

## Conversation as a Means of Developing Dialogic Speech

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### Abstract

The development of dialogical speech of preschool children is an important and complex topic in modern preschool pedagogy. It is at preschool age that speech is actively developing, prerequisites for further interpersonal communication of the child are being formed, vocabulary is accumulating, activity in word-making is being brought up, and at the same time the foundations of correct pronunciation of words and spelling, the foundations of speech culture are being laid.

**Keywords:** speech, speech development, language, speech problems.

### Introduction

The development of dialogical speech of preschool children is an important and complex topic in modern preschool pedagogy. It is at preschool age that speech is actively developing, prerequisites for further interpersonal communication of the child are being formed, vocabulary is accumulating, activity in word-making is being brought up, and at the same time the foundations of correct pronunciation of words and spelling, the foundations of speech culture are being laid. Therefore, preschool childhood is the most favorable time for the development of a child's correct speech, both written and oral. Full mastery of the native language in preschool childhood is a prerequisite for solving the problems of mental, aesthetic and moral education of children.

### MATERIALS AND METHODS

Let us consider in detail the concept and structural features of dialogic speech. T.G. Vinokur defines dialogue from the point of view of the specifics of language as "... a special, functional and stylistic form of speech communication, which is characterized by: the presence of two or more participants exchanging speech; a more or less rapid pace of speech when each component of it is a replica; comparative brevity of replicas; conciseness and ellipticity of constructions inside replicas". In the books of Ushakova O.S. "Speech development of a preschooler", some techniques for the development of dialogical speech of children are described. The author believes that "... dialogic speech is more situational and contextual, therefore it is collapsed and elliptical (a lot is implied in it due to the knowledge of the situation by both interlocutors). Dialogic speech is involuntary, reactive, and poorly organized. A huge role here is played by cliches and templates, familiar cues and familiar combinations of words. Thus, dialogic speech is more elementary than other types of speech." Noting that the dialogical form of a child's speech in early childhood is inseparable in its essential links from the activity of an adult, D.B. Elkonin emphasized: "On the basis of dialogical speech, there is an active mastery of the grammatical structure of the native language." Analyzing the stages of the child's assimilation of the grammatical structure of the native language, he noted that "within the



dialogical form, the child's speech acquires a coherent character and allows expressing many relationships." The textbook Borodich A.M. "Methods of speech development of children" discusses the main issues of the formation of conversational (dialogic) speech: the ability of children to listen and understand the speech addressed to them, to maintain a conversation, answer questions and ask. The level of coherent colloquial speech depends on the state of the child's vocabulary and on how much he has mastered the grammatical structure of the language. Conversational speech as a speech with an interlocutor also implies the ability to behave culturally during a conversation, to be tactful, restrained. The educator influences the content of children's conversations, encourages the desire to learn something new from each other. The educator should tell children that if you ask adults about their work, rest, etc., you can learn a lot of interesting things. A.M. Leushina found that in the same children, their speech can be either more situational or more contextual, depending on the tasks and conditions of communication. This showed that situational speech is not a purely age-related feature characteristic of preschool children, and that even the youngest preschoolers, under certain communication conditions, contextual speech arises and manifests itself. At the same time, it was shown that during preschool age, situational indicators noticeably decrease and contextual features in children's speech increase, even with tasks and in conditions that stimulate situational forms of speech. Many experts believe that the ability to conduct a dialogue should be taught (V.I. Yashina, A.A. Pavlova, N.M. Yurieva, etc.). In developed forms, dialogue is not just everyday situational conversation; it is an arbitrary contextual speech rich in thoughts, a type of logical interaction, meaningful communication. At an early age, an adult engages a child in a dialogue. Addressing the kid with questions, motives, judgments, he thereby actively responds to his statements and gestures, "repairs" the dialogue (E.I. Isenina), interpreting, "deploying", distributing incomplete situational statements of his little interlocutor, completes them to the full form. The dialogue is preceded by a "collective monologue" (J. Piaget) — speech communication, when each partner actively speaks out in the presence of a peer, but does not respond to his remarks, not noticing the reaction on his part to his own statements. T.I. Grizik believes that the dialogical form of communication is the most socially significant for preschoolers. Dialogue is a natural environment for personal development. The absence or deficiency of dialogical communication leads to various kinds of distortions of personal development, the growth of problems of interaction with other people, the emergence of serious difficulties in the ability to adapt to changing life situations. Kolodyazhnaya T.P., Kolunova L.A. emphasize that in preschool childhood it is necessary to develop a dialogical form of speech. Throughout preschool age, it is necessary to develop children's ability to build a dialogue (ask, answer, explain, object, give a replica). To do this, you should use conversations with children on a wide variety of topics related to the child's life in the family, kindergarten, with his relationships with friends and adults, his interests and impressions. It is important to develop the ability to listen to the interlocutor, ask questions and answer depending on the context.

The literature also describes studies devoted to the peculiarities of the development of dialogic speech by such scientists as L.S. Vygotsky, S.L. Rubinstein. They believe that in mastering speech, the child goes from part to whole: from a word to a combination of two or three words, then to a simple phrase, and even later to complex sentences. The final stage is a coherent



speech consisting of a number of detailed sentences. [24, p.150] Mastering coherent dialogic speech is one of the main tasks of speech development of preschoolers. Its successful solution depends on many conditions (speech environment, social environment, family well-being, individual personality characteristics, cognitive activity of the child, etc.), which must be taken into account in the process of purposeful speech education. In preschool childhood, the child first of all master's dialogic speech, which has its own characteristics, manifested in the use of linguistic means acceptable in colloquial speech. Dialogic speech is a particularly vivid manifestation of the communicative function of language. Scientists call dialogue the primary natural form of language communication, the classical form of speech communication. The main feature of the dialogue is the alternation of speaking of one interlocutor with listening and then speaking of the other. It is important that in a dialogue, the interlocutors always know what is being discussed, and do not need to expand thoughts and statements. Oral dialogic speech takes place in a specific situation and is accompanied by gestures, facial expressions, intonation. Hence the language design of the dialog. The speech in it may be incomplete, abbreviated, sometimes fragmentary. The dialogue is characterized by: colloquial vocabulary and phraseology; brevity, incompleteness, abruptness; simple and complex non-union sentences; short-term preliminary thinking. The coherence of the dialogue is provided by two interlocutors. Dialogic speech is characterized by involuntariness, reactivity. It is very important to note that for dialogue it is typical to use templates and cliches, speech stereotypes, stable communication formulas, familiar, often used and, as it were, attached to certain everyday situations and topics of conversation (L.P. Yakubinsky). Speech cliches make it easier to conduct a dialogue. Dialogic speech is simulated not only by internal, but also by external motives (the situation in which the dialogue takes place, the interlocutor's remarks). The development of dialogic speech is especially important to take into account in the methodology of teaching children their native language. In the course of teaching dialogic speech, prerequisites are created for mastering narration, description. Coherent speech can be situational and contextual. Situational speech is associated with a specific visual situation and does not fully reflect the content of thought in speech forms. It is understandable only when taking into account the situation that is being described. The speaker makes extensive use of gestures, facial expressions, demonstrative pronouns. In contextual speech, unlike situational speech, its content is clear from the context itself. The complexity of contextual speech is that it requires the construction of an utterance without taking into account a specific situation, relying only on linguistic means. In most cases, situational speech has the character of a conversation, and contextual speech has the character of a monologue. But, as D.B. Elkonin emphasizes, it is wrong to identify dialogical speech with situational, and contextual speech with monologue.

## RESULTS AND DISCUSSION

The dialogical form of speech, which is the primary, natural form of linguistic communication, consists of an exchange of statements, which are characterized by a question, answer, additions, explanations, objections, replicas. At the same time, facial expressions, gestures, intonation play a special role, which can change the meaning of a word. It is also important to take into account the conditions, forms and goals of speech communication. The dialogue is



characterized by the change of statements of two or more speakers on the same topic related to a situation. The dialogue presents all kinds of narrative (message, statement), motivational (request, demand), interrogative (question) sentences with minimal syntactic complexity, particles and interjections are used, which are enhanced by gestures, facial expressions, intonation. In spontaneous dialogue, replicas are not characterized by complex sentences, they contain phonetic abbreviations, unexpected forms and unusual word formations, as well as violations of syntactic norms. At the same time, it is in the process of dialogue that the child learns the arbitrariness of his utterance, he develops the ability to follow the logic of his utterance, i.e., the birth and development of monological speech skills takes place in the dialogue. Full-fledged mastery of the native language, the development of language abilities is considered as the core of the full-fledged formation of the personality of a preschool child. This provides great opportunities for solving many problems of mental, aesthetic and moral education of children, especially clearly the close connection of speech and intellectual development of children appears in the formation of coherent speech, i.e. meaningful, logical, consistent, organized speech. To tell about something coherently, you need to clearly represent the object of the story (subject, event), be able to analyze, highlight the main properties and qualities; establish various connections (causal, temporary) between objects and phenomena. In addition, it is necessary to be able to select the most appropriate words to express this thought; to be able to build simple and complex sentences and connect them in various ways of connections. Especially clearly the close connection of the speech and intellectual development of children appears in the formation of coherent speech, i.e. meaningful, logical, consistent, organized speech. To coherently tell about something, you need to clearly represent the object of the story (subject, event), be able to analyze, select the main properties and qualities; establish different relationships (causal, temporal) between objects and phenomena. In addition, it is necessary to be able to select the most suitable words for expressing this thought; to be able to build simple and complex sentences and connect them in various ways of connections. In the formation of coherent speech, the interrelation of the speech and aesthetic aspects also stands out vividly. A coherent statement shows how much the child owns, the richness of the native language, its grammatical structure, and at the same time reflects the level of mental, aesthetic, emotional development of the child.

## CONCLUSION

Each individual remark of the participants in the dialogue does not have a complete meaning, but they are all perceived in "dialogical unity". In dialogical coherent speech, incomplete sentences are often used, the missing members of which are conjectured by the speakers from the situation of speech, and full sentences of standard construction (stamps) of colloquial style are very often used. Thus, the development of dialogic speech plays a leading role in the process of speech development of the child and occupies a central place in the overall system of speech development in kindergarten. Teaching dialogue can be considered both as a goal and as a means of practical language acquisition. Mastering different aspects of speech is a necessary condition for the development of dialogic speech, and at the same time, the development of dialogic speech promotes the independent use of individual words and syntactic constructions



by the child. Coherent speech incorporates all the achievements of the child in mastering the native language, its sound system, vocabulary, etc.

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