

THE IMPORTANCE OF DEVELOPING DIALOGICAL SPEECH OF PRIMARY
GRADE STUDENTS THROUGH A VARIATIVE APPROACH

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Abstract: This article studies the importance of a variational approach in developing dialogic speech of primary school students. The importance of using various methods and techniques, taking into account the personal needs and abilities of students, is emphasized in the process of forming dialogic speech. The study examines the possibilities of effectively developing students' communication skills through a variational approach, forming in them the ability to think independently and freely express their thoughts. It is also substantiated that this method is effective in individualizing the learning process and ensuring interactive communication.

Keywords: variational approach, primary school, dialogic speech, communication skills, methodology, interactive education, learning process, personal approach.

The central problem of pedagogical technology is to ensure the achievement of educational goals through the development of the student's personality. Pedagogical technology is based on such principles as the clear formulation of educational goals, the productivity of education, the presence of feedback, and a guaranteed final result [83]. In the process of computerization of education, it is necessary to act on the basis of this idea when modeling student activity [101].

Creative education in dialogic speech has a wide range of opportunities for the individual development of the student's intellectual potential, an approach to each student based on his or her specific characteristics [20]. In it, the student masters the educational material at his or her own pace, motives, and way of thinking.

The role of the teacher changes according to the specific characteristics of dialogic speech, the main task is to develop the personality of students, direct them to creative search and support them in this area, and organize their creative work [44]. Analysis of the activities of students and teachers shows that as a result of the establishment and widespread introduction of creative education into the education system, the role of the teacher in the educational process and the tasks facing him will change: the teacher's task will be to accustom students to independently draw up a plan for the implementation of their goals, to teach them to implement them [127]. In the process of dialogic speech, the student's creative abilities are developed. In this case, the main task of education is not to memorize rules, but, on the contrary, to develop thinking [20]. Human activity in the study of phenomena of nature, society and consciousness, as one of the leading principles, was originally based on philosophy. Human knowledge operates in the relationship of subject and object, leading to the formation of interaction as a holistic system. Material things, entering the sphere of influence of human activity, become objects of knowledge. In turn, the object of knowledge, phenomena, 176 have a negative impact on a person in terms of their complexity, difficulty, unfamiliarity, and the work they perform in their activities. The influence of the subject on the object, and the object on the subject, creates a mutual influence. "... therefore, the relationship between the subject and the object in the process of knowledge is not a one-sided influence, but rather a dialectical interaction between them. The socio-historical practice of man lies on the basis of their mutual influence" [113,12]. In philosophical works, the objectivity of human activity - its orientation towards objects and its subjectivity - its activity in the process of knowledge are distinguished as interconnected phenomena. V.V. Kraevsky analyzes analysis and synthesis in the form of operations - methods of human mental activity. Gradually, the word-sign begins to play a major role in the child's thinking. At different stages of human thinking, they differ from each other depending on what signs are used. For

example, the difference between a complex (a set of things) and a concept is explained by the commonality in the functional use of the word in the name of the first, that is, complex things [98; 250].

In order to convey the basics of science to students, the studied educational material is didactically processed, that is, the educational elements of the educational material are separated, tasks are developed for them, educational questions are formulated, educational exhibits are prepared, and the sequence of their study is determined [127]. This work is carried out taking into account the characteristics of such types of education as explanatory-demonstrative, problem-based, task-based, differentiated, programmed, algorithmized. Each type of education has a model. Education can be imagined both from the perspective of the teacher and the student, and also in terms of the interaction between the teacher and the student. Educational models are distinguished by imagining education precisely from the perspective of its participants. Educational types are determined according to educational models [103]. When imagining dialogic speech in terms of teaching and learning activities, it is considered as a means of the educational process, the student or group of students as the subject of this process, the subject of creative education [20]. When approaching the design of education from this perspective, the question arises of which educational models are convenient to use or which stages of the models have the widest possibilities for designing [103]. To answer this question, we will consider the content of educational models.

The content of educational models is sufficiently described in didactic literature. The most commonly used model in practice is explanatory-demonstrative learning [127]. This model of learning educational material is based on the idea of learning knowledge in a ready state. Its model looks like this: preparing students to learn information; explaining knowledge; consolidating information by completing various tasks. In programmed learning, students are prepared to learn one educational element in the educational material; knowledge is explained; knowledge is consolidated; knowledge is controlled, and this process is repeated for each educational element [177]. In problem-based learning, a problem situation is created in the minds of students; ways to solve the problem are sought; the selected method is applied to solve the problem; conclusions are drawn on the problem solved; conclusions are applied in practice and knowledge is consolidated [127]. Task-based learning is also close to problem-based learning in many respects, in which the educational material is presented in the form of a system of tasks; the system of tasks is performed; conclusions are drawn from the completed tasks; the conclusions are applied to various educational situations.

The effectiveness of education depends on the model on which the lesson is organized and on the strict adherence to its laws. It is determined based on the characteristics of the educational material. However, the implementation of the educational process using a computer requires the organization of lessons on the basis of a more general model.

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