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## РОЗВИТОК МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ ДИТЯЧОЇ ЛІТЕРАТУРИ ТА ЦИФРОВИХ ІНСТРУМЕНТІВ

**Анотація.** У статті теоретично осмислено проблему розвитку мовлення молодших школярів і запропоновано ефективну модель її розв'язання в практиці НУШ засобами дитячої літератури та цифрових інструментів.

Зауважено, що основним завданням розвитку школярів є оволодіння мовленням як засобом комунікації, пізнання, висловлення почуттів. Аналіз і обговорення прочитаного, осмислення текстів дитячої літератури й висловлювання власних міркувань та оцінок – запорука активного усного й писемного монологічного та діалогічного мовлення школярів. У сучасних освітніх реаліях ці аспекти значно підсилюють цифрові інструменти, які використовують як засоби візуалізації, аналізу, систематизації й обговорення прочитаного, організації комунікативної та інтерактивної взаємодії здобувачів освіти.

Запропонована й апробована методична модель розвитку мовлення молодших школярів основана на систематичному й цілеспрямованому використанні, по-перше, художнього тексту та його аналізу для розвитку монологічного й діалогічного мовлення учнів, по-друге, цифрових ресурсів. Це продемонстровано на прикладі методичної розробки фрагменту уроку з літературного читання для 3 класу на тему «Олександр Дерманський «Білячок»».

Інтерактивні вправи «Гронування», «6 капелюхів», створені в онлайн-сервісі LearningApps завдання та ігри, а також ментальні карти, інтерактивні плакати, зміст яких побудований на аналізі прочитаного твору, не тільки мотивують учнів до активного комунікування, презентації та оцінювання, а й роблять навчальний процес цікавим, захопливим, сучасним, добре візуалізованим. Так, синтез дитячої літератури та цифрових інструментів як засобів розвитку мовлення молодших школярів є дієвою методичною моделлю розв'язання проблеми.

**Ключові слова:** розвиток мовлення, дитяча література, цифрові інструменти, словниковий запас, інтерактивна взаємодія.



## SPEECH DEVELOPMENT OF YOUNGER SCHOOL STUDENTS USING CHILDREN'S LITERATURE AND DIGITAL TOOLS

**Abstract.** The article theoretically elaborates on the problem of speech development of younger school students and offers an effective model of its solution in the practice of the New Ukrainian School (NUS) by means of children's literature and digital tools.

It is noted that the main task of students' development is to master speaking skills as a means of communication, cognition, and expression of feelings. Analysing and discussing what has been read, comprehending children's literature texts, and expressing their own opinions and assessments are the key to the active oral and written monologic and dialogic speech of schoolchildren. In modern educational realities, these aspects significantly enhance digital tools that are used as means of visualisation, analysis, systematisation, and discussion of what has been read, organisation of communicative and interactive cooperation between students.

The proposed and tested methodological model of speaking skills development of primary school students is based on the systematic and purposeful use of, firstly, a literary text and its analysis for the development of students' monologic and dialogic speech, and, secondly, digital resources. This is demonstrated by the example of the methodological development of a fragment of a literary reading lesson for the 3rd grade on the topic «Oleksandr Dermanskyi «Biliachok»».

Interactive exercises «Cluster», «Six thinking hats», tasks and games created in the LearningApps online service, as well as mind maps, and interactive posters, the content of which is based on the analysis of the read work, not only motivate students to active communication, presentation, and evaluation of information but also make the learning process interesting, exciting, modern, well visualised. Thus, the synthesis of children's literature and digital tools as a means of developing speech of younger school students is an effective methodological model for solving the problem.

**Keywords:** speech development, children's literature, digital tools, vocabulary, interactive communication.

### INTRODUCTION

**The problem formulation.** The development of primary school students' speech is an important aspect in the overall comprehensive development of the individual, mastering the curriculum and the formation of key and subject competences. Pupils' acquisition of communicative competence occurs primarily in the process of studying the linguistic and literary educational field. Still, it is equally important to work on the development of students' speech in the course of studying subjects in other educational fields. The effectiveness and efficiency of the process are ensured by both the content and methodological aspects of the work and the tools used. Interdisciplinary methodological schemes for solving the problem, in particular the synthesis of linguistic, literary, and digital tools of speech development of younger school students, are becoming increasingly relevant. In view of this, it is time to develop and test such methodological models and tools, as well as evaluate their effectiveness in the practice of a modern school.

**Analysis of recent research and publications.** The State Standard of Primary Education and the Concept of the New Ukrainian School define fluency in the state language as one of the key competences of primary school children, which includes the ability to express their feelings, desires, and emotions in writing and orally (Derzhavnyi standart pochatkovoi osvity). Analysing the NUS Concept, it is worth noting that the ability to read and understand what is read, and to express one's opinion orally and in writing are cross-cutting, common to all competences. Speech development is the main principle of language teaching in primary school.

Speech development of younger schoolchildren has been researched by O.Vashulenko (Blyznyuk, 2020), O.Savchenko (Savchenko, 1999), H.Zazharska (Zazharska, 2019) and others. They claimed that a teacher must master the pedagogical and psychological patterns of perception of speech activity and have elementary and at the same time thorough knowledge of its structure. In this context, it is necessary to get familiar with and study different types of speech, in particular dialogic and monologic, which are a part of students' speech development.

O.Savchenko understands the term «speech development» as a special educational activity of teachers and students that contributes to the acquisition and improvement of speech. The scholar identified the main conditions for successful speech development of schoolchildren: 1) the presence of speech environment; 2) the need for communication, and expression of thoughts; 3) mastering the culture of speech; 4) the development of philological mechanisms of speech (Savchenko, 1999).

Children's literature, reading and working with texts, and analysing them are effective means of increasing the level of speech development of schoolchildren. This is emphasised by H.Bilavych, N.Bohdanets-Biloskalenko, A.Bohush, T.Kachak, T.Kotyky, Yu.Romanenko, O.Slyzhuk and others, as well as in the works of V.Bader, O.Vashulenko, V.Sukhomlynskyi, O.Savchenko and others. It is difficult to overestimate the role of children's literature, as it immerses students in the world of fairy tales, the world of the native word introduces them to new characters, their emotions, and teaches them to perceive artistic speech. It fulfils all the functions of Ukrainian speech: communicative, cognitive, emotional, aesthetic, and poetic.

The main task of pupils' development is to master speech as a means of communication, cognition, and expression of feelings. Mastering artistic speech is equally important. It is realised in the learning process during the formation of reading competence, namely through the speech component of this competence. Analysing and discussing what has been read, comprehending texts of children's literature, and expressing one's own opinions and assessments are the key to the active oral and written monologic and dialogic speech of students. In modern educational realities, these aspects significantly enhance digital tools that are used as means of visualisation, analysis, systematisation, and



discussion of what has been read, organisation of communicative and interactive communication between students. This is emphasised by T.Blyzniuk, O.Budnyk, V. Vitiuk, T.Kachak, Kh.Kachak, L.Nezhyva, S.Palamar, and others. The use of interactive posters (Kachak, 2021) mind maps (Kachak, T., & Kachak Kh., 2022), infographics (Kachak T., & Kulchak, 2023), Padlet, LearningApps, Kahoot! resources (Blyznyuk, 2021; Blyznyuk, 2020), etc. is effective.

### **AIM AND TASKS RESEARCH**

**The purpose of the article is** to theoretically comprehend the problem of speech development of younger school students and to offer an effective model of its solution in the practice of the NUS using children's literature and digital tools.

### **RESEARCH METHODS**

Using the tools of theoretical research methods, we analyse the problem of speech development of younger schoolchildren with the help of linguistic and literary means and ICT. By updating the empirical research methods, we systematise and summarise the results of the problem research, and offer methodological models for its solution.

### **RESULTS OF THE RESEARCH**

In primary school, it is extremely important to form and develop the correctness, clarity, and expressiveness of students' speech; teach them how to convey their feelings, share their experiences and impressions, and communicate with others. Speaking activity is characterised by purposefulness and motivation. This activity consists of four stages: 1) orientation in the communication situation; 2) planning; 3) realisation of the plan with the help of expressive means of language; 4) control.

Speech development in schoolchildren is a complex and long-term process of mastering the means of language for better perception and understanding the world around them, a very important aspect of successful and conscious learning. It has been proven that the more a child writes, reads, communicates, and retells, the better he or she acquires new knowledge from all academic disciplines without exception. The teacher's task is to teach children how to express themselves correctly and clearly in written and oral, dialogic and monologic speech, basing on the norms of their native literary language. According to the theoretical works of linguists and the experience of practising teachers, the main directions of students' speech development are:

- 1) improvement of pronunciation and enhancement of language culture;
- 2) enrichment of vocabulary;
- 3) correct use of vocabulary;
- 4) consistency and logic of expression of thoughts;
- 5) mastering the norms of Ukrainian literary speech;
- 6) mastering the ethical rules of communication.

During the reading and discussion of children's literature, oral speech is actively developed. The oral speech is combined with gestures, facial expressions, intonation, etc., that is, with non-verbal means of communication. Students exchange opinions, supporting their words with quotes, and learn to analyse and systematise information when having dialogues and polylogues. This is how children's literature contributes to the development of dialogic speech of schoolchildren.

Dialogic speech is the process of exchanging information between two or more people. The famous Ukrainian scholar, F.Batsevych, defines dialogic speech as one of the forms of speech activity in the form of oral messages from one person to another and vice versa (Batsevych, 2004). Dialogue constitutes a dialogical unity because for every uttered remark there must always be a reaction of the other speaker to it. That is, interconnected remarks are the basis of dialogic speech. There are many types of dialogue, including dialogue-interview, dialogue-conversation, dialogue-debate, dialogue-discussion, dialogue-exchange of opinions, dialogue-inquiry, dialogue-clarification, etc. We are going to list those that are often used in the literary reading lessons in primary school.

An excellent example of dialogic speech is the dialogues of literary characters. Their analysis also contributes to the improvement of pronunciation and understanding of language means. Through the example of the heroes' communication, students learn to use the lexical meaning of the word correctly, the ability to listen to their interlocutor, and to choose rational, accurate arguments and counter-arguments necessary to defend and prove the correctness of their own opinions. Another very important aspect is the ability to ask questions independently and answer the interlocutor's questions correctly and clearly. These are the skills that lead to the improvement of students' speech.

It is equally important to develop students' monologue speech. Monologue originates from the dialogue. According to O.Vashulenko, a monologue is a story or message from one person, which expresses an incentive to certain actions, a call, or simply an expression of one's thoughts and feelings (Vashulenko, 2011). There are many examples of monologue speech: a story, a retelling of a work, a message, a speech, a description, a review of a book, etc.

However, in our opinion, the main thing for primary school students is storytelling. It requires a lot of willpower, knowledge, and preparation. It is not enough to simply tell the listener certain information. You should first create a clear plan for the discussion, select and analyse information on the chosen topic, and come up with a verbal presentation.

In primary school literary reading lessons, the most common types of monologues are reproductive (retelling a work) and productive. The productive one is a clear and well-reasoned oral answer to a question, a story about a poet or writer or the main character of a work of fiction; a review of a book read by a student; a story about the events that took place in the work or about the actions of the characters; self-created poetry or fairy tales, etc.

We believe that working with dialogues and monologues is intended to enrich students' vocabulary, broaden their linguistic horizons and, of course, contribute to the speech development of younger schoolchildren. It is worth noting that



when working on the development of students' speech, it is necessary to form speech qualities such as speech perfection, the consistency of presentation of thoughts, the accuracy of expression, and the ability to apply literary norms correctly.

Children's literature provides great opportunities for introducing students to the most important rules of oral and written speech, communication, and practical learning of courtesy formulas that foster language culture, intelligence, and sophistication of the speaker. The above helps to form the ethical component of students' speech culture. Lessons in working with children's books offer great opportunities for the formation of communicative competence in younger school students. For example, reading with a communicative purpose – with the aim of acquainting the listeners with the content of an unfamiliar text, and thus to interest them – stimulates students to use various expressive means:

a) auditory (strength and pitch of voice, pauses, tone, and pace of speech);

b) visual (gestures and facial expression, look), etc. In this way, an interest in the culture of one's own speech is formed in the personality of a primary school student (Hryvnyak, 2022).

Analysing the pedagogical experience of teachers (for example, V.Kovalova (Kovalova), we are convinced that they pay enough attention to the problem of students' speech development in language lessons and the development of coherent speech, but underestimate the functional possibilities of children's literature and work with fiction texts and digital resources in solving this problem. Teachers try to use various exercises that improve students' speech development during Ukrainian language and reading lessons, but traditional forms, in our opinion, do not fully motivate students. Unfortunately, teachers do not make full use of the productivity of online services such as LearningApps, Coggle, Canva, and Child Development, which would visually attract and set students up for effective speaking and educational activities.

In order to confirm our hypothesis that the development of students' speech will be more effective and productive if children's literature and digital tools are used simultaneously, we have developed and tested a methodological model. It is based on the systematic and purposeful use of, firstly, a literary text and its analysis to develop students' monologic and dialogic speech, and, secondly, digital resources to visualise such learning activities, ensure interactive communication of students, develop their critical and creative thinking, and improve their speech culture.

As a concrete example of the methodological model testing, we offer a diagram of a fragment of a lesson on literary reading in the 3rd grade on the topic: «Oleksandr Dermanskyi «Biliachok»» (see Table 1).

**Table 1**

***The methodology of applying various methods, techniques, means of children's literature, and digital tools in the 3rd grade literary reading lesson***

<b><i>Lesson stage</i></b>	<b><i>Methods and techniques used</i></b>	<b><i>Content of work with text and digital tools</i></b>	<b><i>Importance in students' speech development</i></b>
Organising students for work	The «Cluster» method, puzzles	Getting to know the writer Sashko Dermanskyi, listening to a video from the «Living Writers» project. Working with the word «unicorn», solving a puzzle created in the LearningApps program	The ability to choose specific words that most accurately describe the reference (main) word and characterise it, is formed; accuracy of speech, thinking, and imagination develops
Updating basic knowledge, abilities, and skills	The «Brainstorming» method, an interactive exercise created in LearningApps to match a word with its lexical meaning	Vocabulary work: explaining the meaning of the words «unicorn», «centaur», and «salamander», making sentences with them The exercise «jigsaw puzzles» with illustrations for the work and the image of fictional animals in the LearningApps program	The speed and accuracy of speech is developed, and the skill of using a word correctly in a sentence in accordance with its lexical meaning is formed
Motivation of students' learning and cognitive activities. Announcing the topic and purpose of the lesson	Crossword puzzle, acrostic poem, cinquain poem, rhyming exercise	Completing a crossword puzzle in LearningApps and working with elements of an interactive poster jointly created in Genial.ly	Students' memory, attention, and critical thinking are activated; the expressiveness of speech, and understanding of language means is formed
Perception and understanding of new educational material	Clean-up exercises, an interactive exercise to determine the sequence of events in a work, the «Six thinking hats» method, analysis of other words unknown to students	Reading the text, discussing the read material, and answering the questions given in the textbook. Conducting the «Six thinking hats» activity using the mind map created in Coggle	Clarity and expressiveness of speech is developed. The exercise to determine the sequence of events encourages students to think critically and pay attention to the main words in the text. The «Six thinking hats» method prompts students to think and discuss the information. Explanations of unknown words expand and clarify vocabulary, and form relevant concepts and ideas.

<p>Creative application of knowledge, skills, and methods of activity</p>	<p>The role-playing retelling of the text, retelling it from the point of view of the main character, coming up with your own version of the beginning, ending or culmination of the work.</p>	<p>The concise, selective, and detailed retelling of the text. Drawing up a retelling plan. Discussion of the main stages of the development of the plot: 1) the birth of an unusual foal; 2) expulsion from the camp; 3) meeting the lion; 4) the land of unicorns. Restoring the sequence of plot development using the exercise in LearningApps</p>	<p>These tasks encourage students to think, thus activating their passive and active vocabulary. Students learn how to build sentences correctly, choose the right intonation, and accompany the text with certain facial expressions and gestures.</p>
<p>Summing up the lesson. Reflection.</p>	<p>The «Finish the sentence» technique, the «Microphone» method</p>	<p>Conducting a conversation on the topic of tolerance and perception of others using the Pops formula and the «Bloom’s Daisy » technique, visualised in an interactive poster. Reflective target and self-analysis questionnaire as a visualisation of the lesson summary using Canva.</p>	<p>Students learn to express their own position and impressions. They make statements about a particular literary character and characterise him or her. Students give their own assessment of events, phenomena and communicate with each other.</p>

The main aspect of the application of this methodology is children’s literature as a means of activating students’ vocabulary, forming literary literacy and speech development. We believe that such tasks are interesting for children and significantly activate their thinking and attention, as well as motivate them remarkably. The implementation of this methodology in the educational process involves compliance with the principles defined in the State Standard of Primary Education, namely the principle of personality development and the principle of the presumption of a child’s talent. In particular, it is important to apply the principles of accessibility, systematicity and consistency, consciousness, and activity of students in studying. The application of innovative and competence-based approaches in education contributed to the strength of the knowledge acquired and to the development of students’ speech.

We believe that the systematic use of interactive and digital technologies can help teachers to visualise information in an interesting and accessible way for children (see Figure 1). We claim that the use of such activities significantly activates students’ speech and thinking and thus improves their speech development.

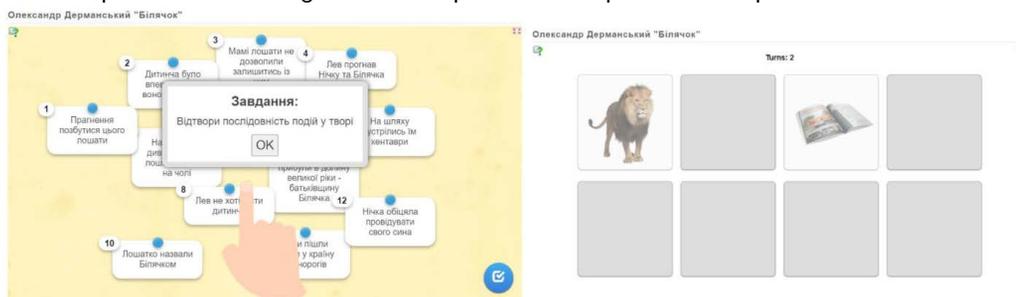


Figure 1. Interactive tasks created in the LearningApps online service

In addition, in order to activate and replenish the vocabulary of younger school students, we offered an interactive poster with a selection of literary works that are accessible and interesting for their age (see Figure 2). In our opinion, this will cause students to love reading and develop expressiveness and clarity of speech, shaping their speech development.



Figure 2. A selection of literary works for children that contribute to the speech development of younger schoolchildren (Hryvnyak, 2023).



## CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Speech is the main and irreplaceable component of communication. The speech development of primary school students is a complex and lengthy process of mastering the language and the main types of speech activities. The correct selection of the content of linguistic and literary material, methods, techniques, and teaching aids is the key to the effective formation of students' speech competence and culture. The interdisciplinary approach actualises methodological models of schoolchildren's speech development based on a combination of different means, in particular children's literature and ICT.

Literary texts, their analysis, and discussion contribute to the formation of students' monologic and dialogic speaking, enrichment and clarification of vocabulary, improvement of phonetic speech and linguistic culture, consistency and logic of expressing thoughts, mastering the norms of Ukrainian literary speech, and learning ethical rules of communication.

As the tested methodological model has shown, the development of students' speech is more effective and productive when children's literature and digital tools are used simultaneously. This is demonstrated on the example of the methodological development of a fragment of a lesson on literary reading for the 3rd grade on the topic «Oleksandr Dermanskyi «Biliachok»».

Interactive exercises such as «Cluster», «Six thinking hats», tasks and games created in the LearningApps online service, as well as mind maps, and interactive posters, the content of which is based on the analysis of the read work, not only motivate students to communicate actively, present, and evaluate, but also make the educational process interesting, exciting, modern, and well visualised. Thus, the synthesis of children's literature and digital tools as a means of developing the speech of younger school students is an effective methodological model for solving the problem.

We see the prospect of further research in monitoring the level of speech development of younger schoolchildren in order to analyse in detail the effectiveness of the tested methodology and improve it.

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