

## LINGUISTIC POSSIBILITIES OF PREPARATION FOR PRACTICAL ACTIVITIES IN PRESCHOOL EDUCATION

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**Abstract:** *This article provides a scientific and theoretical analysis of the issues of developing speech in preschool education based on the "First Step" program.*

**Keywords:** *psycholinguistics, position, child, hero, receiver, quality, cinema, theater, literature, works, reality, modeling, etc.*

The phenomenon of the formation of a person's linguistic abilities in ontogenesis cannot be considered without taking into account the communicative, speech-based nature of communication. Entering into constant and infinitely diverse contacts with the environment and society, a person enriches and improves not only social, practical, but also speech and communicative experience, which allows him to achieve success in everyday, personal and professional-business relationships. Of course, the formation of these aspects of communicative competence begins with the birth of a person and continues throughout his adult life.

The linguistic competence achieved in the process of speech ontogenesis "results" in a multifaceted and purely individual program of preferences and stereotypes of speech behavior, which form the basis of the "speech portrait" or "idiostyle" of the individual. One of the main aspects of such successful and productive communication is the ability to build one's speech in a collaborative, "friendly" manner, observing the norms and rules of genre design, typical situations of social interaction between people. This study is an attempt to identify and clarify the main regularities of the formation of strategic preferences in genres of negative phatic orientation in ontogenesis using examples of the speech of preschool (4-5 years old) and primary school (10-11 years old) children. The study is based on K. F. Sedov's concept of types of linguistic personalities according to their ability to cooperate in speech behavior. According to the scientist, a person's character in communication is clearly reflected in how they build relationships with their communication partner, "the path they choose to achieve a specific communicative goal."

K. F. Sedov defines conflict, centralized and cooperative levels of a person's communicative competence. The basis for creating this typology is "the attitude towards the communication partner. Thus, the conflict type of communication is characterized by an attitude towards the interlocutor, the centralized type by ignoring him, and the cooperative type by focusing on the other participant in the communication."

The basis for determining these levels of communicative competence are strategic stereotypes of a person's speech behavior in the continuum of everyday communication, expressed in the invective, politeness or rational-heuristic direction of phatic speech, which is most clearly manifested in conflict situations. It is known that adults use different communication styles and different strategies of speech behavior in everyday practice. However, as a rule, there are stable tendencies towards the use of certain strategic preferences in a conflict situation. In order to determine the presence / absence of such tendencies in the speech practice of children at different stages of ontogenetic development, we conducted a systematic (over a year) observation of everyday everyday communication in children of the middle group. kindergarten (25 people) and 4th grade of a comprehensive school (25 people)[1].

In addition, children were asked to depict a number of plot pictures reflecting a conflict situation, to continue the dialogue with the conflict content according to the proposed beginning, and to dramatize controversial situations within the framework of role-playing games. We note that after completing such diagnostic tasks with children, the possibility of developing dialogue in partnership and methods for preventing the conflict itself were considered. The main genres of oral conversational speech studied by children of these age groups were the genres of everyday conversation and quarrel. Of particular interest for the analysis were recordings of conflict dialogues in spontaneous oral speech between representatives of both age groups studied (preschooler - junior schoolchild). The conducted studies have shown that the quarrel genre is often used by both preschool and primary school children in everyday communication and is a reflection of the insufficient development of their ability to establish effective verbal communication with people around them.

In preschool childhood, conflict can be a general manifestation of age-related egocentrism, often exacerbated by excessive protection by adults, the absence or lack of ideas about the norms and rules of verbal formation of social interactions with other people. At the age of 4-5, not only the genre of everyday conversation, but also the genre of inquiry very easily turns into a quarrel genre. This stage of ontogenetic development is characterized by the use of a direct instrumental form of aggression and an invective strategy of verbal behavior. .(- You idiot! // – Brainless chicken!// – Idiot! // Now I'll hit you. head! // – Leave me alone / otherwise I'll give it right now //...). The main tactics of behavior in a quarrel are invective, threats, accusations, insults. In general, despite the age-related nature, in the speech behavior of preschool children there is a noticeable tendency towards a conflict or cooperation type with the people around them. According to the nature of a teenager's behavior in a quarrel, we can talk about his more stable disposition to conflict, a centralized or cooperative type of language personality. The

qualitatively high development of the communicative competence of a junior schoolchild allows him not only to significantly "enrich" the speech content of the conflict, but also to use various strategies of speech behavior in its process.

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