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COUPLE WORK AS A MEANS OF CHILDREN'S SPEECH DEVELOPMENT

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Abstract. The article considers the organization of pair work in preschool education. The essence of the concepts of "pair work", "speech" is revealed. The author gives examples of didactic games for speech development of preschool children.

Key words: couple work, speech, preschool age.

Колеснік К.

ПАРНА РОБОТА ЯК ЗАСОБІВ РОЗВИТКУ МОВЛЕННЯ ДІТЕЙ

Анотація. У статті розглядається питання організації парної роботи в закладах дошкільної освіти. Розкрито сутність понять «парна робота», «мовлення». Автором наведені приклади дидактичних ігор на розвиток мовлення дітей дошкільного віку.

Ключові слова: парна робота, мовлення, дошкільний вік.

Колесник Е.

ПАРНАЯ РАБОТА КАК СРЕДСТВО РАЗВИТИЯ РЕЧИ ДЕТЕЙ

Аннотация. В статье рассматривается вопрос организации парной работы в учреждениях дошкольного образования. Раскрыта сущность

понятий «парная работа», «речь». Автором приведены примеры дидактических игр на развитие речи детей дошкольного возраста.

Ключевые слова: парная работа, речь, дошкольный возраст.

Pedagogical experience and special studies conducted in recent decades have convincingly proven that children's pair work has significant educational and upbringing potential. It turned out that this form of work is available to children, it contributes not only to a deeper assimilation of educational material, but also is such a mental neoplasm as self-esteem, theoretical thinking, reflection, and so on.

Working in pairs is the training of two people united by a common goal, similar needs for communication and joint activities. This technology can be used to achieve any didactic goal: learning, consolidation, testing, etc. Under the conditions of pair work, all children in the group get a rare opportunity to talk and exchange ideas with a partner. It promotes the development of communication skills, the ability to speak, think critically, the ability to persuade and lead a discussion.

The use of this type of cooperation contributes to the fact that children can not evade the task. When working in pairs, you can quickly perform exercises that otherwise require considerable time.

Recently, there has been a significant increase in interest in the study of joint educational work and its impact on children's development. Although the didactic and educational potential of such children's work is quite significant, it is rarely used in the modern education system, due to a number of reasons: unprepared teachers, lack of a general concept of introducing joint educational work of children in the educational process, insufficient theoretical analysis.

Scientific works by V. Dyachenko, I. Gudzik, V. Naumenko, V. Shakhova, O. Yaroshenko and others are devoted to the issues of forms of organization of educational activity. A thorough study of the problem of group interaction is found in the works of well-known psychologists and didactics - O. Bida, V. Gorbunova, J. Kolominsky, H. Liimetz, O. Pometun, G. Zuckerman and others. Psychological

aspects of groups, their types and structure, functions and methods of formation are characterized in the works of M. Vinogradova, E. Golovakha, J. Kolominsky, O. Leontiev, O. Moroz, R. Nemov, I. Pervin, A. Petrovsky, G. Smolnikov, E. Stryuk and others.

The problem of the organization of group activity of children is devoted to the research of well-known Ukrainian teachers: N. Gavrish, N. Kirichenko, K. Krutiy, V. Kuzmenko, N. Lazarenko, T. Naumenko, S. Nechay, Z. Plohiy, etc. According to scientists, group activity creates certain conditions for the formation of positive learning motivation.

According to the peculiarities of value orientations and motivation of the participants of communication such types of interaction as cooperation and rivalry differ. Cooperation is defined as such a measure of functional interdependence of the parties, when the success and reward of an individual individual is conditioned by the success of all other members, which requires them to act in concert. Trust and sympathy arise between the participants.

Such work helps children understand that in order to achieve general success it is necessary to orient their words to the interlocutor, to try to be clear and convincing. As is known, the speech of five- to eight-year-old children is largely egocentric; they cannot distinguish between what they saw and what they read and what they managed to say about it. At the same time, children are happy with their statements, although the listener may not have understood anything that was said, may not have heard what was quietly and inaudibly read aloud.

In order to work effectively in pairs, it is necessary to develop dialogic thinking. At the age of five or eight, children intensively learn vocabulary, grammar (information about grammatical forms), elements of syntax (information about simple syntactic constructions), and information about the intonation of sentences and texts. Speech development, including dialogue, should be combined with the study of phonetics and grammar.

In order to form practical abilities and skills (consolidation), you can offer different tasks, carried out frontally, independently. It is also necessary to use work

in pairs, if the exercise is not difficult and children are ready to work independently in pairs.

For example, match words with words that have the opposite meaning. Make a sentence with two combinations of words (by choice).

Fresh bread -... bread;

fresh flowers -... flowers;

fresh newspaper -... newspaper;

fresh wind -... wind;

fresh look -... look.

Name all the possible characteristics of the nouns ball, apple, mother.

The ball is (what?) big, round, beautiful, new, strong, yellow, leathery, light, etc.

Didactic game «Magic Flower». The aim of the game is to teach children to create a logical scheme based on associations; to develop logical thinking, imagination; to bring up the ability to agree and come to a common solution. The teacher invites the children to pair up by drawing lots. Each pair receives a set of flower parts from the teacher. Each group has a picture of a specific object in the middle of the flower. The children need to choose petals whose images are associated or have common features with the image of the middle. After creating a «magic flower», each pair explains why they made that particular model (Лазаренко, Колеснік, 2021).

Performing these and other tasks in pairs allows you to quickly mention the background knowledge and skills that act as the basis for learning new material, which takes place on the basis of the exercises done under the guidance of a teacher frontally.

Thus, the use of this type of cooperation contributes to the fact that children cannot shy away from the task. When working in pairs it is possible to quickly perform exercises that would otherwise be time-consuming. Working in pairs gives children time to think, exchange ideas with a partner, and promotes communication skills, expression, critical thinking, persuasion, and discussion.

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