conversations are held.

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