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THE DEVELOPMENT OF DIALOGIC SPEECH IN PRESCHOOLERS IN THE PROCESS OF INTEGRATING GAMES

Annotation. *This article discusses the pedagogical features of the development of dialogic speech in older preschoolers, since dialogic speech is an important element and a necessary condition for the education of knowledge, cultural and communicative experience. Dialogue forms interpersonal relations in children in mastering their native and foreign languages and determines their positive dynamics in the process of general socialization.*

By combining traditional and computer games in dialogic speech, older preschoolers are able to experience a more comprehensive and engaging learning experience. The communicative-activity approach recognizes the importance of interactive communication and active participation in order to enhance the development of dialogic speech in preschoolers. To do this, it is necessary to update the content of the game technology by including additional tasks aimed at developing skills in dialogue related to the most important dialogic cues. The intervention was conducted on children of senior preschool age, and the experimental group exhibited higher rates of growth in various areas, including sociability, dialogue skills, and the general development of the culture of dialogic speech.

Keywords: *speech, dialogue, dialogue speech, communications, traditional games, computer games, combination of technologies*

Introduction

In the general system of speech development, computer games aimed at developing real dictation and the correct sound of preschool children occupy a large place. Currently, the question of finding new ways and means of teaching preschool children is relevant, since they meet the modern achievements of science and technology and the interest of children, increase their motivation, cognitive activity and interest, since it is no secret that children of any age are interested in computer games.

In the context of the constant improvement of informatization technologies for the field of application, education is of great importance. Especially a lot of information in electronic form enters the life of children. Scientific research shows that the use of a computer

in preschool educational organizations not only rationally uses these technologies, but also increases intellectual and personal abilities, and a computer occupies a special place in development. The use of ICT preschool education in preschool will certainly allow the development of psychophysiological functions that determine the child's readiness for school.

The research inquiry determined the selection of its subject: «the enhancement of conversational language in high school students through the integration of traditional and computer games.» The paper directly pertains to adult preschool groups, which led to the implementation of certain limitations. The decision to focus on this age group is primarily based on the fact that during this stage, children acquire a basic comprehension of language reality and willingly engage in communication with others. Furthermore, when addressing the conversational abilities of preschool children, we considered the development of a range of social and linguistic interactions that are only accessible during the preschool period. Lastly, it is advisable to incorporate computer tools when working with preschool children.

Materials and methods

The development of dialogue speech is an important and problematic task of preschool education for older children. This is due to the fact that at this age dialogue is one of the necessary forms of communicative communication, since it provides the necessary interaction between the language means (speech) of the intermediary child and his interlocutor. It's not about all the kids. Therefore, teachers and psychologists consider dialogue as a form of speech activity that has its own characteristics in preschool age. At the same time, it is taken into account that the main functions of the dialogue are carried out in the course of direct communication between those who are in contact and arise in the form of replicas that replace and stimulate preschool children. The key place in the work on the development of the language is occupied by the principle of the relationship between oral speech and the recording language. A person communicates directly, communicating with each other.

The progress of children's language acquisition holds significant importance within preschool education. Language serves as a crucial tool that grants access to the cultural and historical realms for preschoolers. Through language, a child's cognitive abilities flourish, their inner world takes shape, and they establish their position in relation to others. The development of meaningful dialogue holds immense value for preschool children, as it fosters connections rooted in philosophical principles such as interpersonal relationships, existence, knowledge, and self-awareness.

This is the first stage of proficiency in the native language, the child's communication tool, which is also important for the formation of the personality of a preschool child.

Mastery of speech in the form of dialogue is a condition for the comprehensive development and socialization of the child. The creators of the notion regarding the substance of ongoing education (in the preschool and primary stages) emphasize the significance of focusing on dialogue development during the preschool years. To arouse a child's passion for study, a modern teacher needs to look for a lot and work in effectively conducting lessons. The quality of education directly depends on the interest and motivation of the child to learn. The process of obtaining a new education attracts the attention of the teacher and the child to creative work. During lessons, the child may have various questions, where the teacher must give the necessary guidelines.

Children gain knowledge through interaction, using a dialogue method, building knowledge together, forming understanding and skills. They provide an opportunity to give their opinion on the topic by asking a question. Through mutual discussions, an attempt is made to prove their point through various thoughts, interviews. The dialog method helps children open the game, let the game down, replenish their vocabulary. Pedagogical technologies close to the peculiarities of children of this age are currently in demand in connection with the humanization of preschool education. Other studies suggest that play is the most natural form of personality activity for preschool children. They are considered by teachers and psychologists as the most important approaches to the development of dialogue. In recent years, traditional games have been complemented by modern computer games, very popular among children. At the same time, the presence of great interest in computer games among preschool children and the decrease in interest in traditional games are contradictions that require comprehensive study. Dialogue speech is a particularly vivid manifestation of the communicative activity of the language. According to scientists, dialogue is the main natural type of language communication, the classical type of vocabulary communication. Actions in the dialogue require a number of complex skills, in particular, listening and reliable transmission of the interlocutor's speech; formulate in response to personal opinion, convey it to the truth through language; adjusting the speech theme according to the interlocutor's plan; maintaining a conditional emotional tone; Check that the language form is correct listening to speech and, if necessary, making certain changes and corrections to monitor its compliance.

One-sided vocabulary, grammatical distortion of phrases, phonetic and phonemic imperfection, a special lack of speech language in preschool children with an undeveloped speech language in general. This is a violation of the weakness and verbal and logical thinking of the vast majority of preschool children, which can turn into a number of questions in teaching spoken language [1].

Children's fascination with computer games makes them a valuable tool for enhancing their conversational skills, in addition to traditional games. However, the

potential benefits of utilizing this tool remain unexplored. These circumstances give rise to distinct contradictions at the socio-pedagogical and scientific methodological levels:

As a tool for the formation of dialogue speech in high school children from these contradictions, the question of research is specified, including the justification and determination of the pedagogical probability of traditional and computer games. In general, the relevance of the topic of research is determined by both questions and contradictions, the general interest of scientists and experts in this subject of research (the process of combining traditional and computer games in dialogue speech of preschool children), as well as the lack of sufficient answers on the content confirming theoretically and practically available questions for teachers of preschool education.

Our research is based on the fact that computer games should be considered as an additional tool, and not as a basic game, along with traditional games in the process of developing dialogue speech. You should also determine how this type of integration is possible and effective. However, the possibilities of computer games and their combination with traditional games have not yet been studied. The structure of the study includes theoretical and practical research, which made it possible to draw the following conclusions: it is important to correctly combine traditional and computer games to ensure the success of the development of dialogue speech for preschool children. At the same time, computer games should not be the main tool, but an additional tool. Only in this case it is possible to ensure the formation of the necessary level of their knowledge of dialogue in preschool age in accordance with the State Standard of Education of the Republic of Kazakhstan.

The research methodology is based on a systematic approach to the analysis of the study object and subject. Research subject Features of the development of dialogue speech of children of adult preschool groups. During the study, both general scientific methods and separate methods used in pedagogical science were used.

The general methodological foundation of the study was that V. Belikov, L.S. Vygotsky, A. Leontiev considered the general philosophical concept of language as a product and means of communication, which determines the importance of activity in the development of personality [2]. The foundations of the educational philosophy of language and methods of psychological and pedagogical science were studied by Babansky, B. Gershunsky, V. Zagvyazinsky, I. Lerner [3].

In the course of the study, the features of the formation of speech of preschool children were formulated by K. Ushinsky, L. Vygotsky, S. Rubinstein [4], such issues as the rules of preschool pedagogy on the importance of pedagogical assistance in the formation of speech of preschool children were used. The linguistic provisions on the specifics of the dialogue form of speech in preschool age were considered by A. Arushanov, F. Sokhin, O. Ushakov [5], and the pedagogical concepts of speech formation for preschool children were considered by J. Piache, N. Lepskaya, E. Tikheeva [6, p. 17].

At the first stage, we conducted a literary analysis of more than 10 sources aimed at identifying the features and reasons in the process of combining traditional and computer games, as well as establishing effective approaches in the dialogue between preschool children. Psychological, characterizing the development of dialogue speech of preschool children when combining various games when analyzing the methodological and pedagogical foundations, attention was paid to the fact that preschool children should consistently use dialogue because, according to A.G. Ruzskaya, in preschool age you need to play your game, not only to speak in order to enter into relations and build a dialogue, necessary skills for mastering verbal means of communication and forms of speech etiquette [8]. The development of the inner world of preschool children, contributing to the development of education through speech and perception of everything around, is emphasized. The author emphasizes that at the next stage of preschool education, dialogue skills are needed to prepare children for school, which is practically impossible without dialogue [1, p. 21].

Preschool children typically acquire speech through oral communication, which necessitates the development of both speech and behavioral abilities. Without these fundamental skills, engaging in meaningful dialogue becomes incredibly challenging [2, p. 69].

Dialogue speeches of preschool children have their own psychological characteristics, so it is necessary to regulate their conversations to help turn the speech of children into a full-fledged dialogue. To form a dialogue speech, according to the author, it is necessary to define two of his main stages at the level of his school training group: the creation of an incompatible type of speech in children in the form of a collective monologue or non-egocentric conversation (no one to complain); creation of dialogue speech in pseudo or dialogue period [3, p. 89]. J. Piaget noted that children will be only 7–8 years old. Therefore, in adult groups, it is necessary to apply active methods of teaching children dialogue. These methods usually include reading fairy tales and children's games. World researchers note that preschool children who do not have special training can only have simple skills in dialogue speech [6].

Communicative-active approach, according to which in the process of communication it is proposed to develop dialogic speech, which involves not only a conversation between the teacher and children, but also the use of effective gaming methods. Children's dialogical speech can be developed through games. This game is explained by the fact that children demonstrate important needs, goals and motives for the development of speech language. Therefore, the use of various types of play associated with forms of speech action should be considered as a factor in the method of communicative activity. N.V. Elkina, O.I. Kiseleva, A.G. Arushanova and others noted that the game actively helps children in teaching dialogue both in their native and foreign languages. In modern

conditions, preschool children began to use computer games to stimulate speech and develop thematic dialogues. The authors emphasize the significance of integrated games, as they enhance the scope of traditional games and enhance opportunities for interactive communication among preschool children. Additionally, these games supplement vocabulary development through animation and media features, while also aiding in the processing of crucial speech conditions. Many researchers note that the use of computer games along with traditional games gives the teacher excellent opportunities for developing oral communication between children [4, p. 9; 5 p. 36].

Result

The regulatory rules of preschool education in Kazakhstan define the importance of speech development in the form of dialogue and at the same time emphasize the need to use integrated teaching methods. The preschool education and training institution in the Republic of Kazakhstan (as stated in clause 10 of Chapter 2) offers an essential component focused on communication. This section consists of well-structured educational programs designed specifically for children aged four to five years old. And in chapter 1, section 1, paragraph 4, an important indicator of education and upbringing is noted as integration. Integration is the process of detecting the relationship between individual components of read content. This method provides a way to combine traditional and modern teaching methods, including traditional and computer games [10].

In accordance with these theoretical and legal requirements, we applied experimental and pedagogical approaches based on resolving existing contradictions. Contradictions in the formation of such a combination of interactive speech in older preschoolers; the lack of technologies for the development of dialogical conversation of preschoolers by combining the validity of traditional and computer games and their theoretical positions, the lack of scientific and methodological research in this area, the lack of scientific and methodological developments on the use of mixed games as a tool for the development of dialogic speech in preschool children has not been scientifically revealed-methodological potential of integrated traditional and computer games and led to the lack of scientifically based data about them.

The aim of this empirical investigation is to conduct experimental activities targeting the development of interactive communication skills among preschool-aged children. This will be achieved by utilizing integrated tools specifically designed using a blend of conventional and digital gaming methods. The study was carried out at the stage of control and formation. As part of the study, basic indicators for preschoolers, indicators of the level of formation of dialogical speech and criteria for their assessment are formed. Using the method of dialogue, we teach children to communicate with each other, to be able to express a request, admiration, order, to request clarification of data, to be able to prove,

supplement, and exchange opinions in the amount of linguistic material. We instruct to build small dialogues of different types. We increase and develop qualifications while maintaining the freedom of children.

During the diagnosis period, the educational process of an adult group of kindergartens was studied according to the indicators of the development of their dialogue speech. In the process of studying, evaluation indicators and criteria for the formation of children's dialogical speech were identified: an indicator of sociability based on the presence of initiative speech activity and response; an indicator of the ability to engage in dialogue based on clear and understandable criteria for asking questions; exchange views, impressions and feelings; an indicator of the politeness of different feelings; an indicator of the ability to respond and understand the initiative statements of others, manifested in the ability to correctly answer questions; an indicator of the ability to respond to messages of a different plan and polite expression of their opinion to the interlocutor (agrees or disagrees); signs of teaching communication culture are defined in the requirements for the rules of speech etiquette. Established indicators and evaluation criteria determine high, sufficient, average and low (critical) levels. The assessment of each criterion of children's dialogue speech at the stage of determination revealed the general level of development of dialogue speech, as a result of which these indicators are reflected in children. They are defined by all criteria in the kit for each testing child. Based on the data obtained, two experimental and control groups were created.

At the formation stage, there were methods for studying the level of development of dialogue speech: observations, tasks in game form (traditional and computer) and methods of expert assessment. The control group uses only traditional games, in the experimental group they are combined with computer games. For this, both theatrical didactic games and computer games involving various dialogue situations were selected. The latter fell into the «resonance» of traditional content and served as an incentive for children to assimilate the previous content. All games included tasks to develop high activity in terms of dialogue.

Outcome of the diagnostic experiment: there were no notable disparities in the outcomes of both cohorts. Upon comparing the findings, it was observed that children exhibited a modest to average proficiency in conversational speech. The minimum achievements comprised of providing a coherent response to the interlocutor's inquiries and adhering to the norms of effective dialogue (dialogue etiquette). In our perspective, the primary causes for the inadequate development of conversational speech in preschoolers stem from the absence of comprehensive efforts in fostering essential skills both at home and in kindergarten. This opinion was carried out in 2007 in a dissertation study by O.A. Bizikova [11]. The reasons are the homogeneity of the methods used, the low level of use of computer games.

ICT in speech development lessons.

1. Computer programs.
2. Interactive whiteboard.
3. Speech Development Presentation System.
4. Computer games.

Currently, there is a very wide range of development programs for preschool children in the multimedia software market. But not all of them contribute to the development and formation of the mental processes of the child, his mental abilities, the disclosure of creative potential. In this work, we, using the above tools, determined the level of dialogue speech of children in the group.

The outcomes of the concluding sections, following the formation stage, demonstrated the efficacy of both the experimental and control work conducted. In Figure 1, there is a clear upward trend indicating the advancement of children's conversational speech in both the experimental and control groups. However, when comparing the levels of dialogue speech development among children throughout the observation period, a noteworthy enhancement was observed in the experimental group.

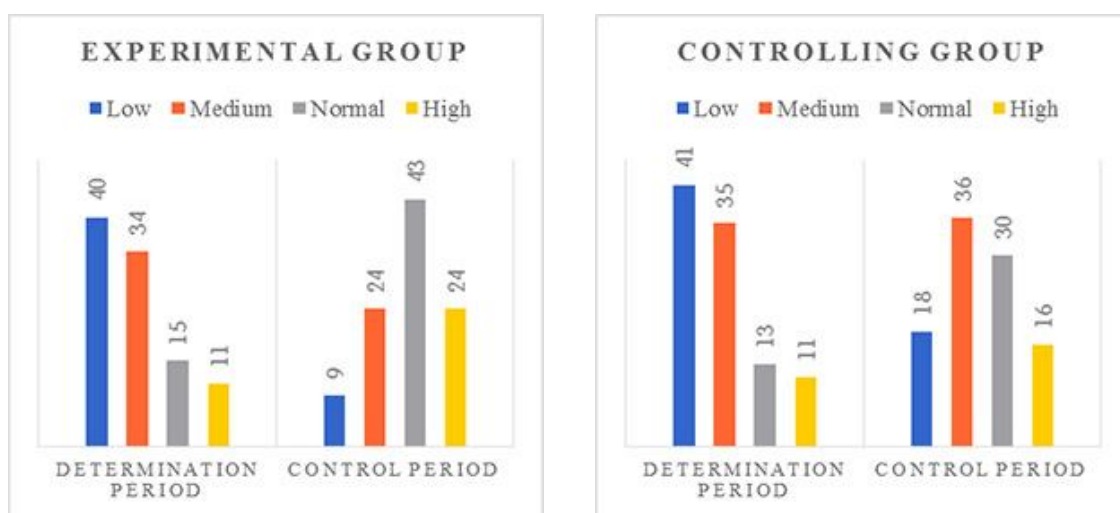


Figure 1. Comparison of Dialog Speech Development Levels

Conclusion

Theoretical and normative foundations made it possible to consider the process of speech development of preschool children in the form of dialogue as long and complex, but capable of activating the main achievements of speech. In general, the process of forming dialogue speech in preschool children requires targeted and multifaceted work during the preschool period, especially in adulthood. Due attention from caregivers and

the family led to the formation of a low level of development in children mastering the necessary dialogue skills.

In order to enhance the development of dialogue speech in preschool children, it is important to incorporate a combination of traditional and computer games into the gaming technology. By updating the content of the game technology and adding tasks aimed at developing dialogue skills, such as question-answering, message-receiving response, and hobby-receiving reaction, as well as fostering the formation of dialogue rules, the efficiency of development can be increased [12].

The assessment of the levels of dialogue speech formation in preschool children should be based on criteria and indicators derived from language and social data specific to this form of speech and the age characteristics of the children. These include indicators such as the desire and willingness of children to engage in dialogue with both peers and adults, the ability to actively participate in conversations using different types of responses, and adherence to the rules of dialogue culture.

The study of the current state of dialogue speech formation in preschool educational organizations' preparatory groups revealed a significant deficiency in the development of dialogue speech among preschool children. This can be attributed to the focus of educators in these groups on fostering a monological type of speech rather than encouraging the development of dialogue speech.

To address this issue, it is crucial to integrate both traditional and computer games into the teaching and learning process. These games should include tasks that promote dialogue skills and the formation of dialogue rules. By doing so, educators can enhance the development of dialogue speech in preschool children and ensure a more comprehensive approach to language development.

The use of traditional and computer games as a tool for the development of dialogue speech in children aged 6–7 years has shown promising results in educational and educational settings. These games provide a platform for children to actively engage in dialogue and practice important dialogue skills.

The content of work on the development of dialogue speech for older preschool children needs to be updated to include a set of dialogue skills necessary for a full dialogue. This includes the ability to initiate dialogue with assistance, use various prompts and incentives, and respond correctly to different types of dialogue prompts. Additionally, children should be taught the rules of dialogue etiquette and cultural norms.

Traditional games have long been used in preschool education to develop various skills, including dialogue speech. By integrating computer games into the learning environment, educators can enhance the effectiveness of traditional games and provide new opportunities for children to practice dialogue skills.

The testing of this integrated approach has shown significant educational and educational potential. The combination of traditional and computer games has been found to not only develop dialogue speech but also improve relationships among children and foster independent gaming activities.

The information gained from the control experience has been subjected to strong quantitative analysis, which confirms the important benefits of using a combination of traditional and computer games to enhance the development of dialogue speech in older preschool children.

In conclusion, updating the content of work on the development of dialogue speech and incorporating new tools and technologies, such as traditional and computer games, can greatly enhance the learning experience for older preschool children. This approach has the potential to effectively develop dialogue speech skills and foster positive relationships and independent learning.

By combining games with a common goal, educators create a cohesive and engaging environment where children can develop their dialogue skills. This not only helps them effectively communicate with others but also contributes to their overall speech development. The use of game complexes as a method ensures that children not only gain new knowledge and skills but also have fun while doing so. This approach encourages a productive relationship between educators and children, leading to a more effective learning process. The built-in method of organizing games around given tasks provides a structured framework for children to work towards specific objectives. This allows educators to assess their progress and tailor future games and activities accordingly. Overall, the successful choice of main conditions for combining games and the built-in method of organizing them around given tasks contribute to the general development of speech and the enhancement of dialogue skills in children.

The theoretical study of the question and the results of the pedagogical experiment proved the correctness of the enhanced forecast and made it possible to draw the following conclusions:

1. The use of a combination of traditional and computer-based games in the development of dialogue speech in preschool children enhances their motivation and engagement in the learning process. This is due to the interactive nature of computer games, which provides immediate feedback and rewards, making the learning experience more engaging and enjoyable for the children.

2. The integration of traditional and computer-based games enables a more comprehensive development of dialogue speech by providing a variety of learning opportunities and experiences. Traditional games allow children to practice and reinforce their dialogue skills in a social and interactive setting, while computer games provide additional practice and opportunities for individualized learning.

3. The introduction of a complex of classic and computer games integrated into the game technology ensures a systematic and structured approach to the development of dialogue speech in preschool children. The inclusion of different stages of formation of dialogue skills allows for a gradual progression and scaffolding of learning, catering to the individual needs and abilities of each child.

4. The technology of development of dialogue speech should include the assessment of the levels of development of dialogue skills to monitor progress and identify areas for further improvement. This can be done through observation, documentation, and evaluation of the child's performance in various dialogue activities and tasks.

Overall, the theoretical study and the results of the pedagogical experiment highlight the importance of a systematic and comprehensive approach to the development of dialogue speech in preschool children. The integration of traditional and computer-based games, coupled with an active and communicative approach, can enhance the effectiveness and outcome of this development process. The findings also emphasize the crucial role of teachers in facilitating and guiding the learning process, as their indifference can hinder the development of dialogue skills in preschool children.

This research suggests that the use of a combination of traditional and computer games can be an effective tool for developing dialogue speech in preschool children. By providing practical control over the technology, this approach has been shown to increase communicativity, dialogue skills, and overall development of the culture of dialogue speech.

The findings of this research provide a basis for exploring new areas of study in the development of dialogue speech for preschool children. These findings have not only theoretical importance, but also practical implications for educational institutions. The research suggests that game technologies can be a valuable tool for developing dialogue speech in young children.

Experimental pedagogical work has demonstrated the effectiveness of combining traditional and computer games. Through this approach, communication and dialogue skills were developed in preschool children, leading to an increase in their overall educational level. These findings have both theoretical and practical significance and can be applied not only in the native language of the children, but also in other languages.

Overall, this research highlights the potential benefits of using a combination of traditional and computer games to develop dialogue speech in preschool children. The practical control over technology allows for effective implementation and the findings have important implications for both theory and practice in preschool education.

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Ойындарды интеграциялау процесінде мектеп жасына дейінгі балаларда диалогтік сөйлеуді дамыту

Аннотация. Бұл мақалада ересек жастағы мектеп жасына дейінгі балалардың диалогтік сөйлеуін дамытудың педагогикалық ерекшеліктері қарастырылды, себебі диалогтік сөйлеу – білімді, мәдени және коммуникативті тәжірибені тәрбиелеудің маңызды элементі және қажетті шарты болып табылады. Диалог балалардың ана және шет тілдерін меңгеру тұрғысынан тұлғааралық қарым-қатынастарын қалыптастырады және олардың жалпы әлеуметтену процесіндегі оң динамикасын анықтайды.

Әдеби талдау барысында ересек жастағы мектеп жасына дейінгі балалар арасында диалогтік сөйлеуде дәстүрлі және компьютерлік ойындарды біріктіру қажеттілігінің ерекшеліктері мен себептері анықталды. Ең тиімдісі коммуникативті-белсенділік тәсілі болып табылады, оған сәйкес ойын технологиясына аралас дәстүрлі және компьютерлік ойындар кешенін енгізу арқылы ересек топтағы мектеп жасына дейінгі балаларда диалогтік сөйлеуді дамытудың тиімділігін арттыруға болады. Ол үшін ең маңызды диалогтік белгілерге байланысты диалогтық дағдыларды дамытуға бағытталған қосымша тапсырмаларды енгізу арқылы ойын технологиясының мазмұнын жаңарту қажет. Оның тиімділігі эксперименталды түрде дәлелденді, өйткені мектеп жасына дейінгі ересек жастағы балалар эксперименттік топта тек қарым-қатынас және диалогтық дағдыларды қалыптастыру ғана емес, сонымен қатар диалогтық сөйлеу мәдениетін дамытудың жалпы деңгейінің жоғары қарқынын көрсетті.

Кілтті сөздер: сөйлеу, диалог, диалогтік сөйлеу, коммуникациялар, дәстүрлі ойындар, компьютерлік ойындар, технологиялар комбинациясы.

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Развитие диалогической речи у дошкольников в процессе интеграции игр

Аннотация. В данной статье рассматриваются педагогические особенности развития диалогической речи дошкольников в зрелом возрасте, так как диалогическая речь является важным элементом и необходимым условием воспитания знаний, культурно-коммуникативного опыта. Диалог формирует межличностные отношения детей в овладении родным и иностранным языками и определяет их положительную динамику в процессе общей социализации.

В ходе литературного анализа выявлены особенности и причины необходимости сочетания традиционных и компьютерных игр в диалогической речи у детей старшего дошкольного возраста. Наиболее эффективным является коммуникативно-деятельностный подход, согласно которому мож-

но повысить эффективность развития диалогической речи дошкольников в старшей группе, включив в игровую технологию комплекс комбинированных традиционных и компьютерных игр. Для этого необходимо обновить содержание игровой технологии, введя дополнительные задания, направленные на развитие диалогических навыков в зависимости от наиболее важных диалоговых признаков. Его эффективность доказана экспериментально, так как дети старшего дошкольного возраста показали высокий уровень общего уровня развития не только коммуникативных и диалогических навыков в экспериментальной группе, но и культуры диалогической речи.

Ключевые слова: речь, диалог, диалогическая речь, общение, традиционные игры, компьютерные игры, комбинации технологий.