

THE FORMATION OF DIALOGICAL SPEECH IN CHILDREN OF PRESCHOOL AGE

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Abstract: *this article is devoted to the analysis of the problem of the formation of dialogical speech in preschool children. The mastery of dialogical speech is a necessary condition for the full-fledged social development of a child. The problem of the formation of dialogical speech is one of the most urgent in preschool pedagogy. Preschool children master it in the process of communication with the people around them and specially organized training. The mastery of coherent dialogical speech is one of the main tasks of the speech development of preschoolers. Its successful solution depends on many conditions (speech environment, social environment, family well-being, individual personality traits, cognitive activity of the child, etc.), which must be taken into account in the process of targeted speech education.*

Keywords: *dialogue, dialogical speech, speech, communication, formation, situational and contextual speech, speech communication.*

ФОРМИРОВАНИЕ ДИАЛОГИЧЕСКОЙ РЕЧИ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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Аннотация: *данная статья посвящена анализу проблемы формирования диалогической речи у детей дошкольного возраста. Овладение диалогической речью – необходимое условие полноценного социального развития ребенка. Проблема формирования диалогической речи – одна из актуальных в дошкольной педагогике. Дети дошкольного возраста овладевают ею в процессе общения с окружающими их людьми и специально организованного обучения. Овладение связной диалогической речью - одна из главных задач речевого развития дошкольников. Ее успешное решение зависит от многих условий (речевой среды, социального окружения, семейного благополучия, индивидуальных особенностей*

личности, познавательной активности ребенка и т.п.), которые необходимо учитывать в процессе целенаправленного речевого воспитания.

Ключевые слова: *диалог, диалогическая речь, речь, общение, формирование, ситуативная и контекстуальная речь, речевого общения.*

In the modern system of preschool education, there is a need for dialogue, which provides theoretical and practical significance in the formation of a child's personal development and serves as the key to successful adaptation of a person in a social environment. This direction is one of the urgent, complex and multifaceted problems, but at the same time it is of interest, since speech develops earlier than other processes and affects speech and mental development.

Dialogue as a form of human communication has become the object of research of many scientists. Thus, researchers O.M. Vershina, V.P. Glukhov, O.Ya. Goikhman et al. Viewed dialogue as an important way to activate cognitive and thought processes. In addition, scientists have proven that with insufficient communication, the development of speech and other mental processes is significantly slowed down. However, there is also an inverse relationship, which was established by N.S. Zhukova, E.M. Mastjukova, S.A. Mironov. They believe that the insufficient level of formation of speech means reduces the quality level of communication. However, in recent years, the view on the development of children's dialogical speech has changed somewhat. New research by V.V. Vetrova, S.A. Mironova, in the field of ontolinguistics argue that "children's dialogue most often arises not for the sake of direct conversation, but it is determined by the needs of joint objective, game and productive activity and is part of a complex system of communicative-activity interaction" [1].

The most difficult human function is speech. Its development is associated with many features and moments. One of the main types of work that a child masters in the process of ontogenesis is speech interaction. It is speech interaction that is the main and universal condition for the formation of a person during the period of preschool age. During the game, communication takes place, as a result of which the child learns the world in all its diversity, and can also create and show his "I". And also, it should be noted that during speech interaction, cultural meanings are acquired and formed.

The apogee of speech development falls on preschool age. Therefore, experts pay considerable attention to the development of the speech of preschoolers. The child's socialization process takes place with the help of speech formation. But in connection with the development of television technologies, the advancement of computerization, there is a slowdown in the development of speech, communication with a direct interlocutor is limited. The formation of a dialogical performance is of fundamental importance in the course of speech

formation of children and captures the main role in a single concept of activity according to the formation of a performance in an infant garden. Timely and high-quality formation of a folding performance is an essential requirement for the complete speech formation of a preschool educational institution. The most difficult model of human interaction is dialogue. It is often easier to conduct a monologue than to engage in a conversation with someone else. Indeed, in the process of dialogue, it is necessary to think over your own remarks simultaneously with the perception of the interlocutor's statements. In order to participate in the dialogue process, it is necessary to be able to listen and understand the idea that the interlocutor expresses. Also, the dialogue requires competently express their thoughts and opinions, not to lose the thought and idea of the conversation. One should not forget about the normativity of speech and, if something happens, make adjustments [2, p. 112].

One of the main points in the formation of the speech of preschoolers is the ability to speak in a coherent dialogical speech. A child in preschool age seizes, in the main order, dialogical information, which includes personal distinctive features that are manifested in the use of language money, likely in conversational performance. Dialogue conversation presupposes itself in the characteristic features of a very beautiful presentation of the communicative function of manner. Experts call conversation the main natural configuration of linguistic communication, the classical configuration of verbal communication. A distinctive feature of the conversation is the replacement of the speaking of one interlocutor with listening and then speaking of another. In his work with preschoolers, the educator pays more attention to the quality of children's answers. I begin to teach the child to answer both in a short and in a broader form, while not deviating from the very essence of the question asked. In the classroom during preschool age, it is important to teach your child to participate in the conversation. Namely, attention should be paid to the point that the child must know when to answer, how to respond, not to interrupt and listen to his comrades. When a child learns his native language, it is important to follow the method of forming dialogical speech. It should be noted here that there are two types of speech: situational and contextual.

Dialogue speech is influenced by both internal and external factors. An example is the setting in which a dialogue takes place. The very complexity of contextual speech lies in the requirement to build statements without taking into account the situation, and rely only on linguistic means [3, p. 88-89]. A correctly constructed dialogue will help the child easily find contact with his peers and with adults. It often happens that situational speech appears in the form of a dialogue (conversation), and contextual speech has the character of a dialogue. But to equate situational speech with dialogue, and contextual speech with a monologue, is not correct, as D.B. Elkonin [3, p. 23].

Thus, it is advisable to consider the issues of the emergence and formation of a dialogue from the point of view of the development of various types of object-practical activity in a child.

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