



Розділ VII. ПРОБЛЕМИ НАВЧАННЯ І ВИХОВАННЯ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ ТА МОЛОДШИХ ШКОЛЯРІВ

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FORMATION OF THE LANGUAGE CULTURE OF JUNIOR PUPILS IN A DIALECTICAL ENVIRONMENT: THEORETICAL AND PRACTICAL ASPECTS

Abstract. Language culture creation is one of the most urgent questions nowadays. This is not only philological problem, but social as well – as it is related to different communication methods. The article covers linguistic principles of language culture creation for pupils provided dialect environment. Proved that the necessary condition for high level language culture for future primary school teachers provided dialect environment is compliance principles of oral speaking: orthoepic, lexical, grammar, stylistic. The most important their properties are accuracy, cleanliness, purity etc. Also there is covered speech environment role in creating language culture of individual.

We determine language culture for junior pupils as possession of verbal and written forms of language on all levels, ability to use optimal language tools for current situation. Language norm is main concept of language culture. We believe that main requirement for any spoken phrase is its correctness. As a result of these factors, requirements for communication are created. We thought that during junior pupils' speech improving the primary importance is work on language accuracy. Non-normative accents and speaking are often effect of negative impact of dialect environment on junior pupils. And this danger stores permanently. Information technologies help to individualize and differentiate the studies of Ukrainian in initial classes. The uses of ICT do the lessons of Ukrainian and reading dynamic, bright, more effective.

Improvement language culture for future primary school teacher is an integral part of the formation of his profession. Language environment is important factor for creating language culture. Dialect environment has both positive and negative influence. The worth-while experiment of the use of ICT at initial school we saw at Ivano-Frankivsk school №26. In spring in 2014 department of education entered in Ukraine a pedagogical experiment «Smart Kids». Within the framework of this experiment in the initial classes of school set projectors and interactive boards on that children execute educational tasks in a playing form. Games are a didactics, bright and interesting. So, regional dialects may do speech richer, but at the same time do it more complex: phonetically dialects are understandable by all speakers, however lexical are not understandable for people from another regions. Using dialects by students is natural phenomenon. This communication provides tight connection between history, way of life, customs of his native land.

Keywords: language culture, principles of modern Ukrainian literary language, dialect environment, junior student, computer information technology.

ФОРМУВАННЯ МОВЛЕННЕВОЇ КУЛЬТУРИ МОЛОДШОГО ШКОЛЯРА ЗА УМОВ ДІАЛЕКТНОГО СЕРЕДОВИЩА: ТЕОРЕТИЧНИЙ ТА ПРАКТИЧНИЙ АСПЕКТИ

Анотація. Формування культури мовлення – одне з нагальних питань сьогодення. Це не лише філологічна, а й соціальна проблема: вона в той чи інший спосіб пов'язана з найрізноманітнішими видами комунікації. У статті розкрито лінгвістичні засади формування культури мовлення молодшого школяра за умов діалектного середовища. Доведено, що необхідною умовою високої мовленнєвої культури учнів є дотримання норм, що стосуються насамперед усного мовлення: орфоепічних, лексичних, граматичних та стилістичних, а найважливіші якості їхнього мовлення – правильність, чистота, доречність, точність та ін.

Показано роль інформаційних комп'ютерних технологій у формуванні мовленнєвої культури особистості молодшого школяра. Сьогодні інформаційно-комунікаційні технології є обов'язковим компонентом освітнього процесу в початковій школі. На думку науковців, педагогів, методистів, ІКТ включають елементи інших освітніх технологій, зокрема технології розвивального навчання, особистісно орієнтованого навчання, інтерактивного навчання, проектної технології. Актуальність використання інформаційних комп'ютерних технологій у початковій школі підтверджують документи про освіту, нормативно-правові акти та науково-теоретичні праці. Це свідчать про велику увагу держави, учених (педагогів, психологів) до цієї проблеми. Доведено, що інформаційні технології допомагають індивідуалізувати та диференціювати навчання української мови в початкових класах. Їх використання роблять уроки української мови та читання динамічними, яскравими, більш результативними.

Продуктивний досвід використання інформаційних комп'ютерних технологій як чинник формування мовленнєвої культури молодших школярів має Івано-Франківська ЗОШ І-ІІІ ст. № 26. Ще 2014 року Міносвіти запровадило в



Україні педагогічний експеримент «Розумники» (Smart Kids). У рамках цього експерименту в початкових класах школи встановили проектори та інтерактивні дошки, на яких діти виконують навчальні завдання з української мови в ігровій формі. Такий метод навчання є ефективніший, аніж стандартний.

Ключові слова: культура мовлення, норми сучасної української літературної мови, діалектне середовище, молодший школяр, інформаційні комп'ютерні технології.

INTRODUCTION

Problem statement. Language culture creation is actual scientific problem. Studies show that junior pupils have low level of language culture. That's why it is important to organize work on forming culture of Ukrainian language, and this process should be started from primary education. Scientific researches of language culture problems of junior pupils in dialect environment caused by the demands of today. High school has a task to prepare high quality experts who are fluent in professional speech, who can competently speak, produce some ideas with using appropriate words.

Analysis of recent research and publications. Many scientists have studied the problem of creating a culture of personal speech. Next famous scientists took part in this researching: N. Babych, I. Bilodid, O. Bilyayev, S. Yermolenko, A. Koval, V. Melnychayko, L. Palamar, M. Pentylyuk, M. Stelmahovych, S. Shevchuk etc, but problem of improving language culture for future teachers provided dialect environment (for example Rakhivshchyna) was never subject of separate study.

AIM AND TASKS RESEARCH. The purpose of the article is to analyze linguistic foundations of language culture of future teacher provided dialect environment.

RESEARCH RESULTS

Scientists distinguish next language forms: national (literary and dialect – territorial, professional dialects, slang), individual; it may be internal or external, verbal or not [9, p.15-29]. The difference between verbal and written language is mainly functional [2, p.12]. M. Stelmahovych notes that «even people with high education verbal and written language has major difference in its quality: a person may be fluent in oral speaking, but bad in writing» [11, p.11]. So for example during signing documents, students use examples and possibility of using dialect words is low, because written language is secondary from verbal. Student in oral speech often use dialects and they may migrate to written language.

We believe that language culture creation should be started from improvement oral speaking. It will prevent dialects in writing. Language culture has theoretical and practical aspects; the last one [2, p. 8].

We determine language culture for future teachers as possession of verbal and written forms of language on all levels, ability to use optimal language tools for current situation. Language norm is main concept of language culture. We believe that main requirement for any spoken phrase is its correctness. As a result of these factors, requirements for communication are created. We thought that during future teachers' speech improving the primary importance is work on language accuracy. Non-normative accents and speaking are often effect of negative impact of dialect environment on students. And this danger stores permanently.

Linguists have different point of views regarding place and role of dialects in personal speaking. Scientist A. Ocheretnyi believes that dialect features often create serious barriers for learning norms of literary language [8, p.40]. During studying norms of modern Russian K. Horbachevsh believes that dialects do not affect literary language, but some dialect features are very stable. The main task of institutions is to push off dialect words which often cause students' orthographical illiteracy.

During researches we determine that dialects play different role in communication. For example phonetic dialects are understandable to all communicators, regardless of region specifics where they lived before joining the university.

Lexical dialects make communication more complex, because they are not understandable for who speak using another dialect or clean language. Using dialects by students is natural phenomenon. Through this lexis we can found close relationship with history, way of life, manners (you can see it in our vocabulary, where we gathered dialects from Prykarpattya and Rakhivshchyna [3]. Such lexis does not interfere of communication with people who used the same dialect.

The question is: how school or university should judge dialects (to be tolerated as it is natural for children which live in villages or declare the fight).

Part of scientists believe: «Teacher obliged to consider dialects as something not desirable or often even invalid» [12, p.12]. Others (N. Babych, V. Greshchuk) are not so dogmatic regarding dialects. N. Babych suggests do not ignore dialect characteristics of speech.

So dialect should be used, but very carefully, «care about not clogging language, not making more complex feeling of works of art be readers» [7, p.21]. We believe that future teacher should have deep knowledge regarding dialect specifics of the region, he works in in order to fix deviation from given norms.

It worth noting that linguists are in active researching addressed to solve a lot of problems related to dialects. For example, one of current problem is learning all levels of dialects.

So, we determine language culture of individual as possession of literary speech in verbal and written forms on all language levels, ability to use optimal language tools for given situation. Key concept is language culture, norms of literary language. A necessary condition for high level language culture for future primary school teachers is compliance with norms of verbal speaking: pronouncing, lexical, grammatical and stylistic.

The most important qualities of junior pupils' business communication are accuracy, content, relevance, consistency, accuracy, etc.



Language culture creation is actual scientific problem. Studies show that future teachers have low level of language culture. That's why it is important to organize work on forming culture of Ukrainian language, and this process should be started from primary education. Scientific researches of language culture problems of students in dialect environment caused by the demands of today. High school has a task to prepare high quality experts who are fluent in professional speech, who can competently speak, produce some ideas with using appropriate words.

Today, information and communication technology (ICT) is a required component of the educational process in elementary school. According to researchers, teachers, methodists, ICT include elements other educational technologies, in particular technologies of developing training, personality oriented teaching, interactive learning, project technology. The topicality of the use of ICT in primary school confirming education documents, regulations and scientific - theoretical works. This shows the great attention of the state, scientists (teachers, psychologists) to this problem.

Methods of implementation ICT in the educational process of primary school principles and methods of teaching using ICT highlighted in the works Bykov, A. Gurzhii, Yuri Doroshenko Alexander Ershov, Yuri Zhuk, N. November, V. Monakhov, IA Pidlasoho, A. Spivakovsky and others.

To our opinion, the rates of development of ICT pass ahead scientific achievements in this industry. Contradiction between potential possibilities of informatively-communication technologies and degree of development of methods of their use in the educational process of initial school requires activation of scientific researches in relation to determination of concept of computer literacy and search of maintenance, forms, methods and facilities of her forming. Also important is a language aspect of possessing computer literacy of personality.

We are agree with results researches of scientists and practical teachers-workers of O. Butsyka, I. Vetrova A. Heine A. Goryachev, S. Gunko M. Levshina, N. Lustopad, Y. Mashbytsya F. Ryvkinda that the use of modern ICT at primary school has such basic advantages: differentiation of educational process comes true; there is effective diagnostics of intellectual and psychical level of development of child; control broadens after educational activity of pupils; the feed-back of this process is provided; the level of the personal interest of pupils rises in educational activity; creative flairs of primary schoolchildren are developed, cognitive activity of pupils rises in an educational process [6, p. 6].

On the other hand, teachers and scientists justly talk about risks that is carried for children by the Internet. One of them is appearance of in-words, computer slang. Situations happen, when parents do not understand, about what their are talked to put by phone with friends. Thing in slang – dialect, jargon, set of phrases and expressions that have narrow application and are not grammatically correct words in a language. In the modern Internet widespread enough is a computer slang – original «language» that arose up with appearance of electronic machines. On the modern stage of development of society this problem, unfortunately, did not go round schoolchildren. To put youngerpupils too apt to the use of slangy expressions. Knowledge of slang, jargon, that very often use schoolchildren during a communication in electronic communications, will help to avoid the numerous misunderstanding, ambiguous interpretation of information [4, p. 11].

Therefore task of teacher of initial classes on the lesson of Ukrainian - to form the culture of speech of junior schoolchildren. A teacher must watch, that children did not litter broadcasting slangy words.

When we were on pedagogical practice, then made sure: large possibilities of the use of ICT give the lessons of Ukrainian. ICT can be used on all stages of studies of Ukrainian: at explanation of new material, fixing, reiteration, control of knowledge, abilities, skills. Thus for a pupils a computer executes different functions: teacher, working instrument, object of studies, playing environment[1, p. 37]. Methodically the literate serve of material in the computer program assists the successful forming of personality competenses of students during the study of concrete theme. It is possible to use the reproductive testing, developing game, problem situation. A problem situation helps to draw conclusion. If a pupils made a mistake, it is possible to take advantage of prompts. For generalization and systematization of knowledge used the final testing that is complete every theme. Presentations cause large interest for students in an editor Power Point. Quickly knowledge of students allows to check work with texts. For this purpose text, in that there is skipped орфограми, пунктограми or sufferet errors, appears on one sliding seat. After writing of task students check up the work for the following to the sliding seat and propose estimations. This type of work is comfortable that junior schoolchildren see the errors at once, correct them and get estimations.

The worth-while experiment of the use of ICT at initial school we saw at Ivano-Frankivsk school №26. In spring in 2014 department of education entered in Ukraine a pedagogical experiment «Smart Kids». Within the framework of this experiment in the initial classes of school set projectors and interactive boards on that children execute educational tasks in a playing form. Games are a didactics, bright and interesting. It costs to mark: an experiment from the use of ICT takes place in in the firstclass, with notebooks-plane-tables first-class boys already half-year work on two objects – mathematics and studies of deed (reading). Children use not mise, but stylus pen. According to class leader 1-C to the class of Alice Pawluk, on work actually with devices goes not more than 10 minutes to the day.

On every computer there is the program with textbooks, and in them theory and practical tasks. A teacher Alisa Pawluk explains theoretical material at first, consequently children execute exercises. To the example, when first-class boys study some letter, then they must set accordance between the image of animal and letter on that she begins. Every student has headsets, all is accompanied by merry music, by the animated personages and wired for sound by child's voice. Therefore such process is named a «game». Teacher convinced: such method of studies is more effective, than standard, for a lesson it is possible to do far anymore, for children there are many tasks. Who works quicker, does not expect other. For each there is an individual rate.



On adaptation to «Smart Kids» in this experimental class spent approximately two weeks. The developers of project gave a sensory interactive board, projector free of charge, notebooks for class leaders and closet for storage of devices of students. Interactive board, talks A. Pawluk, helps on employments of reading. When children work over large texts, then not all schoolchildren have time, some do not want to watch. If not to hurry and not show to each a finger in a textbook, a teacher loaded an alphabet book on the notebook and on the large screen shows, on what sentence of text stopped. Alice Pawluk is sure that from such non-standard innovative studies already is benefit [10]. Interesting is the system of stimulation of studies of pupils. Every task in the program is a virtual egg. If a child executes him correctly - an owl hatches from there. And yet there is a reward – three stars. If an answer had inaccuracies, then an owl will hatch not fully and there will be less than asterisks. To our opinion, it interesting and original system of stimulation of studies of junior schoolchildren.

Summary and Conclusions. Thus, information technologies help to individualize and differentiate the studies of Ukrainian in initial classes. The uses of ICT do the lessons of Ukrainian and reading dynamic, bright, more effective.

Improvement language culture for future primary school teacher is an integral part of the formation of his profession. Language environment is important factor for creating language culture. Dialect environment has both positive and negative influence.

CONCUSSION AND PROSPECTS FOR FURTHER RESEARCH

So, regional dialects may do speech richer, but at the same time do it more complex: phonetically dialects are understandable by all speakers, however lexical are not understandable for people from another regions. Using dialects by students is natural phenomenon. This communication provides tight connection between history, way of life, customs of his native land.

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