



Mechanisms for Improving Children's Dialogical Speech

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Annotation: this article provides a scientific opinion on the issues of improving the method of children's dialogical speech on the basis of a variative approach.

Keywords: dialogue, Communication, Speech, Communication, monologue, children, drawing, environment, word, fairy tale, cartoon, rhyme, variative.

The development of dialogue is not only simply the assimilation of a certain compositional form of speech, but also an important component of the formation of the child socially and personally.

Dialogical Dialogue provides for not only communication (intellectual content) and orientation to one's own interests, but also taking into account the point of view of the partner, his interests, desires, mood. Children accumulate such experience as a result of activities of a cooperative nature (making together, drawing, playing team games). When communicating with peers, a child's speech is an indication of content (regardless of the dialogue situation). On the dialogical basis of 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 of the environment. In this case, the speech will have a short narrative form. In the story, of course, any interesting phenomenon that left the child lol and excited him (an interesting meeting in the bosom of nature, funny actions of his brother, etc.k.) are reflected. Children like to tell familiar fairy tales, the content of cartoons, tell what they read. The most important achievement of children is the intense development of interest in ringing speech, the formation of the simplest understanding of language activity. The linguistic attitude towards the word is seen in games with sound, rhyme, content from dabdurst, in questions about the importance of the word, in their slang and content. The perception of the reality of the language covers all its sides - phonetic, lexical, grammatical. Conscious attitude towards speech affects the improvement of vocabulary (understanding antonyms, synonyms, ambiguous words), the development of sound culture of speech (sound pronunciation, listening ability, intonation expressiveness), the formation of grammatical correctness of speech (morphology, word making, syntax), the development of fluent speech. In the development of the dictionary, its qualitative improvement comes to the fore. This applies to the understanding of such phenomena as antonymia (acute-acute, bitter), synonymy (acute, acute, sharpened), ambiguity (sharp knife, hot pepper, sharp tongue) and their active use in speech. Children learn to distinguish between different and general characteristics when comparing natural phenomena, objects, human behavior, and to bring them into speech using words with an axial and close meaning, comparisons, clear verbs, analogies. Methods of choosing a synonym or antonym when making a word introduce children to ambiguous words. Based on the comparison of the functions of objects, generalizing names are formed (animals, dishes, transport, etc.k.). The formation of grammatical correctness of speech in children is associated with the emergence and development of a critical attitude towards speech, the desire to speak clearly and correctly. Striving for correctness begins to appear in all areas of grammar, namely - morphology (in the exact formation of the form, mastering many types of forms), word making (for bread - nondone, for Salt - saltdon), syntax (elimination of the structure of oral speech: "stretching" the sentence by applying the "and" link " many times, as well as mixing direct and



indirect speech in one sentence). The desire for grammatical correctness of speech occurs in the seventh year of a child's life. A five-year-old child still enthusiastically plays grammatical forms, and it is this test that is carried out in words that creates conditions for the further development of the grammatical correctness of speech.

The development of vocabulary, the education of the sound culture of speech, the formation of grammatical correctness are inextricably linked with the assimilation of the methods of constructing fluent speech (means of linking sentences with the help of conjunctions, position, lexical repetitions, synonyms; structure of description, statement). Having developed on the basis of dialogical speech in connection with the performance of many types of tasks, all aspects of speech will be directly related to the formation of language comprehension, and for this the child will need a type of dialogue of a certain form with a large one. It is directed not only to the understanding of the outside world and the other person, but also to the understanding of the language itself, its structure and functioning.

The peculiarities of speech development are expressed in the manifestations of accessibility and at the same time in the pace of acquiring language and fluent speech. Most children like to comment on their actions, attract the attention of those around them. In this, speech dialogue in some children is at odds with practical activity, and as a result, such a multi-talking child begins to lag behind other children in the group when performing work. Less accessible children also speak, but usually they solve practical tasks quickly and correctly. The duration and productivity of the appearance of fluent speech can also vary. In the first type of speech development, storytelling without special training begins at the age of 4-5 years. Children tell magical fairy tales, stories that are, to each other, weaving original stories using toys. If a child at the age of seven was able to independently narrate a familiar traditional fairy tale ("Emerald and expensive"), make a small verbal essay based on toys, pictures - this is a sign that everything is in moderation. Supporting children's interest in telling stories on their own initiative, or at the suggestion of an adult, teaching them to express the verbal content of fairy tales, pictures and impressions of their own personal experience using Short Stories, Reflections, descriptions is a factor in the emergence of fluent speech.

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