

веровать латинскую бусурманскую, тогда Господи на них прогневался: напустил на них змея лютого, змея лютого поедучего...» [3].

Заключение. Таким образом, категория соборности очень важна при формировании личности школьников. Произведения устного народного творчества необходимы для развития речевой активности младшего школьника, ведь они совмещают в себе как мудрость, так и простоту запоминания. Фольклорное искусство призвано формировать культурно-историческую память, национальную идентичность и общность народов. Общность гражданская территориальная – широкое понятие, которое подозревает принадлежность к РФ. Соборность же входит в состав общности, как единение внутри и за пределами этой гражданской общности на основе веры, ведь она выстроена на православном мировоззрении, которая подразумевает братство во Христе, дружелюбное отношение к иноверцам и всем народам, независимо от национальности и национальных черт, соборность не исключает единения на своей земле народов, способных к мирному сосуществованию.

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PECULIARITIES OF FORMATION OF SKILLS OF SPEECH CULTURE IN CHILDREN OF SENIOR PRESCHOOL AGE

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Key words. Speech culture, speech development, children of senior preschool age.

Speech is a tool of intellectual, social and personal development of the child, as well as a plastic material that allows to satisfy the need for creativity and self-expression. That is why a child does not just use a "ready-made" speech norm, but tries to determine the limits of its applicability, sources of origin and often builds his/her statements contrary to the speech pattern that he/she hears from an adult (V.T. Kudryavtsev, K.I. Chukovsky, A.M. Shakhnarovich, etc.). The aim of the article is to analyze the peculiarities of formation of speech culture skills of children of senior preschool age.

Material and methods. Abstract-Logical analysis, synthesis, method of analogy, ti-pology, generalization, as well as observations of the educational process.

Results and their discussion. Speech culture is a set of skills and knowledge of a person, providing expedient and uncomplicated application of language for communication purposes.

A high level of communication culture is the main condition for a person's successful adaptation to any social environment. In this regard, the modern education system pays special attention to the development of speech culture of children, starting from preschool age. As is known, it is in this period that the foundation of moral principles and moral culture is laid, the emotional and volitional sphere of personality is developed, and productive experience of everyday communication is formed.

A child's speech is formed under the influence of adult speech and depends to a great extent on sufficient speech practice, normal speech environment, upbringing and education, which begin

from the first days of life. Speech is not an innate ability, but develops in the process of ontogenesis, in parallel with the physical and mental development of the child and serves as an indicator of its overall development. The acquisition of the child's native language takes place in a strict pattern and is characterized by a number of features common to all children. There are different types of speech: gesture speech and sound speech, written and oral, external and internal.

Etiquette and speech are naturally related and interrelated concepts. Speech manifestation of etiquette relations is called speech etiquette. According to I.N. Kurochkina, speech etiquette is a set of rules based on certain, fixed by traditions speech means of showing respect for people. As a structural unit in turn is a form of etiquette and is interrelated with the non-speech form. For example, interlocutors participating in a conversation, observing the rules of speech etiquette, expressing etiquette formulas of greeting, compliment, can strongly defend their point of view [1].

The results of the study showed that 54% of respondents have a low level of speech culture skills, insufficient level of dialog culture. The majority of respondents have a low level of benevolence and politeness, as well as communicative skills when communicating with peers and adults. It is necessary to note the insufficient level of formation of the ability to choose a speech formula adequate to the situation.

We have revealed that for successful formation of skills of speech etiquette in preschool children it is necessary to observe certain pedagogical conditions.

One of the conditions is the definition of the technology of speech culture development, taking into account the age and mental characteristics of children. An important condition is also a specially oriented educational and linguistic environment, including the creation of special games, game situations, ways of forming speech culture of preschool children.

An important factor is the play environment in which the speech culture of preschool children is formed. The core of this process is the manifestation of speech culture of significant adults for the preschool child: parents and preschool teachers.

Due to the fact that the basis of teaching children speech etiquette is the role principle, in our opinion, it is advisable to use story-role-playing games as the main means of forming the skills of etiquette speech. In addition, the use of dramatization games contributes to children's repeated recitation of speech etiquette formulas. It is also possible to use games that provide for the reproduction of already given speech patterns, as well as those that involve independent choice in the use of speech formulas [2].

We adhere to the opinion that it is necessary to guide the play activity on the part of the educator. It is important to exclude the direct active influence of the teacher on the formation of children's speech formulas in a role-playing game. This guidance is carried out through the creation of an object and play environment, through the enrichment of children's social experience, through the teacher's participation in children's play activities as a partner.

Parents are participants of the educational process in preschool education, therefore, it is important to educate them on the formation of skills of speech etiquette in children. The teacher needs to convince parents of the need to develop common requirements for the child's speech, which will have a significant impact on the formation of speech culture in the child.

Conclusion. Thus, the analysis of psychological and pedagogical literature and co-modern educational programs, the results of our own research allowed us to formulate pedagogical conditions for the development of speech culture skills in children of senior preschool age:

1. Creation of specially organized educational and linguistic environment;
2. Increasing the competence of teachers in the field of formation of skills of speech culture in older preschool children;
3. Increasing the competence of parents in the formation of speech culture skills in preschool children.

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