



A NEW APPROACH TO TEACHING ELEMENTARY SCHOOL STUDENTS TO DIALOGIC SPEECH

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ABSTRACT

The article provides basic recommendations for speech development of first-graders, features of speech development in modern first-graders, activation of vocabulary, ie. each student's speech includes the widest range of words, the inclusion of words in sentences, the assimilation of the compatibility of words with others, and so on.

KEY WORDS: *child's speech, communication, speech development, dialogic speech, elementary school students, primary language teaching.*

DISCUSSION

The development of a child's speech is an important aspect of the socialization of the personality, the foundation of success in the acquisition of knowledge and skills. The socialization of personal characteristics occurs mainly through communication, as it is the language that is one of the main sources of information. Nurturing a harmoniously developed person is not possible without its linguistic component.

The issues of student speech development are one of the most pressing problems of modern pedagogical science and practice. Teaching speech to students is a priority of the learning process, as fluency of speech promotes full communication, creating a person's communicative comfort in society.

Language is perceived as an external expression of personality thinking.

Language and thinking are two types of social activities that are interconnected and complementary. Language is a symbolic (in its original form, voice) activity that provides the material design of ideas and the exchange of information between members of society. Language is a means of knowledge and a primary means of communication, so the school's mission is to ensure that every student masters all the language resources that give them the key to knowledge. A person who knows the language well feels like a complete person.

The main purpose of primary language teaching is to organize the regular, intensive and systematic mastering of literary language norms.

The modern methodology of formation of speech skills among students is based on many years of experience in psychological and pedagogical research in this field. The founder of the methodology of teaching literacy is KD Ushinsky, who developed and introduced a healthy analytical-synthetic method of literacy, created a system of oral and written exercises for the development of speech in primary school students. His scientific followers were Corf N.A., Bulakov N.F., Tikhomirov D.I., Semenov D.D., Flerov V.A., Baltalov I.P., Vakhterov V.P. and others, following the principles developed by KD, Ushinsky improved the development of speech in primary school age.

In recent decades, the methodology of speech development in the period of literacy has been developed by V.G. Goretsky, V.A. such as scientists have made significant contributions. Kiryushkin, A.F. Shanko et al.

A distinctive feature of modern approaches to the development of speech in school students can be considered the inclusion in the teaching methodology of recent psychological research that allows a better understanding of the specifics of the formation of speech skills in terms of psychology and a number of related disciplines.

According to K.D. According to Ushinsky, the main goal in the initial stage of teaching Russian is to develop a "gift of words". K.D. Ushinsky's "full acquaintance with the richness of folk literature and the deepest knowledge of grammar, though they may enrich the mind of the reader, if this spiritual power is deprived of sufficient exercise at the same time,



proved convincingly that 'they do not develop their gift'.

The development of speech of small school students, increase of vocabulary, acquaintance with the richness of the native language are the main elements of personality formation, the development of advanced values of the culture of the society in which the child grows up. These elements are inextricably linked with intellectual development, moral, aesthetic education, and are a priority in the process of learning the mother tongue of primary school students.

Through speech, students become familiar with learning materials, interact with each other, interact with each other, and influence themselves in the developmental process. Younger students develop more active speech, develop vocabulary, the higher the level of cognitive ability and the results of the learning process.

In addition to developing the basic types of speech activities in children, a thorough study of the simplest grammar and spelling rules, an elementary literacy course involves addressing the following fundamental issues:

- Formation of the most important ethical questions and aesthetic perceptions, mastery of universal human moral values, creative abilities, enrichment of children's clear ideas about the reality around them, man, nature and society;
- Development of logical and imaginative thinking, development of a new type of activity for children - educational, the ability to use time wisely in the classroom;
- Mastery of possible technical means of independent work;
- To develop an interest in books, knowledge.

In literacy, the basic didactic principles are implemented, especially the principles of introduction, continuity, perspective, taking into account the individual characteristics of students.

Literacy lessons are designed in such a way that the acquisition of knowledge and skills of children is combined with the development of positive qualities inherent in each student as a socially active, critical and constructive thinker.

In order to effectively work on speech development in the process of teaching first graders, it is necessary to correctly diagnose the characteristics of their speech development. The most optimal way to make a diagnosis in this case is observation. In the first two weeks of school life, following the children, the teacher draws conclusions, draws conclusions on the general level of students' speech development. He records his observations in a pedagogical diary. As a result of the

observations, a general address for the development of students' speech is created.

The learning process in school helps to shape and develop the speech of primary school students. In the lessons, the teacher teaches students to answer the questions completely and in detail, to tell according to the plan, not to repeat, to speak correctly, to find complete, well-rounded sentences, to consistently rediscover a large text. puts the task of learning. Storytelling, summarizing, and formulating rules are built as monologues. In the process of learning activities, students should master arbitrary, active, programmable, communicative and monologue speech.

In the context of developing sustainable speech skills, three main areas can be identified when working with first graders:

Vocabulary work (lexical level): assimilation of new words, their meanings, then new words are added to sentences, read, sound analysis, consists of letters of the split alphabet, observations The meaning of the shadows is determined by the meaning of the shadows.

Work on sentences and phrases:

- To know sentences independently as a unit of speech, to distinguish them from oral language, to compose their content, to read from the primer;
- Transition from one-word phrases to extended sentences, then to incomplete sentences - complete, relatively large sentences;
- As in sentences, as well as establishing the simplest connections between words in phrases.

Successful speech: this is the repetition of what the children read by themselves or the teacher, these are observations based on creative imagination, memories, reading these memorized poems, riddles and riddles, working on proverbs, words, learning language curls 'winter, fairy tales and dramatization.

In the process of theoretical analysis of the problem of speech development among first-graders, we came to the conclusion that this process is age-appropriate and involves a number of stages. The grammar mastering phase is the most convenient for speech development. Not just rapid speech development. All functions of the central nervous system ensure the formation of conditioned reflex connections, which are the basis for the development of speech skills. Psychologists also call this period sensitive, that is, a favorable environment for learning other languages.

It was also concluded that consistent speech acquisition is possible only when there is a certain level of vocabulary formation and the grammatical structure of speech.



The study of the level of speech skills of first-graders was conducted on three criteria:

Listen.

Create a story from a picture.

Developing dialogic speech.

When studying the development of dialogic speech, the use of speech etiquette, asking questions, conducting conversations on a particular topic, following the rules of communication, norms of literary language are tested.

Class levels:

First degree

The reader / student leads the dialogue by answering the interlocutor's question only "yes" or "no"

Answers simple questions with short comments, but does not start a conversation

Average level

The pupil / student engages in a conversation on a simple structured topic, but selects the correct words and leaves individual lines of the interlocutor / interlocutor unanswered.

Supports communication, but sometimes deviates from the topic, does not always use polite words, makes mistakes in speech.

The number of communication replicas is less than the set size for a given age

Enough degree

The reader / reader builds a dialogue, chooses quick words, adopts speech etiquette, finds tolerance towards the interlocutor / interlocutor but does not express his / her opinion, attitude to the topic of discussion, makes small mistakes in language puts. The number of communication replicas corresponds to a certain volume for a certain age, it organizes a dialogue on a situation involving a particular problem, quickly selects the right words and uses them correctly, makes meaningful comments, conforms to the rules of communication culture, but does not express his attitude to the topic of discussion, makes small mistakes in language. 9 The student / student has an independent conversation on a problematic topic, formulates the question clearly, gives clear answers, demonstrates the correct communication culture, avoids language mistakes, tries to express his / her opinion on the topic of discussion does. The number of communication replicas corresponds to a set size for a particular age

High level

The pupil / student engages in a dialogue on a problematic situation, expresses ideas clearly, demonstrates a high culture of communication, expresses his / her point of view, but without hesitation leads a dialogue on a particular problem and clearly expresses and argues position, shows

respect for the opinion of the interlocutor / interlocutor, demonstrates high culture. Communication builds a meaningful conversation, demonstrates the ability to listen attentively to the interlocutor / interlocutor, behaves and finds correctness in case of disagreement with the interlocutor / interlocutor's opinion, proves his / her point of view, including convincing arguments z defends his position from life experience. the number of copies of the dialog exceeds the age-related volume.

It is important from the earliest stages of teaching to teach children to answer the teacher's questions correctly. Because students do not yet have the syntax of theoretical knowledge, sentence construction is done on a sample basis. Examples include a teacher's questions and speech, as well as readable texts. In the process of working on a proposal, children learn the terms "full answer" and "short answer". The full answer needs to be learned when working on an offer, but you don't always have to demand it. If you need a clear expression of ideas in capturing an image, a complete answer is needed. In a live conversation with children, one-word answers, which are natural for dialogic speech in the form of questions and answers, are possible.

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