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Forming teachers' readiness to develop coherent speech among older preschool-age children

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Abstract

Relevance. The main function of the development of coherent speech is certainly a communicative one, as a child aged 5-7 years old should not only understand others perfectly, but also express opinions independently, and most importantly to do so clearly and understandably for others. That is why the topic of this study always remains relevant and occupies a central position in the process of a child's speech development and, to a certain extent, his or her socialisation.

Purpose. The purpose of this study is to analyse the current level of teachers' readiness to develop coherent speech among older preschool-age children, to highlight the main shortcomings in this process and to develop methods and ways to improve their qualification level in this area.

Methodology. The study of this issue was based on different research methods, in particular system analysis, synthesis, comparison, modelling, deduction, analysis of the scientific literature, as well as pedagogical observation and the study of pupils' performance.

Results. The results obtained as a result of conducting the study are the consolidation of the theoretical and practical foundations for the process of developing coherent speech among older pre-school children and an appropriate level of teacher competence in this area. Thus, the study established a list of tasks, games and other organisational activities for the development of coherent speech among children, as well as an algorithm of necessary tasks for the teacher aimed at improving his or her level of knowledge in this particular aspect and increasing his or her activity efficiency in the aforementioned process.

Conclusions. The practical value of this study lies in the fact that the formed methods and the proposed exercises can be used both by teachers, in pre-school educational institutions, and by parents, to maximise the child's results and his or her future active socialisation directly at school.

Keywords: teachers' readiness; coherent speech; speech development; teachers' competencies; older preschool age.

Introduction

The issue of mother tongue acquisition and the development of this skill among older preschool children

is extremely relevant as it serves as an important aspect in the course of their education and is the basis for future effective communication between children. The

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development of coherent speech among older preschool-age children certainly depends on the teacher and his or her competence. There are several reasons for this, in particular because a child spends most of the time among other children and, therefore, level of other children speech development has a direct impact on this child's skills. Furthermore, the teacher should observe each preschooler at an appropriate level in the course of his or her work, so that a child can spot speech problems in time and direct his or her efforts towards overcoming them. Such monitoring should also be carried out by assessing the quality of children's answers to a specific question, in particular whether they answer in short or long sentences, what kind of vocabulary they use and how quickly they form a complete sentence. This is why it is necessary to develop educators' competence in the language field and to shape their desire to influence this process and help children to express their thoughts and communicate perfectly, as far as their age allows [1-2].

As far as the theoretical concept of coherent speech is concerned, it is an extended, grammatically correct, complete meaningful and emotional statement consisting of a chain of coherently linked sentences. That is, it is the ability to fully convey the content of a ready-made text to others or to independently compose a coherent story [3-5]. The main attribute of such a speech is certainly its comprehensibility and accessibility to the opponent. Generally, the realisation of its communicative function is carried out through two forms, namely dialogue and monologue. The use of both forms is an important aspect during the development of coherent speech among older preschool-age children and occupies an advanced position in the overall mechanism of improving learners' acquired speech skills, which can also be used in the future as a means for practical language use [6-8]. Speaking of the practical relevance of researching this issue, the role of coherent speech in the process of a child's socialisation and his or her effective interaction with others should be established.

The importance of such speech is undoubtedly due to its functions, as they are prioritised in the process of development of older preschool children as solitary individuals, including: establishing mutual communication with others; shaping and reinforcing norms of behaviour in society, including in communication with older people and peers. Moreover, it is important that this kind of child development also affects the child's cultural education, because by using various exercises, in particular reproducing literary texts, writing their own stories and fairy tales, they form and improve the clarity and expressiveness of speech, and also provide their vocabulary with cultural terms and enrich it as an aesthetic personality. Besides, the results of this study can be effectively used in the development and improvement of curricula in such specialty as "Preschool education" in the universities of Kazakhstan, graduating specialists in this field [9; 10]. The number of scientific papers on this topic is extremely large, since it is indeed one of the leading and dynamic fields of pedagogy. However, there are still some gaps that need to be explored, namely the analysis and involvement of international experience in the process of training and qualification of teachers in the context of

developing coherent speech among older preschool-age children, as well as defining their role in this mechanism.

Thus, the main objectives are to investigate the concept of coherent speech, current methods for its development among children and mechanisms for developing speech skills among teachers. The purpose of the study is to establish the correlation between the level of teacher training and the level of development of coherent speech in his or her pupils, and to formulate recommendations and ways of improving it.

Materials and Methods

Pedagogical research is a specific type of cognitive activity, in the course of which using a variety of methods new, previously unknown aspects, attitudes of the object under study are revealed, the process of forming teachers' readiness to develop coherent speech of older preschool-age children. In doing so, the main objective of the study is to identify internal links and relationships and to reveal the regularities and driving forces behind the development of the aforementioned pedagogical process. Thus, in this study, the method of system analysis was used, aiming at performing sequential actions in order to consolidate the structural links between elements such as coherent speech and the teacher's influence on it. It is also important, following the process of separating these concepts, to apply a synthesis method that helps to bring the resulting system parts together and consequently investigate their interaction and the special characteristics of each of them. Further, in order to investigate this issue, it is reasonable to compare the different structural elements affecting the aforementioned process and to analyse international experience in this aspect of pedagogy, which can be done by introducing a method of comparison.

Due to the modelling method, the study designed various practical situations to form a list of necessary exercises and tasks that would be useful to consider, as well as to identify what qualities a teacher should have in order to effectively develop the coherent speech of his or her students. Based on the method of deduction, the course of the study was shaped in order from the general concept of coherent speech to the specific sphere of forming the necessary competence of the teacher to develop coherent speech among older preschool-age children. The method of analysing the scientific literature is undoubtedly determinative, as it formed the theoretical basis for this study by examining various publications, in particular scientific articles, abstracts, monographs and dissertations. This method made it possible to examine the different views of scholars on this issue, to identify which aspects have not yet been investigated, to form their own vision of the development of coherent speech among older preschool children, as well as to analyse the current theoretical approaches used in pre-school educational institutions. The method of pedagogical observation is important in the study as it makes it possible to establish certain characteristics of certain age groups of children and to analyse their level of coherent speech according to the conditions under which they are communicating.

Through the method of studying the results of pedagogical activities it is possible to analyse the modern principles on the basis of which teachers carry out their pedagogical activities, to establish the level of influence of

their own speech on the process of its formation among their pupils, as well as to consider the issues of the effectiveness of the methods and practices used. There are three stages to the consideration of this issue. At the first stage, the theoretical concept of the topic under study, namely coherent speech, is revealed, with the aim of researching the main approaches of scholars on the raised issue, scientific works of different authors are used, and a plan for conducting analysis and research is drawn up, in particular the main goals and objectives are highlighted. The second stage involves comparing foreign experience in this field with Kazakh experience and identifying the main advantages to be applied in pedagogical practices to foster quality coherent speech among older preschool-age children. The third stage, which in turn concludes the work, is to analyse and identify solutions to develop the process of training and professional development of teachers in the field of speech development for the effective education of a particular age category of children.

Results

The development of coherent speech is necessarily linked to the normal development of the child as a full participant in social relations. This is certainly due to the fact that the development of his or her communication abilities and skills depends on this factor. Furthermore, the object of this study is a special age group of children, namely older preschool children. This condition also plays an important role in prioritising the implementation of the research on this particular issue, as it involves preparing children for school and entering a new sphere of social relations. However, it should be noted that the process of coherent speech formation is not autonomous and cannot be realised by the child's desire alone, but depends primarily on the influence of others on the child. Naturally, at this age, it is the educator who spends the most time with the child, interacting with him or her not only through play or other daily activities, but also through educational and teaching activities. In this way, the educator becomes a teacher in the child's mind and the child starts to imitate him or her and follow his or her advice or remarks accordingly. With this in mind, it can be established that speech development and the teacher's skill level in this area have a direct impact on the development of coherent speech in the learner [11-13].

In order to consider the practical component of this issue, it is necessary to study the theoretical one, which in turn will enable an understanding of how a coherent speech formation system works and what this concept is all about. Many scholars and researchers have interpreted this concept using rather different expressions, forming different definitions, but by analysing them, it is possible to establish common features characteristic of each of them and explaining its essence and content. Thus, coherent speech can be defined as the process of displaying specific information, which is carried out in a logical order and formed clearly, figuratively and, most importantly, in a grammatically correct manner. It should be noted that such speech is characterised not only by the correct presentation of sentences, but also by the coherence of thought and purpose reflected in clear, coherent statements. In addition, the term covers two forms of speech, namely dialogical and monological, which in turn are endowed with different

attributes. As for the dialogical form, it is simplified and characterised by short, incomplete answers. The main features of such speech are vivid intonation during conversation, expressive facial expressions, dynamic gestures, as well as brief statements. This form of speech is clearly based on dialogue, and so another attribute is the ability to form questions and ask them of the interlocutor, in addition to being able to listen to the opponent in order to give an answer in the case of a question back. Apart from that, it is necessary to add comments or additions, as well as to be able to defend one's own views and conduct a constructive debate.

When it comes to the monological form of speech, however, it is quite different from the previous one. This is due to the fact that a monologue is more of a one-person narrative, so the statement should be extended, structured, logically presented and complete. This form of speech necessitates that the narrator should have the characteristic of focusing on a single thought, which prevents the child from being distracted by different details, but at the same time the story should look lively and energetic in order for it to be interesting to the listener. The characteristic types of monological speech for older preschool children are the following: description, narration, reasoning [14]. In particular, description consists of the pupil selecting a specific object or phenomenon and appropriately naming its features, characteristic functions, properties and, as a result, forming his or her own evaluation and description of the object. In the case of the narrative type of monologic speech, it differs from the others since it requires a child to fully understand a particular story or event because it involves retelling it, making sure that the beginning, the climax and the conclusion are highlighted. One of the most important types is reasoning, which in turn aims at processing some information, establishing connections between it and other related facts, forming the child's own opinion on a given issue or phenomenon, which should be formed from personal evidence and assertions.

For an in-depth study of the concept of coherent speech, it is necessary to consider its characteristic features, as they reflect its main differences from ordinary speech. First and foremost, it is the purposive and substantive coherence, consisting in the presence of one theme in the statements, as well as their logical sequence. The next attribute is the rationality and relevance of the information provided to the question posed, which is due to the necessity of selecting appropriate thematic vocabulary and the construction of expressions. This is followed by features such as consistency, relaxed and structured presentation of expressions that form normal communication between children and enable the establishment of effective communication between them [15]. The defining characteristic of coherent speech is its logicity, as statements should not only be correctly constructed, but also intelligently presented, so that the pupil can convey the information to the other in the right order and in the right sense [16-17]. An indispensable component in the development of such speech in a child is that he or she has the grammatical knowledge necessary for constructing correct and comprehensible sentences. Certainly, one of the most important attributes is the comprehensibility of coherent speech, because in its absence the main purpose of its realisation, namely the communication and

establishment of communication between children, is lost, as well as the meaning of compliance with other attributes [18].

Having established the main differences between coherent speech and ordinary speech, it is possible to identify its main purpose for older preschool children, namely the development of not only grammatically correct, but also understandable oral speech for others, according to their age, in order to establish their future effective communication at school and in ordinary life, taking into account the special characteristics of the interlocutor [19]. Thus, taking the above into account, it is possible to formulate the main conditions affecting the assessment of a child's level of coherent speech development. Firstly, meaningfulness, for the child to establish the meaning of his or her own expression as well as the purpose he or she sets in the course of communication. Secondly, the logical consistency required to convey the information to the interlocutor in the sense that the child wishes to convey it, and to avoid misunderstandings in the course of communication that may arise due to the interchanging of different statements. Thirdly, expressiveness and clarity of pronunciation, so that the opponent clearly understands all the words and the content of the sentence. Fourthly, the use of correct vocabulary appropriate to the topic of conversation, the use of synonyms, antonyms and other speech patterns [20].

After all, when examining this issue, it is necessary to understand that the formation and improvement of coherent speech among older preschool children is mutually linked to the development of their thinking and is proportional to the establishment of their worldview, as well as the fixation of various forms of communication with other people. This process is quite time-consuming, as it involves working with a child over a long period of time in order for them to achieve an effective outcome. Moreover, when developing coherent speech, all societal factors affecting the child's mind, such as the immediate environment, friends, teachers, as well as cartoons, fairy tales and various toys, should be taken into account. It is important to realise that their level of influence on the child needs to be constantly controlled and the positive and negative traits in the child need to be monitored in order to remove them in time to avoid the formation of deformed speech [21].

Discussion

The level of preparedness of the teacher has a direct impact on the development of coherent speech among older preschool-age children. It is for this reason that the need to develop curricula for the specialisation of "Pre-school education" in the universities of Kazakhstan is extremely important. As a result, it is expected that the competence of teachers in this particular area will increase, as well as positive results from learners [22]. The practical aspects, in particular the tasks, exercises and methodologies used routinely by Kazakh educators, should be investigated in the first instance. This step will make it possible to identify the main advantages and disadvantages of such programmes and to formulate specific recommendations for the education and development of children's speech. Thus, the main Kazakh methods of working with children are divided into: visual, verbal and practical [23-24]. As

for the visual approach, it consists of demonstrating different elements, in particular: pictures, objects, tables, and in some cases live objects. This type of work with children is particularly successful since it allows both auditory and visual memory to be engaged. Furthermore, by looking at an individual object, the child forms a particular idea of it in his or her mind and is then able to describe it to others. It is important when using this practice that the teacher correctly explains the individual properties of the demonstrated object, and that the explanation is appropriate, revealing the essence of the object on the basis of simple statements understandable to the pupils [25-27].

The next method for developing coherent speech is verbal. It requires more effort from the child than the previous practice. This type of work primarily consists of reading, retelling, discussing and learning by heart. When implementing this method, the teacher needs to set the right task in order to get the child interested in performing a particular exercise. Moreover, in the course of carrying out the activities listed above, it is the teacher's responsibility to monitor each child's level of performance in order to identify the problematic aspects for each child in time and to resolve them as quickly as possible. One of the most important techniques is undoubtedly practical exercises. This can be explained by the fact that, unlike the previous two methods, it provides a reflection of the child's acquired skills and directly expresses his or her level of coherent speech development in comparison to the others. As a rule, this technique is implemented through games of various kinds, in particular role-playing and didactic games, as well as tasks involving the staging of individual situations, using characters. By the way, the involvement of children in the theatrical activity with the condition that they play the role is extremely positive for the development of coherent speech, because in this case they themselves are participants in the whole activity and there is certainly a great interest in the exercise.

In addition to the above-mentioned general techniques and methods, Kazakh pedagogical practice increasingly uses exercises that are interactive and innovative, actively encouraging children to perform them and to develop coherent speech accordingly. In particular, various melodies or even complete songs are increasingly being used, which consist of listening to a single segment and having the child reflect their impressions and emotions, as well as the content that is conveyed in the song. This type enables mental development to be combined with cultural development, and their symbiosis provides the child with a more comfortable learning experience and increases interest in the exercises. The use of shadow theatre is also becoming quite popular, as it develops the child's thinking and imagination, and after watching the performance, it allows them to retell what they have seen and express their own impressions regarding the action. In addition, at this age, namely the older preschool age, an attempt can be made to involve the child directly in the realisation of the play in order to influence his or her consciousness and speech even more vividly. Increasingly, computer technology, including games and cartoons, is involved in this process. This method is truly effective because it is extremely interesting for a child, allowing visual and auditory memory to be affected immediately. However,

when such programmes are used, it is necessary to control the child's reproduction of what has been learned and to monitor the content of the tasks and check their quality [28; 29].

Thus, it can be established that with the development of society and relevant innovative technologies, an increasing number of methods and practices for the development of coherent speech among older preschool-age children are emerging that can be used by educators. Therefore, another condition arises for them, namely to monitor the changes and involve the most effective ones in their activities accordingly. Thus, such co-operation of the teacher's perfect theoretical knowledge with modern tools for speech development will make it possible to improve the level of coherent speech development among children aged 5-7 years [30]. However, in addition to the above-mentioned modern changes, there is also a need to focus on the legislative framework, as this is the basis for the entire pre-school education process. Thus, pre-school education programmes are developed on the basis of the state compulsory standard of pre-school education and training, taking into account the activities specific to preschool-age children [31-32]. Furthermore, the regulatory framework for education in Kazakhstan also stipulates that the content of pre-school education and training is oriented towards the formation of competencies in five educational areas: health, communication, cognition, creativity and society. It is this approach that makes it necessary for the teacher to develop the child comprehensively and to train the level of coherent speech to perfection, since at school he or she will need to switch to updated programmes that require basic knowledge and skills and, most importantly, reproduce them in a qualitative way. Accordingly, at the primary school level, great emphasis will be placed on testing a wide range of skills: the functional and creative application of knowledge, critical thinking, conducting research activities, using ICT (information and communications technology), using different modes of communication, working in groups and individually, problem solving and decision making [33-35].

Another fundamental document in the formation of pre-school education programmes and the corresponding development of coherent speech is the State compulsory standard for pre-school education and training [36], the duration of the standard curriculum for pre-school education and training is 5 years. It is also fundamental that this regulatory act establishes the content areas of the model curriculum, in particular: the achievement of the goal and objectives represented in the form of expected learning outcomes; the development of motor, communicative, cognitive, creative, social knowledge and skills, self-learning skills, including those of young children; the creation of psycho-pedagogical conditions for education and training; the creation of equal starting opportunities for pre-school children to study in primary education organisations; the development of spiritual and moral skills based on national traditions and universal values within the framework of implementing the "Rukhani Zhangyru" programme; the development of socio-personal qualities aimed at developing creativity, communication skills, critical thinking and teamwork ability. Thus, it can be established that the regulatory

framework in the field of pre-school education in Kazakhstan is quite capacious and thorough. However, it would also be useful to consider international experience in order to identify differences with Kazakh practices and to make use of positive reforms that have gained popularity abroad. In particular, the approaches of countries such as Bulgaria, the United Kingdom (UK), Denmark and Israel are of interest [37].

Thus, a characteristic feature of the development of pre-school education in Bulgaria is the formation of a wide system of innovative pre-school institutions, taking into account special norms for their design and construction, which ensures that such institutions are provided with built-in interactive elements. In addition, there is a gruelling focus on programmes for the development of children, including their speech. An outstanding aspect of education is that it is based on communication with the teacher and doing homework already at the pre-school stage; as for coherent speech, different kinds of electronic exercises are used to assess the child quickly and effectively [38; 39]. The next country is the United Kingdom, which is world-renowned for the success rate of pre-school education and training for children. In this country, pupils are educated for the purpose of shaping the child as an individual, and this condition accordingly requires a particular level of knowledge and speech in order for the child to be able to communicate easily with his or her peers. The mechanism of preparatory classes for children aged 5 years and above is interesting, thanks to which the child uses the speech skills learned and also develops them through various exercises. This helps to prepare children for school and improve the level of their skills to perfection in order to ensure smooth training without wasting time in learning and mastering the basics [40; 41].

Denmark also has its own distinctive features, in particular the country offers 24-hour pre-school facilities. They can be attended by all children, both ordinary and those with disabilities, and this approach ensures that everyone has access to speech development, unhindered and on a free basis. In addition, from the age of 5-7 years, children in Denmark are not only prepared for the school curriculum and basic general science subjects, but also developed comprehensively by exploring the universe and everything that surrounds them. There is no overload on the children's mental and physical health, and it is this balance that ensures personal development not only as a future pupil but also as an adult. This is why it can be seen that Danish children have a thirst for learning and are endowed with an appropriate level of their own development, and most importantly that such excessive work with speech formation and other abilities does not cause apathy towards the educational process and self-improvement. It should also be noted that teachers in Denmark receive three years of training in psychology, physiology and pedagogy, which explains their high level of qualifications and effective communication with pupils.

As for Israel, there is also an interesting trend of existing both public and private pre-school institutions. Besides, it is compulsory for children to attend a senior group due to the requirement of school programmes, namely to have the appropriate level of preparation when transitioning to school education. Thus, in kindergartens

they master different types of artistic activities, listen to stories and fairy tales, learn to read and count, work with a computer, get acquainted with folk traditions, all of which certainly affect their level of coherent speech, as almost everything is connected to their practical activities and the realisation of their own knowledge. The educator occupies an important place, which is why there is a list of requirements and necessary standards that they must meet in order to carry out their functions effectively. Thus, it can be argued that the development of coherent speech among older preschool-age children has a direct impact on all the speech elements they need for normal communication with others, in particular expressiveness of pronunciation, vocabulary volume, the use of grammatical constructions, clarity and comprehensibility. In addition, in order to effectively improve the aforementioned qualities, the teacher must be prepared and motivated to educate and willing to cooperate with the child in various forms in order to achieve a high level of performance [42; 43].

Conclusions

As a result of studying this issue, namely the formation of teachers' readiness to develop coherent speech among older preschool-age children, its theoretical and practical components were established and investigated. In particular, the concept of coherent speech is to be understood as an extended, grammatically correct, semantically and emotionally complete statement consisting of a chain of coherently linked sentences. The study has established the main properties of this concept, the forms of implementation and their purposes. Thus, based on these components, the development of coherent speech has been shown to be central to the mechanism of work on speech development. It has also been determined

that the role of the educator in this process is extremely important and, to a certain extent, fundamental, since it is his or her theoretical knowledge and practical efforts that influence the child's development and preparation for schooling.

In addition, the experience of different countries, namely Bulgaria, the UK, Denmark and Israel was analysed. All of these countries demonstrate specific developmental conditions for children in the preschool period, but all of these methods are combined with academic performance and popularity, indicating their effectiveness. It is therefore advisable to apply their experience in a context such as reforming the main curricula used in Kazakhstani universities for pre-school education, namely changing general theoretical exercises to modern interactive ones, modifying the model of communication between teacher and child, forming preparatory structures for educating the child as an independent member of society with an appropriate high level of speech development. Furthermore, the study analysed the current main regulatory legal acts responsible for the establishment of a pedagogical institution such as pre-school education. Their content is certainly thorough and appropriate, but there are still outdated definitions that run counter to modern conditions, so an effective solution is to cooperate the basic principles of these documents with the leading principles functioning abroad.

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Conflict of Interest

None.

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Формування готовності педагогів до розвитку зв'язного мовлення у дітей старшого дошкільного віку

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Анотація

Актуальність. Основною функцією розвитку зв'язного мовлення, безумовно, є комунікативна, оскільки дитина у віці 5-7 років повинна не тільки чудово розуміти оточуючих, але й самостійно висловлювати думки, а головне робити це чітко і зрозуміло для інших. Саме тому тема цього дослідження завжди залишається актуальною і займає центральне місце в процесі мовленнєвого розвитку дитини та, певною мірою, її соціалізації.

Мета. Метою даного дослідження є аналіз сучасного рівня готовності педагогів до розвитку зв'язного мовлення у дітей старшого дошкільного віку, виокремлення основних недоліків у цьому процесі та розробка методів і шляхів підвищення їхнього кваліфікаційного рівня у цій сфері.

Методологія. Вивчення зазначеної проблеми ґрунтувалося на використанні різних методів дослідження, зокрема системного аналізу, синтезу, порівняння, моделювання, дедукції, аналізу наукової літератури, а також педагогічного спостереження та вивчення результатів діяльності вихованців.

Результати. Результати, отримані в результаті проведення дослідження, полягають у закріпленні теоретичних і практичних засад процесу розвитку зв'язного мовлення у дітей старшого дошкільного віку та відповідного рівня компетентності педагогів у цій галузі. Так, у результаті дослідження було визначено перелік завдань, ігор та інших організаційних заходів з розвитку зв'язного мовлення дітей, а також алгоритм необхідних завдань для педагога, спрямованих на вдосконалення його рівня знань у цьому аспекті та підвищення ефективності його діяльності у вищезазначеному процесі.

Висновки. Практична цінність дослідження полягає в тому, що сформована методика та запропоновані вправи можуть бути використані як педагогами дошкільних навчальних закладів, так і батьками для досягнення максимальних результатів дитини та її подальшої активної соціалізації безпосередньо в школі.

Ключові слова: готовність педагогів; зв'язне мовлення; мовленнєвий розвиток; компетенції педагогів; старший дошкільний вік.