

The Importance of Developing Speech Effectiveness in Children of Primary School Age through Familiarizing them with Literary and Artistic Literature

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Abstract: *In this article, the importance of the formation of speech efficiency by introducing preschool children to fiction, the opinion of scientists on this matter, children's literature as a means of intellectual, moral and speech development of preschool children, his speech behavior when reading fiction while communicating with a child - it is said that it is necessary to develop a model of actions and teach the child to listen.*

Keywords: *Fiction, artistic perception, artistic image, plot of an artistic work, composition, storytelling, speech richness.*

Introduction

The period of early childhood before school age plays a particularly important role in the communicative development of the individual. By the age of seven, a child begins to grasp clear and effective mental operations, understand cause-and-effect relationships, express thoughts coherently, and use speech correctly in terms of grammar, vocabulary, and phonetics. It is during this stage that the functions of planning speech, regulating it intellectually, and directing it toward the interlocutor begin to form.

Recent studies (A.A. Leontiev, I.A. Zimnyaya, and others) have identified speech accuracy, logical coherence, consistency, and effective delivery to the interlocutor as key criteria for assessing speech quality. Therefore, in evaluating children's speech, not only their individual vocabulary but also the appropriateness of their speech in communicative contexts, its intentionality, and expressiveness are considered crucial.

Thus, the speech development of a preschool-aged child should be viewed not only in terms of phonetic, lexical, and grammatical skills, but also from the perspective of their overall communicative success. Integrating speech development into the broader context of communication and communicative activity, and aligning speech with the speaker's communicative intentions, defines the communicative value of the utterance. Therefore, it is reasonable to consider a child's development not only in terms of improving individual speech functions and accumulating language skills, but also in terms of how and how successfully the child develops communicatively.

Methodology

This article examines advanced scientific views, pedagogical approaches, and methods based on communicative psychology in using literature to develop children's speech. The main focus was placed on the following methodological and theoretical sources:

- **L.G. Shadrina** – logical connections and linguistic tools in the process of consistent speech development in children;
- **N.V. Gavrish** – development of figurative and expressive speech through folklore and literary genres;

- **M.G. Markina** – criteria of communicative competence and indicators of its development during school readiness.

From a methodological standpoint, the following approaches were applied:

- Literary genres (fairy tales, stories, poems);
- Expressive reading and dramatization;
- Teaching children to construct narratives;
- Organizing practical activities based on communication and dialogue methods.

Results

Research has shown that fiction literature effectively develops the following aspects in preschool-aged children:

a) Speech Activity

- Vocabulary increases;
- Skills for expressing thoughts logically, coherently, and correctly are formed;
- Expressiveness and persuasiveness of speech are enhanced.

b) Communicative Abilities Based on the communicative readiness criteria developed by M.G. Markina:

- **Ability to conduct dialogue:** Listening to a partner, analyzing their thoughts, making coherent arguments.
- **Navigating in a communicative space:** Expressing oneself, understanding the interlocutor, adapting one's position in conversation.
- **Modeling interpersonal influence:** Planning the direction of communication, avoiding conflicts, maintaining smooth interaction.

c) Intellectual and Moral Development

- Moral values are formed in the child;
- Emotional and volitional activity becomes more active;
- Communication etiquette and listening culture are developed.
- The achievement in the field of speech development in preschool-aged children is so significant that we can talk not only about mastering the phonetic, lexical, and grammatical aspects of speech, but also about developing qualities such as the richness and accuracy of speech. Speech is an important means for a child to express themselves. From this point of view, expressiveness as a qualitative characteristic of speech holds special importance. In our opinion, the expressiveness of speech ensures the effectiveness of communication and helps to convey the meaning of a statement to the listener during the process of solving various communicative tasks. Taking into account the development of coherent speech in young preschool children, L.G. Shadrina focused on how children establish logical and formal connections, how they link sentences with one another, and what linguistic tools they use.

Discussion

The introduction of literature into a child's life should be interpreted not only as a means of learning but also as a tool for emotional and aesthetic education. V.G. Belinsky emphasized that emotional sensitivity can be developed through reading books. K.D. Ushinsky, in turn, stressed that a child should not only

understand literature but also feel it. To achieve this, the child is prepared for reading, and then their attention is attracted through expressive reading and the selection of interesting and meaningful works.

Preparing a child for verbal communication and teaching them to listen should be carried out not through commands, but as a free and natural process through artistic literature. A book should not be forced upon a child, but rather presented as a friend. N.V. Gavrish sought ways to develop the figurative and expressive speech of preschool children based on the use of various genres of literature and folklore. The author, who viewed the development of figurative language as an essential part of the overall speech system, emphasized that the indicator of linguistic richness is not only the sufficient volume of active vocabulary but also the variety of expressions used, syntactic structures, and the overall level of language richness.

The problem of developing communicative knowledge and skills is especially relevant for preschool-aged children, as it serves as the foundation for the moral and ethical development of a linguistic personality. It is well known that during this period, the foundations of moral principles and ethical culture are laid, the emotional and volitional sphere of the individual develops, and effective experience in everyday communication is formed.

Conclusion

Introducing preschool-aged children to literature can positively influence their speech, moral, and intellectual development. Literature enriches the child's vocabulary and helps in building coherent thinking and expressive speech. Teaching a child to listen strengthens their communication skills and social adaptation.

Books play an important role in shaping a child's oral speech and in establishing correct and effective communication with them. Therefore, familiarizing children with literature, teaching them to feel, understand, listen, and express what they read is an integral task of preschool education.

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