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COMPONENTS ANALYSIS OF THE SITUATIONAL, DIALOGICAL ACTIVITIES OF THE INFANT CLASSES PUPILSAT UKRAINIAN LANGUAGE LESSONS

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Components Analysis of the Situational, Dialogical Activities of the Infant Classes Pupilsat Ukrainian Language Lessons

The article analyzes the process of enhancing students' dialogical speech by means of situational exercises. The concept of "dialogical speech", "dialogical competence", "exercise", "situational exercises", "improvement of linguistic communication" is clarified and specified. The concept of "the process of enhancing dialogical speech of pupils of grades 1–4" is offered as a systematic process of students' acquisition of dialogical competence. The factors that impact on the level of forming dialogical competence and features of oral dialogical presentation are provided. The requirements for exercises in the Ukrainian language classes are singled out. The purpose of the exercises is defined with the purpose of mastering certain skills and abilities. The choice of the subject of conversation, the formation of the need for communication, and the consideration of individual features as structural components of educational dialogical situations are described. The forms and features of presentation of the subject of conversation are considered. The types of dialogues are defined; the purpose and circumstances which characterize the situation of communication are determined. It is substantiated that educational dialogical situations need to be modeled in such a way that students of all levels of learning can reach a positive result of communication. The forms of direct and indirect situational help to students are offered. Speech-communicative tasks as components of situational exercises, determined by their purpose are represented. It has been proved that situational exercises are an effective means of mastering dialogic speech by primary school students as they provide the maximum possible communication options with different participants in communication.

Key words: dialogical speech, dialogical competence, situational exercise, subject of conversation, formation of communication need.

Language is a specific kind of symbolic activity for human society, which consists of the articulatory-sound acts application, historically established in a certain

ethnic community to describe the phenomena of objective reality to exchange information among community members [7, p. 318]. Using the language in everyday life, people resort to different linguistic means in each speech situation. Depending on the content and purpose of the statement, as well as on the individual manners and preferences in the speech process, there is a certain selection and combination of the most relevant and suitable correlative variants of words, phrases, constructs of sentences, etc. Taking into account the previously mentioned, the role and requirements for language knowledge and dialogical skills in the elementary school is substantially increased, where the pupil's speech development is regarded as an integrated indicator of his personal growth. Thus, the main goal of language education is the formation of a competent personality to specific speech solution, in particular dialogical situations, educational and life [8], the task of the child is to learn and use the acquired knowledge, and the task of the teacher is not only in preparing pupils for the future life, but also in promoting their present day-to-day needs and thereby implementing the principle of connection education with life.

The analysis of scientific works (M. Vashulenko, O. Goncharuk, S. Kopelyuk, Y. Lelyukh, G. Leshchenko, E. Palichata, V. Sukhomlinsky, V. Trunova, L. Shevtsova, G. Shelekhova, etc.) gives an opportunity to assert about episodicity of research problem of using situational exercises with the purpose of dialogical speech formation of 1-4 classes' pupils.

The purpose of the paper is to analyze the components of the situational dialogue activity of pupils at Ukrainian lessons in elementary school.

Speech is made by a speaker from already known linguistic facts. Thus, in order to express an opinion, the communicant chooses from the known language arsenal the appropriate language means necessary for a certain dialogical situation and perform them in oral or written forms, according to the established grammatical rules.

The process of dialogical speech formation of 1-4 classes' pupils is a constant and systematic process of acquiring by the pupils of *dialogical competence*, which depends on certain circumstances and manifests itself in a specific situation where the

speaker has the opportunity to mobilize his knowledge, experience and personal qualities in order to obtain his own socially important result.

The level of the formation of dialogical competence mostly depends on:

- the available knowledge about the peculiarities of oral and written speech;
 - the knowledge about the features and structure of the dialogue;
 - the formation of abilities to be oriented in a situation of communication;
- the skills of possession of extra-language means of communication;
- the ability to listen to the interlocutor;
 - the awareness of the components of dialogue activity;
 - the choice of effective methods, techniques and means, the skill of the teacher in their application [4, p. 155].

Dialogue speech is characterized by a set of thematically united fragments of speech, which are in a close interconnection and constitute a single semantic and structural whole [3, p. 24].

The researchers argue that the formation of dialogical competence is possible if the simulated learning situations of communication are created, the subject and conditions of which are as close as possible to the pupils' life experience and relate to different spheres of their life.

Speech is realized in two forms – oral and written. Each form has certain specific, inherent only to it, peculiarities.

The dialogue speech is characterized by the following features:

- situation of communication, the availability of a specific addressee;
 - direct perception and transfer of thoughts;
 - structure of the statement: introduction, the main part, the end;
 - spontaneous verbal expression creation, relatively limited in time for deliberation;
- for oral form, both linguistic and extra-language means of expressing speech are peculiar;

– the spoken word almost cannot be corrected, except the mistakes made casually [1, p. 16].

Formation of dialogical speech of 1-4 classes' pupils in the educational process is a means of performing special exercises.

In teaching methodology *exercise* (by Yu. Passov, O. Savchenko, V. Sukhomlynsky and others) is a specially organized and purposeful activity, process of acquisition, formation, improvement, development, awareness and consolidation of knowledge, skills and abilities.

Thereby, in our opinion, for the success of studying the exercise cannot exist on its own, in isolation, but requires a purposeful and conscious system in which the exercises complement each other, the implementation of which is systemic, based on the general-didactic and linguistic principles of learning.

Requirements to the exercises at Ukrainian language lessons:

1. The content of the exercise should correspond to the pupils' life experiences.
2. The availability of a motivational aspect.
3. The presence of clear statement of tasks.
4. Orientation in the way of assignment if necessary (conditions of assignment).
5. Be communicatively directed.

Any exercise should not contribute to the accelerated pace of dialogue speech development, but should provide a strong basis for a long time application to ensure that the knowledge, abilities and skills that are formed during the learning process will not become superficial. Therefore, under the improvement of linguistic communication it is important to understand a long process of improvement, rather than accelerating in the mastering of certain knowledge, skills and abilities. So improvement is, first of all, qualitative changes, and acceleration – quantitative.

The purpose of the exercises usage is to repeat repeatedly the same actions until the moment when these actions go until the level of automatism in assignment.

Only under such conditions, knowledge, skills and abilities can be a solid foundation for the new material mastering.

At the present stage of the methodology development of native language teaching in infant classes the particular popularity become the elements of situational learning. More and more methodologists and teachers agree with the need for situational support for pupils' dialogic activities at Ukrainian language lessons.

"The situation" means the circumstances and conditions of communication, the attitude of the person who speaks to the listener, the general orientation of the statement [6, p. 212].

Situational exercises are artificially simulated in the conditions of school education in accordance with certain (preferably relevant and maximally close to natural) situations of communication that encourage pupils to create statements of dialogue or monologue [5].

To provide communication in the native language lesson, in other words to involve pupils into a dialogical situation, there are some necessary items: the availability of the subject of conversation, pupils' understanding of the purpose and the conditions of communication, sufficient for the statement.

The educational dialogic situation can involve both broader expressions (messages) of pupils, and short phrases of dialogical, and more often, of the polylogical form.

A situation that causes a minimal expression, for example, one phrase, is called microsituation. The whole series of microsituations are the basis of situational exercises for the formation of dialogic abilities and skills of pupils. We will investigate in detail the structural components of the system application of dialogical learning situations at Ukrainian language lessons in elementary school.

Choice of the conversation's subject. In order to bring educational communication conditions closer to the real ones, the teacher needs to create a dialogical situation and help / teach pupils to understand it, taking into account the main components of communication: purpose, place, addressee, communication conditions.

To orientate in a situation of communication means to understand, about whom or what the conversation is and for what purpose. Within this framework, the

appropriate dialogical situations should be chosen and conditions, which can motivate to the dialogue, should be created.

L. Shevtsova [9] considers that the situation of communication specifies the subject of conversation, but subject of conversation isolated from the situation cannot stipulate to the dialogical behavior.

The subject of conversation must be concrete and close to the pupils' life experience. It is inappropriate to choose general topics as the subject of conversation. For example, the subject of conversation "Sports" is not concrete, because each of the interlocutors can understand it differently. Therefore, such formulation of the topic of communication is actually pointless. Instead, the teacher should inform the subject of communication more specifically: football, basketball, hockey, etc.

The subject for communicating in elementary school can be represented in the following forms:

1. An oral notification about what or who should the pupils of 1–4 classes mention in the conversation;

2. The plot picture with a detailed storyline can be used both in the 1-st class and in the following classes to offer tasks of this type to pupils with an initial level of knowledge. The argument for is that the detailed plot picture does not motivate the formation of the pupil's own position, since the course of events is clearly traceable in the image and does not induce an independent thinking of the dialogical statement.

3. The plot picture without detailed storyline (people or objects are described, actions are scheduled, but the development of events is transferred to the sphere of guesswork, etc.). In contrast to the plot pictures with a detailed storyline, plot pictures without detailed storyline contribute to the formation of pupils' own position and their own judgments. This form belongs to the imaginative level of creating a dialogical statement. That's why, if the subject of the conversation is presented in the form of an expanded plot picture, all communicants see the approximate course of each other's thoughts, the level of unpredictability is reduced, and the conversation has the predictable result.

4. Real phenomena, events. Determining the subject of conversation in such a form provides pupils' observation for a certain phenomenon or subject and the teacher's ability to focus pupils' attention on the subject of conversation. For example, the teacher has the opportunity to encourage pupils to the dialogue during the purposeful observations in the nature or mentioned events, witnessed by the pupils (visiting the performance, performing their duties at school, etc.). The peculiarity of this form is maximally approximate to the time and place the observed phenomena and events.

5. Description of the subject of communication. In this form, the teacher, orally or in writing, determines the subject of conversation without additional means, but, of course, with reference to the conditions of the situation. This form of presentation of the subject of communication usually begins with the constructions *imagine, remember*, and so on.

While presenting the subject of a conversation, the teacher must take into account the fact that the above described forms should not slow down or accelerate the development of skills and abilities in constructing of a dialogical statement.

The choice of the presentation of the subject's conversation depends on:

1. The stage of the pupils' development of dialogical skills and abilities.
2. Level of knowledge of each pupil (differentiation by skills and abilities).
3. Individual peculiarities of information perception.

Correctly chosen subject for communication and accessible form of its presentation contribute to the interest and motivation of pupils to create a dialogical statement and is one of the factors of success in dialogue.

Communication needs formation. One of the conditions for the effectiveness of dialogue activity is the motivation, which is the pupils' desire to say, report, ask about something, persuade or to be convinced of something.

The need for communication can occur when pupils see a close link between educational dialogic exercises and real life. It is important that situational dialogic exercises are not created artificially, they should be the result of events that are needed and interesting for pupils. According to the life experience and the needs of

pupils, scholars identify the following types of dialogues: dialogue-questioning (clarification); interview ("question-answer"); dialogue-conversation; dialogue-discussion; dialogue-talking; dialogue-exchange of opinions / messages; dialogue-request; dialogue-apology; dialogue-offer; dialogue-wishes; dialogue-explanation; dialogue-questioning [2, p. 20]. The purpose and the circumstances, which characterize the situation of communication, are clear from the names of the dialogues types.

One of the peculiarities of educational situational dialogic exercises is the definite goal of the situation of communication (ask for help, exchange thoughts, clarify, invite, apologize, thank, etc.). It is also important that the situation and the formulation of the purpose of communication should be as close as possible to those events, which happen in pupils' life. The achievement of the purpose of communication contributes the speech and communication tasks, the content of which is determined by the study of a certain section of the Ukrainian language. Here are examples of the following tasks:

1. Follow the rules of communication.
2. Correctly contact the interlocutor.
3. Use the words of politeness.
4. Use the words: (the list of words which are recommended during the communication).
5. Follow the appropriate intonation, facial expressions and gestures.

Tasks №1, 2, 3, 5 – aimed at the culture of communication, № 2, 3, 4 – at the lexical and grammatical correct use of words, № 4 – at the activation of pupils' vocabulary.

It is valuable if the teacher shows the pupils the same subject of conversation, but in situations with different speech and communicative purpose. This avoids the false idea that one topic can be discussed with only one purpose, as determined by the teacher. Therefore, it is important for the teacher to demonstrate the versatility of the subject of conversation, which is revealed in the formulation of the needs of communication. For example, if the subject of the conversation is a *theatre*

performance, the need for communication can be represented by the following options of the formulated purpose of communication:

- A. Invite a classmate to visit the performance.
- B. Invite parents to go together to the performance.
- C. Express your impressions connected to the performance.
- D. Clarify the information about the performance, which you are going to visit.
- E. Explain the rules of behavior while visiting the performance.
- F. Recommend your friend to visit the performance.
- G. Prove the value of visiting theatre performances in comparison with the watching films on television, etc.

The main condition of communication. The main condition of communication is to take into account the individual characteristics and needs of each student. The educational dialogic situation of communication should be a condition for the development of dialogical skills, since during its creation, the teacher must take into account the level of knowledge and opportunities of each pupil. That's why, the educational dialogic exercises should be formulated in such a way that the pupil, considering his own intellectual and volitional possibilities, could achieve a positive result on the versatility of the particular subject of conversation.

Thus, in accordance with certain general levels of knowledge and levels of formation of dialogical skills and abilities, it is necessary to create situations of communication of a certain level of complexity and with the required, direct or indirect, situational help of the teacher.

Let's show the possible variants of situational help to pupils (on the sample of the situational task for the 3rd grade pupils).

The main components (instruction to the task, the place where the situation happens, the role, description of the situation, definition of purpose and communication tasks) for all pupils is defined in the same form, but the difference is in the formulation of speech and communication tasks:

1. *Follow the rules of communication:* formulated instructions on compliance with the rules of communication; certain rules of communication are

specified (not all, but only those where a particular pupil has some difficulties); a memorial to the rules of communication is given; common oral revision; use of the “Memoirs of the culture of communication”, which, in the process of dialogue, will be on the desk, so that the pupil could use it; a reminder of all the rules of communication and the availability of “Memoirs of the culture of communication”

2. *Correctly address to the interlocutors:* a use indication of the correct forms of appeal to each other; an indication of the nouns which should be transformed into appeal; various forms of children's names in the nominative case (Maria, Mariika, Marusya); The correct forms of appeals, which serve as a prompt for the pupils, are indicated.

3. *Use the words of politeness:* the instructions for the words of politeness usage is formulated; oral recollection; indicated in the task or in the form of a separate memo of the politeness word; the words of politeness that must be used during the conversation.

4. *Use the words:* the task of words usage is based on those new words and phrases that must be involved into the speech of the pupils; in addition to new words and phrases, the words that help to orient pupils in the process of creating a dialogue are indicated; the maximum number of words to be used in the communication process is indicated.

5. *Use the appropriate intonation, facial expressions and gestures:* the instructions for using of the appropriate intonation, facial expressions and gestures are formulated; discussion about the relevant intonation, facial expressions and gestures; a reminder of the expediency of intonation, facial expressions and gestures in a particular situation.

Card № ____

Task: make and act the dialogue.

Place: at home.

Dialogue participants: daughter (son), mother.

Situation: you are doing homework, but you do not understand the task, which should be done.

Purpose: ask for help.

Speech-communicative tasks:

1. Follow the rules of communication.
2. Correctly address to the interlocutors.
or
2. Correctly address to the interlocutors: (make an appeal from the nouns: *daughter, mother, Olenka*)
or
2. Correctly address to the interlocutors: *daughter, mother, Olenka*
3. Use the words of politeness.
or
3. Use the words of politeness: *please, I'd like to ask you, thank you.*
4. Use the words: *difficulties, complicated, clearly, mistake.*
or
4. Use the words: *difficulties, complication, clearly, mistake, register-book, poem, help, homework, in written, rules, multiplication table.*
5. Use the appropriate intonation, facial expressions and gestures.

Of course, besides taking into account the level of knowledge, the teacher must pay attention to the peculiarities of each pupil's perception.

In real life situations, communication takes place between people with different dialogical skills and abilities, and the purpose of the formation of dialogical speech is the formation of dialogical competence by means of educational situational exercises, which will provide the maximum possible options for communication with different participants and will be a form of assistance for pupils with lower levels of knowledge.

Consequently, the effectiveness of dialogue depends on taking into account the pupils' life experience, considering the subject of conversation in different situations, the availability of complex of affordable tasks. For the successful formation of dialogical speech, the teacher should offer the task of the affordable level of complexity to the pupils and assist directly or indirectly in order to achieve the efficient formation of dialogue speech. The prospects for further research are seen in the analysis of the results of the use of situational exercises at the Ukrainian language lessons in order to develop the dialogic broadcasting of elementary school children.

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Ростикус Н. П.

Аналіз компонентів ситуаційної діалогічної діяльності учнів на уроках української мови в початкових класах

У статті проаналізовано процес формування діалогічного мовлення учнів засобом ситуаційних вправ. Розкрито й уточнено поняття «діалогічне мовлення», «діалогічна компетентність», «вправа», «ситуаційні вправи», «удосконалення мовного спілкування». Запропоновано поняття «процес формування діалогічного мовлення учнів 1–4 класів» як систематичний процес набуття учнями діалогічної компетентності. Представлено чинники, які впливають на рівень сформованості діалогічної компетентності й особливості усного діалогічного мовлення учнів початкових класів. Виокремлено вимоги до вправ на уроках української мови. Визначено мету застосування вправ для опанування учнями певних умінь і навичок. Схарактеризовано вибір предмета розмови, формування потреби спілкування, урахування індивідуальних особливостей як структурних компонентів навчальних діалогічних ситуацій. Розглянуто форми та особливості представлення предмета розмови. Визначено види діалогів, мета й обставини яких характеризують саму ситуацію спілкування. Обґрунтовано, що навчальні діалогічні ситуації потрібно моделювати таким чином, щоб учні всіх рівнів навченості мали змогу досягати позитивного результату спілкування. Запропоновано форми безпосередньої й опосередкованої ситуаційної допомоги учням. Представлено мовленнєво-комунікативні завдання як складники ситуаційних вправ, визначено їхню мету. Доведено, що ситуаційні вправи є ефективним засобом опанування діалогічного мовлення учнями початкових класів, оскільки передбачають максимально можливі варіанти комунікації з різними учасниками спілкування.

Ключові слова: діалогічне мовлення, діалогічна компетентність, ситуаційна вправа, предмет розмови, формування потреби спілкування.

Ростыкус Н. П.

Анализ компонентов ситуационной диалогической деятельности учащихся на уроках украинского языка в начальных классах

В статье проанализирован процесс формирования диалогической речи учащихся средством ситуационных упражнений. Раскрыто и уточнено понятие «диалогическая речь», «диалогическая компетентность», «упражнение», «ситуационные упражнения», «усовершенствование речевого общения». Предложено понятие «процесс формирования диалогической речи учащихся 1–4 классов» с целью приобретения учащимися диалогической компетентности.

Представлены факторы, влияющие на уровень сформированности диалогической компетентности и особенности устной диалогической речи. Выделены требования к упражнениям на уроках украинского языка. Определены цели применения упражнений с целью овладения определенными умениями и навыками. Охарактеризованы выбор предмета разговора, формирование потребности общения, учет индивидуальных особенностей как структурные компоненты учебных диалогических ситуаций. Рассмотрены формы и особенности представления предмета разговора. Определены виды диалогов, цель и обстоятельства, которые характеризуют саму ситуацию общения. Обосновано, что учебные диалогические ситуации следует моделировать таким образом, чтобы учащиеся всех уровней обученности могли достигать положительного результата общения. Предложены формы непосредственной и опосредованной ситуационной помощи. Представлены речево-коммуникативные задачи как составляющие ситуационных упражнений, определены их цели. Доказано, что ситуационные упражнения являются эффективным средством овладения диалогической речью учащимися начальных классов, поскольку предусматривают максимально возможные варианты коммуникации с различными участниками общения.

Ключевые слова: диалогическая речь, диалогическая компетентность, ситуационное упражнение, предмет разговора, формирование потребности общения.

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The article was received by the Editorial Office on 01.02.2018

The article was put into print on 30.03.2018

Reviewer – N. I. Machynska, Doctor of Pedagogical Sciences, Professor