



## Chapter IV. PROBLEMS OF EDUCATION AND UPBRINGING OF CHILDREN IN EDUCATIONAL INSTITUTIONS OF MOUNTAIN REGIONS

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### ФОРМУВАННЯ КУЛЬТУРИ МОВЛЕННЕВОГО СПІЛКУВАННЯ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ З ВИКОРИСТАННЯМ НОВІТНІХ ТЕХНОЛОГІЙ

**Анотація.** У статті досліджено проблему формування культури мовленнєвого спілкування учнів початкової школи, розкрито новітні технології, які рекомендує до застосування Нова українська школа.

Мета статті – виокремити педагогічні умови формування культури мовленнєвого спілкування учнів початкової школи засобами новітніх технологій.

У статті окреслено характерні ознаки культури мовленнєвого спілкування молодших школярів засобами новітніх технологій. Проаналізовано базові поняття «мовленнєва культура» та «культура мовлення». Доведено, що культура є специфічною характеристикою суспільства і визначає рівень історичного розвитку людства. Нагромаджений уже сьогодні в Україні та за кордоном досвід переконливо свідчить, що інтерактивні методи сприяють інтенсифікації та оптимізації навчального процесу. Розкрито базові поняття, рівні виявлення мовленнєвої культури особистості. Зазначено, що проблеми, пов'язані з розвитком культури спілкування, набувають у наш час не тільки освітнього, а й соціального значення. Мова і мовлення є продуктами культури, своєрідною пам'яттю світу, яка концентрує все, чого навчилося людство. З огляду на ці та інші чинники автори до змісту поняття «культура мовлення» як складного комплексу включають систему основних ознак спілкування, розуміють під нею вміння мовця правильно, точно і логічно висловлюватися, добирати мовленнєві одиниці відповідно до мети й обставин спілкування, український мовленнєвий етикет тощо. Підкреслено, що з-поміж першочергових завдань учителя початкової школи є формування нормативності українського мовлення учнів. Проблема виявлення та попередження мовних помилок особливо актуальна: здобувачі



початкової освіти починають оволодівати нормами усної та письмової української мови, вчать використовувати мовні засоби в різноманітних умовах спілкування відповідно до цілей і змісту мови, а за допомогою новітніх технологій цей процес стає більш ефективним.

**Ключові слова:** культура мовленнєвого спілкування, початкова школа, новітні технології, Нова українська школа, учні початкової школи.

## FORMATION OF SPEECH COMMUNICATION CULTURE OF PRIMARY SCHOOL STUDENTS USING THE NEWEST TECHNOLOGIES

**Abstract.** The article examines the formation of the culture of speech communication of primary school students, reveals the latest technologies that are recommended for use by the New Ukrainian School.

In the article outlines the characteristic features of culture speech communication junior pupils by means of new technologies. Analyzes the basic concept of «speech culture» and «culture of speech». Proved, that culture is a specific characteristic of society and determines the level of historical development. Accumulated today in Ukraine and abroad experience convincingly demonstrates that interactive methods promote intensification and optimization of the educational process. Disclosed basic concepts the level of speech culture of the personality.

**Keywords:** culture of speech communication, primary school, latest technologies, New Ukrainian School, students of primary school.

### INTRODUCTION

**Formulation of the problem.** The formulation of the problem is due to the fact that modern education is based on innovative processes associated with changing technologies, content, means of learning and education. Among the modern directions, the formation of a culture of personal communication, which the young generation strives for, establishing relationships, communication skills, understanding, finding common solutions when discussing certain problems, interaction, etc., stands out.

Today, the problem of culture is undoubtedly gaining relevance in communication, as there is an insufficient level of formation of the culture of communication and behavior in society. Important assumptions of the process of formation of skills and skills of the culture of communication, communications, the ability to create interpersonal communication arise precisely in elementary school.

The main task of a modern school is to educate a cultured person, capable of critical thinking, who has not only mastered the knowledge system, but also knows how to use this knowledge in life, solve problems in any life situations, and most importantly - knows how to communicate and has an internal culture. The goal of primary education is the formation of a culture of speech communication. It is in primary school that children begin to master the norms of oral and written literary language, learn to use language tools in various communication conditions in accordance with the goals and objectives of speech. At the same time, the teacher should help children understand the requirements for language, teach younger schoolchildren to monitor the correctness, accuracy, variety, expressiveness of language means when formulating thoughts.

Speech culture is an integral spiritual property of a person, which reflects a person's ability to cultural and speech activity aimed at general cultural communication. Speech culture is an important factor in successful professional activity, gives a person confidence in himself, in his ability to convince people and forms a speech personality. "Speech personality is a person who is considered from the point of view of his readiness to perform speech acts. A speech personality is characterized not only by what he knows about language, but also by how he can use it" (Budenkevich, 1997, p. 11–13).

The category "speech culture" is closely related to the patterns and features of the development of certain societies, nationalities, nations, as well as specific spheres of activity or life. Culture is a specific feature of society and determines the level of historical development of mankind, which determines the attitude of a person to nature and society. This means that it is a reflection of a specifically human unity with nature and society, characteristic of the development of the individual's strengths and abilities. Culture contains not only the objective results of people's activities, but also the subjective forces and abilities of a person, which are realized in the process of activity, namely: knowledge and skills, professional skills, the level of intellectual, aesthetic, moral and spiritual development of a person. individual. . It should be emphasized that spiritual culture encompasses the sphere of consciousness, spiritual production: knowledge, morality, education and enlightenment, including law, philosophy, ethics, aesthetics, science, art, literature, mythology, religion. The category "speech culture" is closely related to the patterns and features of language development and functioning, as well as to various types of speech activity. The language system makes it possible to find a new speech form for expressing a certain content in every real situation of speech communication. The culture of speech develops the skills of regulating the selection and use of language means in the process of speech communication, contributes to the formation of a conscious attitude to their use in speech practice.

Mastering the culture of speech communication is a necessary condition for the formation of a socially active personality. It is necessary for everyone to learn to speak clearly and correctly, to have a well-balanced voice, to express one's thoughts in oral and written form, to be able to express one's emotions using various intonation means, to adhere to language culture and to develop the ability to communicate. A person must "learn to use his speech in such a way as to interest the interlocutor, to influence him, to sway him to his side, to speak successfully with those



who sympathize with you and with those who are against you, to participate in a conversation in a narrow circle and to speak before a wide public" (Baranovska, 2002, p. 256).

Therefore, one of the most important tasks not only of the elementary school, but of the modern education system in general is the development of the culture of speech communication.

The culture of speech communication includes the culture of language, thinking, and emotional culture and involves mastering the norms of the literary language, the ability to adequately choose and use means of communication when solving communicative tasks.

The formation of the culture of speech communication of primary school students is the process of mastering the necessary competences, the rules of communication culture, the grammatical design of speech, the appropriate use of expressive means of speech and the formulas of speech etiquette.

According to the State Standard of Primary Education (State standard of primary education, p. 2018.) key competencies include:

1) fluency in the state language, which involves the ability to verbally and in writing express one's thoughts, feelings, clearly and reasonably explain facts, as well as a love of reading, a sense of the beauty of words, awareness of the role of language for effective communication and cultural self-expression, readiness to use the Ukrainian language as native in various life situations;

2) the ability to communicate in the native (if different from the state) and foreign languages, which involves the active use of the native language in various communicative situations, in particular in everyday life, the educational process, the cultural life of the community, the ability to understand simple expressions in a foreign language, to communicate in it in appropriate situations, mastering the skills of intercultural communication.

Developing key competences and forming a culture of speech communication, the school adheres to a number of absolutely clear, well-defined language characteristics that should be strived for and which are the criteria for evaluating students' oral and written expressions. First, mastering the norms of literary language, the ability to distinguish literary language from non-literary language, from colloquial speech, dialects, and jargon. The school teaches the literary language in its artistic, scientific and colloquial versions. Here, a system of educational and educational influence on students and planned work with a clear dosage of material and observance of consistency in language formation are necessary. Secondly, students' mastery of reading and writing, i.e. language skills and skills based on the language system, on knowledge of its phonetics, vocabulary, grammar, spelling, on the skills of building one's own language and perceiving the language of other people. Mastering written speech, children learn the features of genres: descriptions, stories, letters, essays, etc. Thirdly, bringing the language skills of children to a certain minimum, below which no student should remain, as well as improving the language, improving the culture of speech communication. For this, traditional exercises and tasks are used.

Among the latest technologies for the formation of the culture of speech communication, an important role is played by the technology for the formation of critical thinking in primary grades (primarily in the lessons of the native language and reading), which includes conducting discussions and participation in them by all students of the class, revealing the student's own opinion, connecting new information with already learned, teaching students to think critically on the basis of already learned, ability to combine collective and individual work (Pometun, & Pyrozhenko, 2004; Syrotynko, 2003).

Game technologies are widely used in primary school. The new Ukrainian school also recommends the use of: ICT technologies through demonstration and own work on an interactive whiteboard, with a laptop, smart TV, listening through headphones, etc., in order to activate the memory and mental processes of students; pair-group technologies; technologies of personally oriented training; author's technologies of well-known masters of pedagogical work; technologies of level differentiation and others (Nush and innovative technologies in primary school).

**Analysis of recent research and publications.** Scientists, analyzing theoretical approaches to the use of the latest learning technologies, which have deep historical roots, attracted the attention of many scientists. They were interested in the psychological side of the problem – the question of human activity, activation of his educational and cognitive activity.

Conversations, trainings, and educational classes, which included both theoretical and practical types of educational activities, were used to increase the level of students' communication culture. In these forms of work, multimedia learning tools were actively used, thanks to which the educational environment was complemented by video, sound, and animation. All this had a significant impact on the emotional sphere of younger schoolchildren, increasing the cognitive activity of interest in learning, activating the educational activity of students.

#### **AIM AND TASKS RESEARCH**

Outline of the characteristic features of the culture of speech communication of younger schoolchildren by means of the latest technologies.

#### **RESEARCH METHODS**

Research methods: theoretical – analysis of scientific literature on research problems; experimental-empirical – pedagogical observation, conversation, survey, questionnaire of students to determine the understanding of the essence of the concepts "speech culture" and "speech culture".

At the same time, the use of the latest technologies recommended for use by the New Ukrainian School.

#### **RESEARCH RESULTS**

Based on the analysis of the psychological process of the emergence of the statement of position about its four-phase structure (direction, planning, implementation and control), as well as psycholinguistic features, we came to the conclusion



of speech activity about the need for the gradual formation of a culture of communication through a comprehensive approach to the development of its main features.

At the first stage, the task was to create primary speech skills related to the cultural requirements of speech: listening and understanding speech, pronouncing words in accordance with the actions of the orthoepic norms of the modern Ukrainian language. For the correct pronunciation of words, spelling skills were used in the exercises "Learning literacy and its friends" and "Literacy trainer".

At the second stage, children of primary school age were engaged in various speech situations, as well as in various types of activities, which stimulated children's desire for interaction and compliance with etiquette. With the help of educational cartoons, various speech situations were created, which represent different communication situations between different communicators: children-children, children-adults (good acquaintances, family members, foreigners), children – people of different professions (doctor, salesman, bus driver, school director, etc.). By participating in the construction and analysis of speech situations, children gain experience in solving personal problems using their native language and expressing requests, apologizing for certain behavior errors, writing down necessary information, etc.

The third stage included the development of the ability to reflect and objective self-assessment. At this stage, group and pair types of work were analyzed, speech situation, applied mutual analysis, self-analysis. The range of exercises of this stage was quite wide. To develop the ability of reflection and objective self-assessment of students in elementary school lessons, communication situations close to real life were offered, which were provided by staging works of children's fiction, improvisation, retelling of poems and fairy tales, dramatic plays, an interview with elements of self-evaluation, etc. Ensuring the activity of younger schoolchildren in communication with their peers took place by creating and using educational situations, organizing dialogues, acting out scenes, etc. Involvement of children of primary school age in various types of activities, especially playful, cognitive, important for self-realization, was carried out with the help of didactic, plot, moving games and exercise games; application of types of information work with younger schoolchildren; creative task; contests; solving moral, problem-situational tasks, solving crosswords, "coded" words and others.

The system of proposed exercises is built taking into account the fact that the process of forming the communication culture of younger schoolchildren consists of several closely related links: perception, reproduction, understanding of new material, formation and consolidation of acquired knowledge, abilities, skills, independent application of secondary skills v own speech practice during the active production of speech units.

#### **CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH**

The culture of speech is an integral part of the spiritual culture of an individual and is organically connected with all its other components. Interactive learning cannot be considered as a universal means of teaching the speech culture of younger schoolchildren.

The latest technologies, when optimally applied and combined, can significantly increase the effectiveness of the educational process in the primary level, form a culture of speech communication that contributes to the development of thinking, socialization of younger schoolchildren, develops interest in the world around them, helps the child to fully develop his abilities.

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