



Methods of forming dialogic and monologic speech in children

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ABSTRACT

The development of dialogue is not only the mastery of a certain compositional form of speech, but also an important component of the social and personal formation of the child. Dialogue involves not only communication (intellectual content) and orientation towards one's own interests, but also taking into account the partner's point of view, his interests, desires, mood. Children accumulate such experience as a result of cooperative activities (joint creation, drawing, playing team games).

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In dialogue with peers, the child's speech is an indicator of content (regardless of the dialogue situation). On the dialogical basis of older preschool children, a new form of speech is born and formed - a monologue. It arises as a result of the child's desire to share his thoughts, feelings, knowledge about the environment. In this case,

the speech takes the form of a short story. The story will certainly reflect some interesting event that amazed and excited the child (an interesting meeting in nature, the funny actions of his younger brother, etc.).

Preschool children love to tell familiar fairy tales, the content of cartoons, and retell what they have read. The most important achievement of older preschool children is the rapid development of interest in sounding speech, the formation of the simplest understanding of language 126 activities. The linguistic attitude towards the word is manifested in improvised games with sound, rhyme, meaning, in questions about the meaning of words, in their sound and content. Understanding of language reality covers all its aspects - phonetic, lexical, grammatical. A

conscious attitude towards words affects the improvement of vocabulary (antonyms, synonyms, understanding of polysemous words), the development of the sound culture of speech (sound pronunciation, listening skills, expressiveness of intonation), the formation of grammatical correctness of speech (morphology, word formation, syntax), and the development of fluent speech. In the development of vocabulary, its qualitative improvement comes to the fore. This applies to understanding such phenomena as antonymy (sharp-sharp, bitter), synonymy (sharp, sharp, sharp), polysemy (sharp knife, hot pepper, sharp tongue) and their active use in speech.

Children learn to distinguish different and common features when comparing natural phenomena, objects, and human behavior, and to introduce them into speech using words with opposite and similar meanings, comparisons, specific verbs, and analogies. The methods of selecting synonyms or antonyms in word formation introduce children to words with multiple meanings. Generalizing names are formed based on the comparison of the functions of objects (animals, dishes, transport, etc.). The formation of grammatical correctness of speech in the older preschool age is associated with the emergence and development of a critical attitude towards speech, the desire to speak clearly and correctly. The desire for correctness begins to appear in all areas of grammar, namely - in morphology (in the clear formation of form, in the mastery of many types of forms), in word formation (for bread - bread, for salt - salt), in syntax (eliminating the structure of oral speech: "stretching" the sentence by using the conjunction "and" many times, and mixing direct and indirect speech in one sentence). The pursuit of grammatical correctness of speech occurs in the seventh year of a child's life. A five-year-old child is still enthusiastically playing with grammatical forms, and it is this test, carried out with the word 127, that creates the conditions for the further development of grammatical correctness of speech.

The development of vocabulary, the upbringing of the sound culture of speech, the formation of grammatical correctness are inextricably linked

with the mastery of methods of fluent speech construction (connectors, cases, lexical repetitions, means of connecting sentences with the help of synonyms; the structure of description, description). In connection with the performance of many types of tasks, all aspects of speech, developed on the basis of dialogical speech, are directly related to the formation of language comprehension, and for this the child needs a certain type of dialogue with an adult. This is aimed not only at understanding the outside world and other people, but also at understanding the language itself, its structure and functioning. The specific features of speech development are expressed in the manifestations of intelligibility and at the same time in the pace of mastering language and fluent speech.

Most children like to comment on their actions, attract the attention of those around them. In some children, speech dialogue conflicts with practical activity, and as a result, such a talkative child begins to lag behind other children in the group in performing tasks. Children who are not so communicative also speak, but usually they solve practical tasks quickly and correctly. The timing and productivity of the emergence of fluent speech may also vary. In the first type of speech development, storytelling without special preparation begins at the age of 4-5. Children tell each other magical tales, events that happened, and invent their own stories using toys. If a child can independently retell a familiar traditional fairy tale ("The Emerald and the Precious") at the age of seven, or can compose a small oral essay based on toys and pictures, this is a sign that everything is normal. Supporting children's interest in telling stories on their own initiative or at the suggestion of adults, teaching them to express the verbal content of fairy tales, pictures, and impressions from their own personal experience using short stories, reflections, and descriptions is a factor in the emergence of fluent speech. Supporting interest in words that are noticeable in word creativity born of improvisation, in games with sounds and rhymes, in tests with words, in interpreting the meaning of their sound and meaning. Developing the simplest understanding of language reality, introducing

children to the terms "sound", "word", "speech". Based on the above, it can be concluded that upon reaching the older age of the preschool stage, one of the most important periods in a child's life - his first "oral education" - ends. But unlike a real student of philology, the child receives education in all faculties at once. He studies the secrets of animate and inanimate nature (of course, to the extent possible), takes elementary lessons in mathematics. He also takes the simplest oratory course, learns to express his thoughts logically and expressively. As a result of studying philological disciplines, he acquires not only the emotional perception of works of fiction, to sympathize with its heroes, but also the skills to feel and understand the simplest forms of language means of artistic expressiveness. The child becomes a little linguist, because he learns not only to pronounce words correctly and build sentences, but also to understand what sounds words consist of and what words sentences consist of. All this is necessary for successful education at school, for the comprehensive development of the child's personality.

The importance of special classes on the development of dialogic speech. The most important method in speech is dialogical speech, that is, talking to children. Talking is the simplest form of oral speech, in which various circumstances such as the child's behavior, gaze, movements, pitch, speed of voice are taken into account. Talking - dialogical speech, is carried out mainly with the help of adults and gives especially good results in the process of learning about the surroundings. In particular, attention is paid to observing the culture of speech in public places, among a large number of people. In this case, supplementing each other's speech, making corrections, asking, asking for clarification are considered methods of teaching dialogical speech.

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