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## METHODS OF TEACHING DIALOGIC SPEECH TO PRESCHOOL CHILDREN

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## ABOUT ARTICLE

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**Abstract:** The article is devoted to the problem of the formation of dialogical speech in older preschool children. The article discusses the methodology of step-by-step teaching of dialogue to senior preschoolers in a preschool educational institution. The article may be useful for teachers and students of pedagogical universities and colleges, specialists dealing with problems of preschool didactics, issues of speech development of preschool children.

## INTRODUCTION

The present study is devoted to the problem of pedagogical guidance in the development of dialogical speech in preschool children. Its relevance is due to the importance of the initial stages of speech ontogenesis for the mental, social and personal development of the child's personality and the urgent need of theory and practice in the development of methods of speech formation as a means of communication.

## MATERIALS AND METHODS

Preschool children master conversational speech under the guidance of adults. Practice and special studies show that children first of all need to be taught to use dialogue as a form of communication. They need to develop such communicative and speech skills as: the ability to listen and understand the speech addressed to the interlocutor, enter into a conversation and support it, answer questions and ask yourself, explain, use a variety of language tools, behave taking into account the communication situation.

Conversational speech must be coherent, understandable, logically sustained, otherwise it cannot serve as a means of communication. The dialogue should be organized taking into account the age and individual characteristics, the needs of each child, his interests, the level of speech development. The tasks of forming skills in the field of conversational speech cover not only the linguistic sphere (the form of an answer, question), but also the speech qualities of a person (sociability, politeness, tact, restraint), as well as a number of behavioral skills.

The main way of forming dialogic speech in everyday communication is a teacher's conversation with children (an unprepared dialogue).

The management of colloquial speech of children in everyday life is carried out in several directions:

- Development and enrichment of the content of conversations as knowledge, experience of activity, interests are accumulated;
- Development of forms of colloquial speech;
- Development of communication initiative and dynamics of transition from individual conversations to collective conversations;
- Mastering the ethical norms of communication.

The development and enrichment of the content of conversations is carried out through topics related to the direct perception of facts, phenomena, events of the surrounding life (i.e., the development of situational speech) and topics based on knowledge and impressions obtained indirectly (i.e., the development of contextual speech).

The first type includes conversations on topics about directly perceived objects that surround children, about the child's clothes (neatness, neatness, the presence of parts, etc.); about the activities of an assistant educator, a janitor; about the surrounding nature (a corner of nature, a view from a window, a section of a preschool institution); about the phenomena of public life. Everything that comes into the child's field of vision becomes the subject of his conversations. Conversations on these topics are conducted with children throughout preschool childhood. The second type of conversation includes conversations on topics about the events of children's home life, about toys, about games, about the weekend, about the contents of books, movies, performances. Conversations on these topics are conducted with children, starting from the middle preschool age. In the older preschool age, conversations on moral topics appear. For the development of forms of colloquial speech, the teacher uses such techniques as: questions, an assignment to a child with a report on its implementation, problem-speech situations, short stories of the teacher, joint viewing of pictures, children's drawings, books, etc. The teacher's questions should be diverse, encourage not only one-word answers, but also short stories about events from the child's life, reasoned judgments. An assignment to a child with a report on its implementation forms in children the ability to build a response in accordance with the content of the task in a speech form understandable to the listener. At the same time, the teacher gives the kids a sample of a verbal request, sometimes offers the child to repeat the assignment, finding out if he remembered the phrase. In addition, assignments contribute to the consolidation of polite speech forms in children.

Problem-speech situations are aimed at developing children's skills to negotiate, to question the interlocutor, to enter into a conversation, to observe the rules of speech etiquette, to convince, to prove their point of view. The method of using speech situations may include solving communicative tasks:

- on a verbal basis (a situation of the type of a speech logical task is proposed, ending with a question to the children, to which they must answer),
- based on the children's depiction of certain situations.

The teacher's short stories about what he observed on the bus, what interesting things he saw in another kindergarten, evoke similar memories in the memory of children, activate their judgments and assessments.

The work on the development of initiative communication in children is aimed at developing their skills to start a conversation, join it, continue discussing the content.

- At a younger age, individual conversations take precedence. The teacher should be attentive to the appeals of children, their statements, support the conversation, encourage questions.
- From the middle preschool age, children are involved in collective conversations. The teacher turns the child's attention away from himself to the statements of other children, encourages them to listen to a peer, answer him, support a conversation, forms small talking groups.
- By the older preschool age, groups of talking children are increasing. Children themselves become the initiators of conversations, lead them without the participation of adults. In the management of conversations, the teacher moves from direct initiative to the use of indirect techniques, first becoming an equal participant in conversations, and then connecting only as necessary (to support the topic, add information, remove conflict).

In the process of mastering the skills of dialogic speech, children comprehend the ethical norms of communication (developed and socially fixed rules of behavior of people in the process of conversations). They develop norms of speech behavior concerning the content of the conversation (accessible, interesting); conducting a conversation (the ability to tactfully turn on, listen carefully to the interlocutor); and they also master polite words, the tone of speech communication, the manner of behavior (gestures, facial expressions). If a child is lagging behind in the development of communication, cannot support a simple conversation, does not know how to listen to others and express his thoughts, then he must be taught new forms of communication in special individual speech classes.

## RESULTS AND DISCUSSION

The general principle of classes is the proactive initiative of an adult. The teacher gives the child samples of those forms of communication that he does not yet own, leads him, includes him in this communication, makes it necessary for the child. Classes are conducted by ^ subgroups of children. For the development of non-situational and cognitive communication, conversations are conducted on cognitive topics (about animals, plants, adult labor). For the development of non-situational and personal communication - on personal topics (discussion of books read about events in the lives of children, then the conversation is transferred to a general topic related to the life of the child and the people around him). The duration of the conversation is determined by the interest of the children. During the day, the teacher should talk to each child, using the time of arrival of children in kindergarten, washing, dressing, walking. There is no need to avoid talking while eating. The teacher addresses general questions to the children: is it delicious, is the dish not cold, did they recognize their favorite dish, etc. He teaches them to have a quiet, restrained conversation while eating, emphasizes that they never talk with food in their mouths.

Great opportunities for speech communication are provided by children's games and their work. Role—playing games "to the family", "to kindergarten", "to the store", and later - "to school" consolidate conversational skills, introduce professional vocabulary. The teacher should contribute to the deepening of the content of games with attributes such as telephone, radio, information desk, cash register. The main way of forming colloquial speech in the classroom is a conversation — a purposeful, pre-prepared conversation between a teacher and a group of children on a specific topic. Conversation is simultaneously considered as a method of familiarization with the environment and as a method of developing coherent dialogical speech. In conversation, along with thinking, speech develops.

The child can recall, analyze, compare, express judgments and draw conclusions, conclusions. Mastering the skills of dialogue in conversation is combined with the education of the skills of a culture of behavior: the child learns to listen carefully to the one who is speaking, not to be distracted, not to interrupt the interlocutor, to restrain his immediate desire to immediately answer a question without waiting for a call. Children learn speech - proof, the ability to justify their point of view, to enter into a "discussion". The content of the conversations is the program material for familiarizing children with the surrounding life: life and work of people, events of social life, activities of children in kindergarten (games, work, mutual assistance, friends). The topic of the conversations is determined by the specific tasks of educational work with children, their age characteristics, the stock of ideas acquired during excursions and observations, as well as the immediate environment.

### **CONCLUSION**

During the conversation, it is desirable to activate each child. This goal can be achieved by using various techniques. These include: preliminary preparation of some children (an individual conversation with a child, his parents, a task to observe, check, do something), differentiation of questions and tasks in a conversation, the correct, unhurried pace of conversation, the correct methodology for asking questions to a group of children.

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