

ADVERSE INFLUENCE OF MASS MEDIA ON THE DEVELOPMENT OF SPEECH COMPETENCE OF JUNIOR SCHOOLCHILDREN

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INTRODUCTION

The competency-based approach in modern Ukrainian school focuses on the problems of forming an intellectually developed personality who has an active life position, a constant interest in learning about the world around him, has mastered a high level of general culture, is capable of critical thinking, has learned the ability to creatively solve life problems and master the language for the successful implementation of intercultural interaction.

Speech is considered the foundation of communication between people, the effective formation of civic identity and socio-ethnic orientation, which enables the process of awareness of one's surroundings and allows one to demonstrate one's own inner world. The Concept of the New Ukrainian School actualizes the need to form important life competencies in children, which will contribute to successful further self-realization, effectiveness of learning and professional self-determination. Among others, a special place is occupied by communicative competence, because it is an important component of the culture of the people, as a carrier of their language and, at the same time, a means of its transmission, which allows forming a holistic picture of the world in younger schoolchildren, improving the level of humanitarian education, nurturing a comprehensive and harmoniously developed personality. All of the above is quite fully reflected in the regulatory documents that regulate educational activities, namely: the Laws of Ukraine «On Education», «On Complete Secondary Education», the Concept of the New Ukrainian School, the State Standard of Primary Education and other by-laws.

The most significant means of forming a harmoniously developed personality during educational activities, in our opinion, is the use of specific forms of learning that would create appropriate conditions for younger schoolchildren to provide a full-fledged education, as well as enable their intellectual development, in every way encourage activity, independence and

initiative during education, have a positive emotional impact on children, arouse cognitive interest, and contribute to the development of partnership interaction with peers and the teacher.

Currently, the priority task of primary school is the development of coherent speech, critical thinking, and the ability to independently structure and voice one's own thoughts in younger schoolchildren. The development of monological skills and abilities is especially important for the perception, analysis and proper assessment of the entire array of information, the logic and construction of statements. In general, monological speech occupies a prominent place in the awareness of the information received, its competent transformation, the ability of self-identification and unhindered communication of students. All of the above makes the problem of developing high-quality speech relevant, because the culture of speech directly depends on the mastered skills of a variety of expressions, filling the vocabulary, acquired skills in constructing sentences, active application of the norms of the literary language, properly structured formation of one's own judgments. Therefore, the process of forming the speech personality of a primary school student depends on the effectiveness of mastering communicative and speech competencies and the effective implementation of educational tasks of language learning.

1. The problem of speech development of junior schoolchildren in psychological and pedagogical science

The Ukrainian Pedagogical Dictionary interprets the category of «speech» as «the functioning of language in the processes of expression and exchange of thoughts, a specific form of the existence of language as a special type of social activity. Direct manifestations of speech are its various acts in oral (sound) and written implementation. A distinction is made between monologic and dialogic speech. Along with the so-called external speech, there is also internal speech, designed to formulate and resolve problems in the world the speaker's performance of various cognitive tasks. A separate type of speech is reading»¹.

According to scientists, «the linguistic aspect of speech is the process of selecting and using language tools to communicate with other members of a certain speech community; as a sequence of language signs organized according to its laws in accordance with the needs of the expressed information; a form of actual existence of each language. Speech is a kind of speaker's activity, the process of expressing thoughts, feelings, desires of a

¹ Гончаренко С.У. Український педагогічний словник. Київ: Либідь, 1997. 376с.

person by means of language in order to influence other people and organize personal and social relations»².

The term «speech» implies such meanings as: 1) a form of communication using language, verbal communication, emotional manifestation, influence; 2) a type of human communicative activity, the functioning of language for the purpose of transmitting any information, one of the forms of manifestation of consciousness; 3) speech actions and operations, the result of activity in the form of oral and written expression»³.

The ability to communicate students is formed by means of developing their communicative competence, which generally combines speech, language and socio-cultural competence. An important criterion for speech skills is the mastery of language material.

The State Standard of Primary Education (2018) language and literature educational branch interprets the tasks provided for by the content of the educational material, which will contribute to the development of these skills. However, in order to implement effective communication, it is also important to take into account the skills of awareness and reproduction of the information that requires mastering language material⁴.

Thus, the formation of speech in primary school primarily involves the development of speech abilities, an appropriate level of speech communication culture, mastering practical communication skills, and helping to build a foundation to ensure a solid basis for the continuity of reading and writing later. The above problem is due to the organic connection with learning in the native language, that is, the pedagogical process, during which the formation of such important speech skills and abilities in children occurs, because «this is the basis for the development of speech as: understanding the meaning of the word and enriching the dictionary, mastering the system of speech concepts and patterns, word formation, syntax, mastering the sound culture of the language, forming coherent speech. The main goal of speech education is for children to creatively master the norms and rules of the native language, be able to flexibly apply them to specific situations, and master the basics of communicative abilities»⁵.

² Кардаш Л. В. Специфіка монологічного мовлення: психологічний та лінгвістичний аспекти. Наукові записки Національного університету «Острозька академія». Серія : Філологічна. 2015. Вип. 57, С. 54 – 58.

³ Приходько А. Розвиваємо і збагачуємо мовлення учнів. *Початкова школа*. № 7. С. 12–14.

⁴ Державний стандарт початкової освіти URL : <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF#n12>

⁵ Мартіна О. Розвиток усного і писемного мовлення молодших школярів на уроках рідної мови. *Педагогічна освіта: теорія і практика: збірник наукових праць*. Кам'янець-Подільський: Медобори. 2006, 2015. № 18 (1). С. 154 – 159.

The language skills need to be directed towards the formation of fundamental basic categories, mastering the established norms of literary pronunciation, and coherent logical thinking. Speech skills ensure the improvement of sound pronunciation and speech culture in general, the success of work on enriching and systematizing the dictionary, and mastering the grammatical system. We consider the task of modern teachers to be all kinds of assistance to younger schoolchildren in the process of mastering the established norms of the grammatical structure of the Ukrainian language, enriching their speech with all possible forms and methods of voicing their own thoughts, and increasing the level of development of coherent speech of students in general.

It is well known that a sentence is considered a unit of coherent speech, therefore work on mastering the basic rules of its construction requires certain efforts to maintain purposefulness and systematicity in each lesson of literacy or grammar and reading. Constant work on the creation of sentences of various forms and complexity is extremely significant, because against the general background of the sentence, children master such important components as the lexical meaning of the word, phonetics, word formation, spelling and orthoepy, morphological forms of words and their inherent syntactic role, punctuation, etc.⁶.

At the stage of primary education, we consider it necessary to instill in students the correct ideas about language, ensure that they obtain a sufficient amount of linguistic knowledge, and be systematic in increasing the level of speech development of the youngest schoolchildren. The key point in the development of children's speech is the conscious need for expression, strengthening speech motivation, and the need to voice their own thoughts and feelings, which is ensured by the presence of a harmonious practical organization of the process of a communicative-activity approach to learning⁷.

At the initial stages of the language course, the communicative-activity approach focuses on four important components of the implemented «speech actions: orientation; planning; utterance; control and correction of utterances»⁸.

The specified content successfully correlates with the traditional method of developing students' speech and is based on a solid foundation, which is provided by the mastery of basic language units. Such a direction of learning the native language and the development of speech in younger schoolchildren

⁶ Попович Н. Ф., Лешко Х. Ю. Розвиток мовлення молодших школярів під час вивчення елементів синтаксису на уроках української мови. Інноваційна педагогіка. Вип. 7. Т. 1. Одеса, 2018. С. 111 – 113.

⁷ Постанова Кабінету Міністрів України № 462 «Про затвердження Державного стандарту початкової загальної освіти». *Офіційний вісник України*. 2018. № 33. 137 с.

⁸ Попович Н.Ф., Лендел Н.В. Особливості розвитку мовлення молодших школярів на уроках літературного читання. Інноваційна педагогіка. Вип. 12. Т. 2. Одеса, 2019. С. 36–40.

encourages active activity throughout the entire period of mastering language tools, and also stimulates the development of speech in various areas of activity. Quite often predicted results find their successful practical implementation due to the skillful enrichment of children's vocabulary with a lexical component, which is accompanied by the implementation of specific activities⁹.

One of the primary vectors of modern primary education is considered to be the formation of speech competence, the essence of which lies in the ability to perceive, understand and reproduce information, read and understand texts, conduct meaningful dialogues, ensure active participation in discussions, express and defend one's own views, voice one's thoughts and reasoning by oral and written means. That is why the formation of speech competence is considered the general goal of the specified process, because speech competence involves four main components, in particular, listening, reading, speaking and writing. Successfully formed competence in speaking is ensured by the ability to conduct dialogical and monological speech¹⁰.

In general, speaking and writing are considered motivational processes of communication that encourage the need for listening and reading, which are reactive processes and provide the prerequisites for speaking (writing).

We agree with the opinion that differentiates «according to the direction of the speech act towards the reception or delivery of a speech message, receptive (listening, reading) and productive (speaking, writing) types¹¹.

A detailed analysis of the scientific and methodological literature gives grounds to assert that «speech competence is a complex concept that includes a system of speech skills necessary for students in various life situations. These skills include the ability to conduct a dialogue, perceive, reproduce and create oral and written monologue and dialogical statements of various types, types and genres. Thus, the speech competence of an individual is manifested in the ability to master oral and written language, as well as the ability to use their expressive means depending on the goals and objectives of the statement»¹².

The implementation of this goal is confirmed by the need to reform primary education in Ukraine, which is regulated by modern regulatory legal

⁹ Попович Н. М. Мистецтво і розвиток зв'язного мовлення : монографія. Київ, 2004. 356 с.

¹⁰ Вашуленко О.В. Мовленнєва складова у структурі читачької компетентності молодшого школяра. Початкова школа. 2011. № 12. С. 16 – 21.

¹¹ Максименко Н. Формування комунікативно-мовленнєвої компетентності в учнів початкової школи на уроках української мови. *Рідне слово в етнокультурному вимірі*. 2015. № 51. С. 487 – 492.

¹² Мелешко Л. В. Дидактична гра як засіб формування мовленнєвої компетентності учнів. *Наукові записки НДУ ім. М. Гоголя. Серія : Психолого-педагогічні науки*. 2017. № 2. С. 113 – 118.

acts (Laws of Ukraine «On Education» (2017), «On Complete Secondary Education» (2020), Concept of Implementation of State Policy in the Field of Reforming Secondary Education «New Ukrainian School» for the Period Until 2029 (2016)), as well as existing educational programs that focus on the problem of developing the speech of junior schoolchildren, their speech readiness for further education¹³.

We would like to separately note that the new paradigm of education prioritizes the formation of competencies, updating the development of the ability to solve various tasks based on the information learned. The indicated change in the direction of functioning of education actualizes the direction of activity, shifts the emphasis from the accumulation of normatively established knowledge, skills and abilities to the formation of the ability to act practically, actively implementing the progressive experience of effective achievements at the level of various practical situations.

However, for the successful implementation of the process of forming students' speech competence, it is not so much knowledge, skills and abilities that are important, as elements of the formation of personal experience of creative activity and emotional and value attitude to the environment and current speech reality. The development of speech in school also has socio-pedagogical significance, because personal speech qualities that are formed in primary school not only create the basis for further education and development of students, but also stimulate their practical, social and professional activities in older age¹⁴.

That is why primary education is not only a structural system, but also a complex functional mechanism that directly interacts with the social meaning of language and the specific mental activity of each person. Therefore, language has objective relationships that are objectified in various ways. We agree with the statement that «when developing speech in primary school children, it is important to ensure the reproduction of these relationships taking into account the principle of educational and methodological expediency in order to generally reflect the living nature of the language system. with»¹⁵.

At the same time, it is quite difficult to correct incorrect pronunciation or typical mistakes after graduating from primary school while studying in secondary school. The acquisition by students of the communicative function

¹³ Закон України «Про освіту» URL: <http://ru.osvita.ua/legislation/law/2231/>

¹⁴ Вашуленко М. С. Методика навчання української мови в початковій школі : навчально-методичний посібник для студентів вищих навчальних закладів. Київ : Літера ЛТД, 2010. 364 с.

¹⁵ Вашуленко М. С. Нова українська школа : методика навчання інтегрованого курсу «Українська мова» у 1-2 класах закладів загальної середньої освіти на засадах компетентнісного підходу : навчально-методичний посібник. Київ : Видавничий дім «Освіта», 2019. 192 с.

of language is an important task of a primary school teacher, without the implementation of which it will be difficult for children to understand the need to perform most of the exercises aimed at developing the «ability to communicate and provide for the creation of speech situations of various types in order to build short monologues and dialogues, the development of motivation for such statements, learning to focus on the listener or reader and developing skills in using speech material. Also, the textual basis of language theory and the study of textological knowledge requires a focus on developing the skills of listening and understanding information, sorting it, highlighting the main and to remember it. This is also quite closely related to various types of educational transfers that students must carry out in appropriate forms»¹⁶.

The development of speech of primary school children is directly dependent on knowledge of oral and written speech, text structure, styles and types of speech, communicative situation, intonation, extra-linguistic means, direct listening to the interlocutor, logical presentation of thoughts and general analysis of speech. Such an approach emphasizes the importance for younger schoolchildren of elementary knowledge about the basics of speech, outlines the primary tasks of teachers with an emphasis on the priority of forming the basics of communicative culture in general at the beginning of the long path of language acquisition¹⁷.

A monologue is considered an independent type of speech activity that requires painstaking preparatory work. It consists in performing exercises that require drawing up a specific plan, formulating individual fragments, establishing internal connections in the construction of speech. The result of oral monologue speech will be a coherent statement, an oral work, a formed text. During the formation of the ability of oral monologue speech in junior schoolchildren, the teacher promotes the development of skills and abilities to take into account textual requirements for establishing the structure of their own statements. The monologue speech of a junior schoolchild is characterized by such features as thematic integrity, unity, purposefulness, completeness of the presentation of the chosen topic, clear statements regarding the definition of the main idea, logical consistency, appropriateness of the use of interphrase communication, the mandatory presence of all necessary components and meaningful completeness of the presentation¹⁸.

Working on the expressiveness of monologue speech of junior schoolchildren involves not only the use of punctuation or intonation, but also the ability to concisely, persistently and convincingly express one's own

¹⁶ Гончаренко С. У. Український педагогічний словник. Київ: Либідь, 1997. 376 с.

¹⁷ Крохмальна Г. І., Тютіна С. О. Розвиток наукового мовлення молодших школярів. Молодий вчений. 2017. № 12, С. 395 – 398.

¹⁸ Постанова Кабінету Міністрів України № 462 «Про затвердження Державного стандарту початкової загальної освіти». *Офіційний вісник України*. 2018. № 33. 137 с.

opinion, the expediency of influencing the environment by means of well-chosen words and the inherent mood of the story¹⁹.

Systematic control over the purity of monologue speech plays a paramount importance in the process of its formation. Special emphasis is placed on the correctness of speech, compliance with established literary norms²⁰.

A monologue differs from a dialogue in its arbitrariness and requires certain volitional efforts and careful preparation. Monologue speech is devoid of spontaneity, always radiates organization, and requires preliminary selection of content, clear planning and correct verbal implementation. When delivering a monologue, it is necessary to plan it in advance in your own mind or in writing, using clear plans, a short outline, etc.²¹.

The development of monologue speech of junior schoolchildren is carried out «within the educational processes of the ZZSO, using standardized programs for each stage of education. Programs for grades 1-4 are developed on the basis of the State Standard of Primary Education (2018), taking into account the provisions of the Law of Ukraine «On Education» (2017) and in accordance with the provisions of the Concept of the «New Ukrainian School» (2016)»²².

There is a variety of tools for developing monologue speech skills in junior schoolchildren, which involves the use of various techniques and means, but the most important task is to accustom children to boldly convey their own thoughts, to a well-formed ability to express themselves in front of a group, class, crowd, and to learn to plan and control the course of a monologue. The successful acquisition of this ability will be facilitated by mastering the correct formulation of sentences, using different parts of speech, careful work on replenishing one's own vocabulary, using elementary reference schemes or creating any constructions to build a general scheme of future monologue statements. Ignoring the process of speech development in younger school age, as a rule, provokes the emergence of quite tangible problems in the education and adaptation of children to the requirements of the school. Therefore, it is necessary to ensure the mandatory observance of the necessary attention and all kinds of assistance in implementing the full-fledged comprehensive speech development of junior schoolchildren. The specified problem is today one of the priorities in the field of psychological and pedagogical research and practice, as it will allow to clarify the reasons and

¹⁹ Про освіту : Закон України в редакції від 24.09.2022. № 2457-IX. Відомості Верховної Ради України. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

²⁰ Дубовик С. Г. Культура професійного монологічного мовлення сучасного вчителя початкової школи. Початкова школа. 2020. № 5-6, С. 1–4.

²¹ Вашуленко О.В. Формування у молодших школярів умінь створювати власні висловлювання на уроках літературного читання. Київ: Педагогічна думка, 2020. 71 с.

²² Про освіту : Закон України в редакції від 24.09.2022. № 2457-IX. Відомості Верховної Ради України. <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

create more effective methods of supporting and developing children's speech. In general, the problem of speech development of children of primary school age has always been and remains quite relevant and requires constant research from the pedagogical and psychological sciences. The acquired knowledge and practical skills will contribute to increasing the competence of teachers in working with children in order to improve the effectiveness of their speech development and will significantly help children expand the possibilities of successful learning in the future.

2. Essence of the category «development of monological speech»

Speech, being one of the most important means of interpersonal communication, is an important part of the process of educating children in primary grades, calls for special attention to the development of students' speech skills, where one of the significant components of speech development is «monologue speech – the ability to express one's thoughts, ideas and feelings without direct communication with interlocutors. In this context, the main goal is to consider the main directions of development of monologue speech of younger schoolchildren and determine the communicative functions of such speech, which are necessary for effective communication during learning»²³.

Let us consider in more detail the concept of coherent speech, since «coherent speech is a semantically developed statement with the presence of common grammatical constructions, united by a chain of sentences that are logically consistent and ensure the exchange of thoughts, mutual understanding and communication of speakers among themselves, coherent speech performs a number of important functions, the main of which is communicative, which is implemented in two main forms – dialogue and monologue»²⁴.

A monologue is considered «a more conscious and freer means of logical and consistent presentation of information than a dialogue. For effective monologue speech, preliminary preparation, consideration of the material, concentration on the main thing and the ability to selectively use language tools to achieve the desired result are necessary. It should be noted that monologue speech is the result of children mastering their native language and contains all achievements in sound form, lexical composition and grammatical structure»²⁵.

²³ Варзацька Л. О. Навчання мови та мовлення на основі тексту : монографія. Кам'янець-Подільський : Абетка, 2001. 112 с.

²⁴ Вашуленко О. Формування комунікативно-мовленнєвих умінь молодших школярів на уроках літературного читання. *Початкова школа*. 2017. №8. С.20-24.

²⁵ Вашуленко О. В. Формування комунікативно-мовленнєвих умінь молодших школярів на уроках літературного читання. *Початкова школа*. 2017. №8. С.20-24.

In the Encyclopedia of the Ukrainian Language, monologue speech is interpreted as «one of two forms of speech; oral or written extended speech of one person, which is not designed for a direct verbal reaction of the listener and is addressed either to oneself or to other persons»²⁶.

From a psychological perspective, monologue speech is considered one of the forms of oral speech, as a type of speech of one person, which is directed at the listeners. It is quite extended and requires extreme concentration of memory and attention to the content and form of statements. The basis of monologue speech is «human thinking, and, unlike dialogical speech, it is more consistent in a logical sense. Also, unlike dialogue, a monologue does not change from situations or questions, most often addressed to many people. As a speech of one person, monologue speech is based on the detail, completeness, clarity and interconnection of different parts of the story, the need and ability of the speaker to focus his thoughts on the main topic, not to be distracted by details, and to express thoughts emotionally and figuratively»²⁷.

Also, a monologue is interpreted as «one-sided speech that is not focused on the immediate verbal reaction of the audience. A monologue differs from a dialogue in its social function, its structure and way of pronouncing the text. It takes place simultaneously in written and oral speech. A large number of written genres are converted into a monologue (for example, correspondence, articles), and in oral form, a monologue is traced in speeches, reports, presentations, public speeches, stories, etc.»²⁸.

In general, speech integrity implies a connection with «semantic unity and reflects the connections and dependencies that occur in reality (event, natural phenomenon, human world). Oral monologue speech demonstrates thematic unity through the repetition of words related to the subject of speech, and structural unity is determined by the components of the text, their relations and patterns of sequence. These two forms of unity are manifested in the connection between the elements of the text, while the completeness of the statement is determined by the completeness of the expression of the speaker's intention as a whole»²⁹. Mastering monologue speech is an extremely necessary stage in the development of children's speech, because when constructing a monologue, language skills are considered the most essential. Having mastered a sufficiently developed monologue speech, students are

²⁶ Попович Н. М. Мистецтво і розвиток зв'язного мовлення : монографія. Київ, 2004. 356 с.

²⁷ Пономарьова К.І. Формування комунікативної компетентності молодших школярів у процесі навчання української мови. Київ: Конві Принт, 2020. 88 с.

²⁸ Дубовик С. Г. Формування монологічних вмінь у молодших школярів на уроках вивчення граматики. Молодий вчений, 2020. №4(80), С. 573 – 577.

²⁹ Вашуленко О. Мовленнєва складова у структурі читачької компетентності молодшого школяра. Початкова школа, 2011. № 12. 16 – 20 с.

able to formulate detailed answers to complex questions, consistently and fully, reasoned and logically voice their own judgments, and fairly fully convey the content of texts of works of fiction or folklore.

The goal of developing monologue speech is the formation of specific monologue skills that allow children to clearly, consistently and logically apply the learned material in order to express their thoughts using language.

The purpose of a monologue requires such a structure that each listener can understand it. This explains the presence of too high requirements, which can be outlined by «the following features: 1) the content of the monologue – is expressed in the fact that, regardless of the type and volume of the statement, it must reveal a certain topic, carry important information, a valuable idea, etc.; 2) accuracy of monologue speech – such speech, when the meanings of the words and phrases used absolutely coincide with the content and scope of the concepts expressed; 3) richness of language means – diversity, as well as the ability to choose in each specific case the words that most closely correspond to the content of the message or oral work; 4) «expressiveness is not only the use of punctuation marks and intonation, but also the ability of the speaker to express his opinion clearly, convincingly and concisely; 5) purity – involves avoiding the so-called parasitic words, dialectisms, jargonisms; 6) correctness – compliance of speech with the literary norm»³⁰.

The meaningfulness of statements is ensured by recommendations for students to speak or write about known or well-learned material. Its basis should be facts known to children, their own observations or life experience, as well as experienced emotions, conscious thoughts or simply sincere feelings.

The logic of speech dictates the need to adhere to a certain consistency and validity in expressing thoughts, the inadmissibility of repetitions or omissions, the presence of conclusions that quite naturally generalize the content.

The full development of monologue speech requires the assimilation of the vocabulary of the language, the mastery of language laws and norms by children, that is, mastery of the grammatical structure, as well as their explanation from practical positions, the ability to use the perceived language material coherently, consistently, and intelligibly for the environment to transmit the main content of an already finished text or an independently formulated coherent text, in which a fragment of monologue speech, as its result, provides a set of statements related in content and subordinated to certain language rules.

Sometimes there are monologue statements that contain only functional and semantic content (a description with elements of reflection, a story with

³⁰ Кардаш Л. В. Специфіка монологічного мовлення: психологічний та лінгвістичний аспекти. Наукові записки Національного університету «Острозька академія». Серія : Філологічна. 2015. Вип. 57, С. 54 – 58.

features of description, or individual elements of argumentation are confirmed by a description or message and vice versa). Differentiation of communicative types of speech makes it possible to master individual speech functions, which are extremely necessary to ensure the quality of speaking.

The programmed text of monologue speech highlights an organized system of thoughts that are reflected in verbal form and have a tangible impact on the environment. It differs significantly from dialogic speech due to the presence of a pre-established order, since its structure is a logical consequence of individual speech construction.

An equally important property of monologue speech is individuality, which helps students to independently express their own thoughts and feelings. However, the development of monologue speech of younger schoolchildren must be directed in the following «directions: 1) unidirectionality, which is not designed for the appropriate reaction of listeners in the form of speaking aloud; 2) coherence, which is expressed in the compositional and semantic unity of the text as a product of speaking and the coherence of speech, which involves mastering interphrase communication by language means; 3) thematicity, which is characterized by a certain communicative and semantic organization and correlation with a certain general theme; 4) contextuality, i.e. situational spontaneous utterance; 5) continuity of speech, i.e. utterance that is not limited to one phrase and continues for a certain time, without interruption, due to which the completeness of thought is achieved; 6) consistency and logic, in the implementation of the development of the idea of the main phrase by clarifying the thought, supplementing it, explaining, substantiating, etc.»³¹.

Special attention deserves the development of the ability to formulate productive monologues, which require fluency in the language and the ability to think creatively. Reproductive monologues ensure the formation of oral speech skills and the development of logical thinking and contribute to easier assimilation of the necessary material that students have read or listened to. Therefore, monologue speech should be developed in students in order for them to achieve success in the future.

The success and efficiency of the speech development of young children is ensured by the formation of «a complete speech formation, a semantic, structural and grammatical unity, which is objectified in oral or written form, is characterized by closure, coherence, various types of lexical, grammatical, logical, stylistic connection and has a certain pragmatic orientation»³².

³¹ Савченко О. Я. Українська мова та читання: підручник для 2 класу ЗЗСО (у 2-х частинах). Ч. 2. Київ : УОВЦ «Оріон», 2019. 144 с.

³² Попович Н. Ф., Лешко Х. Ю. Розвиток мовлення молодших школярів під час вивчення елементів синтаксису на уроках української мови. Інноваційна педагогіка. Вип. 7. Т. 1. Одеса, 2018. С. 111 – 113.

Thus, in Ukrainian language lessons with younger schoolchildren, the teacher tries to form a culture of oral speech and self-affirmation of the child. For this purpose, it is necessary to use one's own observations and acquired life experience, which will help students formulate thoughts reasonably and logically, reproduce experienced emotions and feelings in words, and choose accurate language tools that most characteristically reproduce the meaning of statements.

3. Specific features of the development of monological speech of younger school-age students

The younger school age is considered an important stage of rapid changes in the cognitive, physical, emotional and social development of the child. The transition from preschool to school age causes certain difficulties for children, as it entails the performance of tasks that require the manifestation of independence, activity and initiative in the learning process. Important psychological features of the specified period «are:

1. Development of cognitive skills: a) logical thinking: children begin to develop the ability to abstract and logical thinking, which becomes the basis for studying at school; b) attention and.

Concentration: the duration of attention is increased, which contributes to the successful study of new materials.

2. Social development: a) cooperation and interaction: children learn to work in a group, develop social skills and interact with peers; b) identity formation: self-awareness as an individual increases, their own identity is formed.

3. Transition from play to learning: a) independence: children learn independence in solving tasks and fulfilling responsibilities; b) purpose and perseverance: the ability to set goals and work towards their achievement is formed.

4. Speech development: a) vocabulary development: vocabulary is enriched, which contributes to better perception and understanding of information; b) development of grammatical skills: more complex grammatical constructions and the ability to build complex sentences appear.

5. Development of emotional stability: management of emotions: children learn to express and manage their emotions, which is important for successful learning in the classroom.

6. New formation and creativity: creativity: children develop creativity through participation in drawing, modeling and other artistic activities»³³.

³³ Максименко С. Д., Соловйенко В. О. Загальна психологія : навчальний посібник. Київ : МАУП, 2000. 312 с.

It is necessary to take into account the individual characteristics of children and always implement an individual approach, thus stimulating their full development and adaptation to the school environment.

The stage of primary school age involves a huge number of quite important social changes, the presence of sensitive periods of development of personal qualities of younger schoolchildren. It is favorable for initiating the processes of forming personal needs of students during their studies. At this time, qualitative changes occur in the psyche of children, the system of their social connections and motives becomes more complex. The successful and rapid transition of children from preschool to school age is accompanied by significant morpho-functional, psychological changes, the emergence of significant new formations in their personal development (for example, arbitrariness, as a special quality of the course of mental processes and reflection).

All these criteria ensure the appropriate level of formation of the child's psyche, as well as the effectiveness of creating the fundamentals of development, which is extremely necessary for the effectiveness of further learning.

Arbitrariness, as an important feature of the internal actions of the personality of younger schoolchildren, implies the ability to formulate a specific goal, task, as well as to search for the necessary means to achieve the predicted result or effectively solve existing problems, the ability to rationally plan further actions, the ability to quickly and without adverse consequences overcome unforeseen obstacles, etc. An important task for children of younger school age is to master the ability to express their own thoughts clearly, concisely, consistently, without unnecessary effort.

Effective language acquisition as a necessary communication tool forms a system of value attitudes towards oneself and the environment, and also enables successful adaptation to the school environment³⁴.

Mastering speech is a rather complex process, which is regulated by the corresponding age and individual characteristics of schoolchildren, the complexity of the social situation of their development, the presence of an appropriate developmental communicative and speech environment, as well as the use by teachers in the process of education in secondary education institutions of modern innovative pedagogical technologies designed to form various types of speech and communicative competencies (phonetic, lexical, grammatical, dialogical, monological)³⁵.

³⁴ Дубовик С. Організація навчальної мовленнєво-творчої діяльності молодших школярів на уроках української мови. *Початкова школа*, 2016. С.5-11.

³⁵ Методика навчання української мови в початковій школі. Науковий редактор М. С. Вашуленко. Київ : Літера ЛТД, 2010. 364 с.

It is well known that in order to acquire certain knowledge, children need to use certain verbal forms, formulate their own thoughts and voice them. In this way, the natural need for communication is realized. Therefore, the only condition for the functioning of primary education is undoubtedly a good speech environment. From here we can confidently state that perfect monologue speech is the basis of success in learning, and speech is a means of teaching children. As a rule, children have a colloquial and everyday style of speech, which is why the task of the teacher is to get acquainted with book products, to learn to speak not as one pleases, but with the obligatory observance of all language rules. So, the skillful use of language is initiated at the younger school age³⁶.

Mastering monologue speech is one of the means by which students master the basics of communication for the purpose of further learning the language.

Monologue speech stimulates speech messages, creates the necessary conditions for transmitting content and reflects a personal attitude to the problem. The purpose of monologue speech is to influence the listener or audience in general, to transmit information and to be able to persuade. Psycholinguistics considers monologue speech to be a more complex form of oral speech, as it requires concentration of attention and memory regarding the content and forms of speech. Monologue speech allows to demonstrate practically all achievements of children in mastering their native language, in particular, sound form, lexical composition and grammatical structure³⁷.

The success of the process of developing «students' monologue speech skills determines: 1) improving students' sound pronunciation and increasing their speech culture; 2) teaching the use of words in their inherent meaning, using language tools depending on the situation and purpose of the statements; 3) teaching the sequence and logic of expressing thoughts; 4) improving the grammatical structure of students' speech; 5) encouraging students to master the norms of Ukrainian literary speech; 6) forming a culture of speech and communication»³⁸.

A feature of teaching monologue-reflection is the development of independent thinking and mastering the necessary language tools, therefore it is considered the most difficult type of monologue speech. «Using the example of such tasks as proving the correctness of statements, interpreting works of art, evaluating characters or historical figures, solving problematic issues, as well as solving current problems of the class or personal life,

³⁶ Павелків Р. В. Вікова психологія : підручник для студентів вищих навчальних закладів. Київ : Кондор, 2011. 468 с.

³⁷ Методика навчання рідної мови в середніх навчальних закладах / За ред. М. І. Пентиліук. Київ, 2000. С. 244.

³⁸ Крикун М. Роль слова в розвитку зв'язного мовлення молодших школярів. Початкова школа. 2003. №11. С. 27 – 35.

students will be able to study the semantic and structural features of the monologue-reflection»³⁹.

Successfully formed skills of the entertaining communicative function of monologue speech will allow elementary school students to demonstrate their creativity, skillfully use their vocabulary and tell interesting stories with interest for the listeners, while respecting others and not offending anyone.

Each of the specified communicative functions of monologue speech operates with its own special language means of voicing thoughts, corresponding «psychological stimuli and the general purpose of the statement: 1) the informative function involves the transmission of objective information that can be expressed using precise terms, logical sequence of speech and argumentation; 2) influential and expressive functions are aimed at convincing, suggesting or influencing the feelings of the interlocutor, which can be achieved with the help of emotionally charged words, intonation and voice expression; 3) the entertaining function assumes an entertaining nature of speech, which can be achieved with the help of a cheerful tone of speech, jokes and humor»⁴⁰.

It is also necessary to realize and apply various communicative functions of monologue speech in order to achieve the goal of expression and effective communication with the environment.

Each, without exception, task requires taking into account the age and psychological characteristics of the child. Some of these tasks can be transformed and reworked, simplified, facilitated or complicated, adapted to the level of preparation of students.

The specified conditions for the development of monologue speech of junior schoolchildren dictate the main task for the primary school teacher – creating optimal conditions for the development of students' speech competence in Ukrainian language lessons.

Thus, mastering the main types of monologue by students: description, message, story and reflection is a significant prerequisite for successful mastering of the basics of speech activity in primary school. We consider it essential to take into account the communicative functions of such monologues and the age and psychological characteristics of students. Ensuring communication with the environment requires the ability to use the full range of language tools and the ability to express one's thoughts and emotions in accordance with situations, which is why taking into account program requirements regarding the level of students' language skills will contribute to achieving optimal results in the process of learning a language.

³⁹ Машина З. Формування комунікативної компетентності учнів. *Початкова школа*. 2017. № 9. С. 15 – 17.

⁴⁰ Білявська Т. М. Формування мовної компетентності учителів початкової школи (лексичний рівень). *Інноваційна педагогіка*. Вип. 13. Т. 1. С. 17 – 20.

4. Analysis of the results of the experimental research

The experimental part of the master's study involved 49 parents of younger schoolchildren, whose task was to assess the need and nature of the formed skills and skills of monologue speech of primary school children. Parents were required to voice their own judgments regarding the questions posed to them. The survey was conducted using Google Forms.

The following answers were received to the question about the number of children in the family, which, in our opinion, demonstrates the parents' experience in the upbringing process, employment level, approximate age, etc.: 1. 13 people (26.5%) raise only one child in the family, which may indicate that quite a lot of time is spent on communicating with the child at home and a high probability of a more careful attitude to the proper education of younger schoolchildren. 2. 18 people or 36.7% of the total number of respondents are taking care of two children, and, therefore, the possibility of participation or personal example in the formation of the communicative abilities of a brother or sister is not excluded. 3. Eleven respondents or 22.4% of parents raise three children. It is quite obvious, in our opinion, that older or younger siblings in such a family participate in the process of developing the corresponding speech competencies. 4. 8.2% or four families raise four children, which is quite obviously reflected in the employment level of younger schoolchildren, indicating a lack of free time and the opportunity to spend enough time reading works of art or playing language games.

Answers to the second question (What monologue skills of the younger schoolchild are you familiar with?) allow us to state the current level of awareness of parents, in particular: 1. Verbal transformation of the main idea of the text – 11 respondents or 22.4% of the total number of parents. 2. Voicing one's opinion competently and without preparation in various life situations – 19 parents or 38.8% of those who agreed to answer the questionnaire. 3. Verbal reflection of the specified sphere of communication – 8 people or 16.3% of the survey participants. 4. Quite a few respondents were unfamiliar with the proposed answer options – eleven or 22.4% of the total number of respondents.

To the question «What characteristic features of your child's monologue speech do you consider important?» parents indicated the following answer options: emotional coloring – 12 people or 24.5% of the survey participants; consistency – 11 parents or 22.4% of the survey participants; Logic – 11 people (22.4%); Structural clarity – eight or 16.3%; Contextuality – 3 or 6.1%; Complexity of presentation – 12 or 24.5%; All of the above options – 1.2%.

The distribution of answers to the question «What problems did you encounter while working with a child in the process of developing monologue speech?» turned out to be quite interesting: 1. Urgent need to master

pedagogical knowledge – 12 people or 24.5% of survey participants. 2. Lack of methodological knowledge – 10 people or 20.4% of parents. 3. Lack of special philological education – 4 people or only 8.2% of respondents. 4. No special concerns were identified in 19 parents or 38.8% of the total number of parents. 5. Another answer was chosen by four respondents or only 8.2% of the experiment participants. At the same time, they were unable to voice or describe which of their own answer options they had in mind, which may indicate a misunderstanding of the content of the question or an inability to substantiate their own opinion.

The question about all participants in the speech development of a younger schoolchild quite unexpectedly demonstrated the entire spectrum of respondents' opinions: grandfather – 12.2% (6 people), grandmother – 42.9% (21 people); brother – 12.2% (6 people); sister – 10.2% (5 people); godfather – 2% (1 person); godmother – 0% (0); environment – 4.1% (2 people); everyone – 2% (1 person); brothers, sister, grandmother and grandfather – 2% (1 person) 4 teachers – 2% (1 person); everyone who communicates with the child – 2% (1 person); all of the above – 2% (1 person); could not decide – 6.1% (3 people).

The question «What do you think are the main obstacles to correct speech?» gave quite categorical results:

1. Harmful influence of mass media – 25 (51%). 2. Lack of personal example of relatives – 14 (28.6%). 3. Insufficient capabilities of parents – 5 (10.2%). 4. Specificity of communication processes – 3 (6.1%). 5. Other option – 2 (4.2%).

Question: How often do you or relatives read works of art to your child?

Response results: daily – 14 or 28.6%; weekly – 16 or 32.7%; once a month – 7 or 14.3%; very rarely – 10 or 20.4%; the child does not want to listen for a long time – 1 or 2%.

To the question «How often do you or relatives communicate with your child for more than one hour? We received quite encouraging answers, namely:

Weekly – 16 (32.7%); once a month – 6 (12.2%); very rarely – 4 (8.2%); daily – 22 (44.9%); other – 1 (2%).

Thus, the survey of parents of primary school children made it possible to make the following generalizations.

More than half of modern families raise one or two children, and therefore have enough opportunities for conducting various speech games, joint readings, etc.

The vast majority of parents are clearly aware of the practical benefits of conducting speech development classes at home. However, a fairly significant part of parents experience difficulties with the proper level of formation of practical skills and methodological skills in working with younger

schoolchildren, which may also indicate not entirely positive results of their children's education during their stay in a preschool educational institution.

A fairly large number of parents noted that they do not experience any particular obstacles in working on the development of speech with their children, which, after all, may be evidence of a small number of such classes organized at home.

Almost half of the respondents chose the answer regarding the amount of time spent communicating with children or improving communication skills.

We find it very unexpected that parents' opinions were divided regarding their own assessment of the level of monologue speech of their children, since one third considers it average, and another third – high. It is clear that such assessments are quite subjective, in our opinion.

Reading and analyzing works of art is an effective means of developing the speech skills of younger schoolchildren for only a fifth of parents. The same number adheres to the opinion about the need to use creative tasks, language games and multimedia content, which we consider a rather convenient way to compensate for the lack of time for proper education of younger schoolchildren at home. At the same time, more than half of the respondents quite often read works of fiction with their children.

Therefore, we can confidently state that, theoretically, parents understand the practical benefits of spending time working with children on the development of speech skills and abilities, but in practice, in the family or family circle, the vast majority of them are not ready to work with children for various reasons, relying on the work of primary school teachers.

5. Methodological recommendations for the development of monological speech in younger schoolchildren

Speech is rightly considered «the ability of a person to correctly navigate in interpersonal communication and relatively freely participate in it, which is achieved through the use of linguistic knowledge, as well as taking into account the traditions and customs of society»⁴¹.

The State Standard of Primary Education (2018) states that «the development of speech of younger schoolchildren is embodied within the framework of the linguistic and literary educational branch, according to which younger schoolchildren are fluent in the state language, are able to interact with other people in both Ukrainian and foreign languages; are able to express their thoughts and feelings orally and in writing in real time; are

⁴¹ Дрогомирецька Н. Т., Калічак Ю. Л. Розвиток монологічного мовлення у молодших школярів: методичний контекст. Сучасна українська освіта: виклики, стратегії, технології: збірник наукових праць Всеукраїнської науково-практичної конференції (Дрогобич, 21–22 березня 2024 року) / за ред. Т. Пантюк, А. Федорович. Дрогобич: Видавництво «Трек ЛТД», 2024. С. 161–165.

able to perceive and use information to achieve life goals in various communication situations; are able to perceive, analyze, interpret and critically evaluate information in various texts, in particular in media texts, and use it, enriching their own life experience; are able to adhere to the norms of literary language»⁴².

The speech development of a younger schoolchild ensures fluency in a huge variety of numerous life and educational situations, in the «student's ability to communicate with peers and adults, to perceive and perceive various information by ear, to properly formulate and verbally reproduce his own thoughts»⁴³.

The formation of the necessary skills of monologue speech requires the use of a diverse organization of educational material and a set of different methods of working with it.

The characteristic features of monologue speech are contextuality; emotional coloring; consistency, logic, complexity of presentation, structural clarity; unidirectional nature, the absence of a closed act of communication, direct connection.

Mastering monologue speech involves the ability to express a communicatively regulated, complete thought, to logically reveal statements, using various methods of logical thinking (comparison, systematization, generalization, comparison, etc.).

Among the important monologue speech skills, the most characteristic skills are «distinguished: 1) verbally transform the main content of the analyzed text within the material of the corresponding program; 2) impromptu competently express one's own opinion depending on the educational situation; 3) describe a topic that reflects a specifically given sphere of interpersonal communication»⁴⁴.

The development of speech of junior schoolchildren is generally an important component of the process of their education. Therefore, we consider certain methodological aspects that contribute to the development of speech skills of younger schoolchildren to be essential, namely:

1. Reading and further analysis of artistic and informative texts, their content, characters and events, which, in our opinion, makes it possible to

⁴² Приходько А. Розвиваємо і збагачуємо мовлення учнів. *Початкова школа*. № 7. С. 12 – 14.

⁴³ Kalichak Y., Kondratska H, Martynets A., Pysarevska O., Kubitskyi S., Tombulatova I. (2022). Innovative learning strategies in modern pedagogy. *Ad alta. Journal of interdisciplinary research*. Vol. 12 No. 2, August 2022, p. 17 – 27.

⁴⁴ Дрогомирецька Н. Т., Калічак Ю. Л. Розвиток монологічного мовлення у молодших школярів: методичний контекст. *Сучасна українська освіта: виклики, стратегії, технології: збірник наукових праць Всеукраїнської науково-практичної конференції (Дрогобич, 21–22 березня 2024 року) / за ред. Т. Пантюк, А. Федорович. Дрогобич: Видавництво «Трек ЛТД», 2024. С. 161–165.*

significantly diversify the vocabulary, comprehend the text and develop critical thinking in general.

2. Expanding the dictionary makes it possible to maintain the interest of the younger schoolchild in new words at the appropriate level, formulate interpretations of new, unfamiliar categories and ensure the active use of words in everyday speech.

3. Sound synthesis involves parsing words into sounds and composing words from phonemes during lessons, which contributes to the development of phonemic hearing skills and mastering the grammatical foundations of speech.

4. Further development of grammatical skills is manifested in the regulation of relevant grammatical rules, the construction of complete sentences and the use of certain parts of speech.

5. Creative tasks stimulate children's creativity and self-realization through writing, storytelling, learning poetic fragments or organizing role-playing games, which generally has a positive effect on the formation of language competence.

6. Language games in the educational process generally develop the speech process, especially through the widespread use of charades, crosswords, riddles, philological puzzles, etc.

7. The use of information and communication technologies (multimedia systems, interactive programs, etc.) creates favorable conditions for diversifying children's speech.

8. An individual approach, which involves the effective use of the characteristics of each individual child, creates the prerequisites for characterizing the process of speech development at the appropriate level⁴⁵.

Thus, a detailed analysis of the special and methodological literature in the field of speech development of junior schoolchildren gives grounds to make certain generalizations, namely:

1) scientific sources contain different definitions of the essence of the categories of «speech» and «speech development». Summarizing them, we will single out the following: «speech development of a primary school student» is «the process of developing the main type of speech activity of the child of primary school age, which consists in the organization and implementation of the process of active, purposeful, mediated by language and communicative situation, reception and transmission of speech message during interpersonal interaction»⁴⁶;

⁴⁵ Дрогомирецька Н. Т., Калічак Ю. Л. Розвиток монологічного мовлення у молодших школярів: методичний контекст. Сучасна українська освіта: виклики, стратегії, технології: збірник наукових праць Всеукраїнської науково-практичної конференції (Дрогобич, 21–22 березня 2024 року) / за ред. Т. Пантюк, А. Федорович. Дрогобич: Видавництво «Трек ЛТД», 2024. С. 161–165.

⁴⁶ Там само.

2) monologue is one of the main forms of coherent speech in primary school;

3) the most characteristic methodological aspects of speech development in younger schoolchildren are considered to be the following: creating conditions for systematic reading and discussion of various literary texts; significant expansion of the vocabulary by means of using new lexical units in the child's speech; analysis of the content of the sound component of speech, application of exercises for the development of phonemic hearing; creating conditions for the development of relevant grammatical skills by means of forming grammatically correct sentences or word combinations; thoughtful use of individual creative tasks and established use of language games; active use of various modern multimedia technologies; ensuring the individualization of the learning process of younger schoolchildren at different stages of development of monologue speech⁴⁷.

CONCLUSIONS

A thorough analysis of psychological, pedagogical and special literature on the problem under study made it possible to draw the following conclusions.

Monologue speech is one of the most important elements of the language competence of junior schoolchildren and requires special attention from teachers in order to improve the effectiveness of education of younger schoolchildren.

At the current stage of functioning of primary school, its primary task remains the development of skills and abilities that ensure a sufficiently high level of coherent speech, the formation of the ability to think critically, the ability to independently construct and correct the structure of presentation and presentation of one's own thoughts. Accessible and harmonious development of monologue skills and abilities has an extremely positive effect on the perception and processing of the volume of information received from the outside, the logic and modeling of the child's own statements. In general, monologue speech plays an important role in the perception of specific information, etc.

The priority task of modern primary education is not without reason considered to be the process of forming speech competence, which allows forming the ability to receive, understand and reproduce certain information, read with understanding the text or its fragments, organize dialogues on any topic, take an active part in disputes and intellectual disputes, prove the correctness of one's own beliefs, express the whole variety of emotional states through the use of oral and written means.

⁴⁷ Там само.

One of the important tasks of a primary school teacher is to help the student form the appropriate level of speech competence, which allows him to assimilate and transmit information, freely read and understand the direction of the text, conduct interesting dialogues, involve the child in the exchange of ideas, voice his own views and be able to prove their significance, reflect on various events and phenomena by oral and written means.

The developed methodological recommendations for the development of monologue speech in primary school children will contribute to the effectiveness of the organization of the educational process in secondary education institutions.

The main obstacles to the formation of speech competence, in general, the respondents consider the harmful influence of the media, the lack of a positive personal example of parents or closest relatives, financial difficulties in the family, minimal opportunities for parents, and the special specificity of their child's communication.

SUMMARY

The article provides a detailed analysis of the process of development of monologue speech in junior schoolchildren in Ukrainian language lessons at the present stage.

A thorough analysis of scientific and methodological and special literature on the problem under study has been carried out.

It has been established that monologue speech is an important component of the language competence of junior schoolchildren and requires special attention and a specific methodological approach for the purpose of effective teaching and development of junior schoolchildren.

The essence of the concept of «monologue speech» has been clarified, the theoretical foundations of the development of monologue speech in junior schoolchildren have been investigated, and pedagogical methods that can be used in Ukrainian language lessons have been considered.

Criteria and indicators of the formation of monologue speech in junior schoolchildren have been determined. Based on the analysis of theoretical sources and the results of empirical research, the organizational and pedagogical conditions for the development of younger schoolchildren in Ukrainian language lessons are substantiated.

The conducted survey of parents allowed us to outline their requests regarding the formation of monologue speech of junior schoolchildren, as well as the level of interest in the problem in general.

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