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## THEORETICAL ASPECT OF FORMING A DIALOGICAL SPEECH IN CHILDREN WITH COMMON INSECURITY OF SPEECH

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Dialogue, dialogical speech is studied in various sciences (linguistics, psycholinguistics, psychology, pedagogy, etc.). Dialogue is considered in linguistics, as a linguistic phenomenon, in psycholinguistics in the context of the problem of generating speech utterances, from the standpoint of psychology as a means of communication and communication. In pedagogy, dialogical speech is considered from the point of view of the use of methods and techniques for its formation.

Analysis of psychological and pedagogical literature shows that the definition of the concepts of "dialogue" and "dialogical speech" is varied and multifaceted. The definition of dialogue through "communication", "communication" is probably the most exhaustive, since dialogue is essentially a form of language existence, connected with its social and communicative function, and dialogic speech (speech dialogue in the form of dialogue) is a concrete embodiment of language in its specific means, a certain speech structure (M.M.Bakhtin, N. Yu. Shvedova, L.P.Yakubinsky, etc.).

It should be noted that at present there is no unified opinion on the formal division of the dialogue and, more importantly, there is not developed a unified system of terms for the allocation of certain units. In linguistics, the main formal-structural unit of dialogue is a replica (statement) or a replica step. Replicas, in turn, are considered as part of a larger unit of speech utterance. This approach to the division of the dialogue is communicative. N. Yu. Shvedova denotes "dialogic unity" or verbal interaction, as the semantic (thematic) unification of several replicas (statements), several sentences, closely related to each other by formally-meaningful connections. Thus, only in unity is the semantic completeness of a certain segment of dialogical speech determined. The researcher distinguishes types of dialogical unities: "question answer", "message response to the message", "stimulating the reaction to motivation." Depending on the combination of types of statements (question, message, exclamation) D.I. Izarenkov [2] this classification is extended. It is dominated by dialogic unity in the form of replicas of questions (message-question, question-message, question-question, question-motivation, question-exclamation, motivation-question, exclamation-question).

The psycholinguistic approach characterizes dialogical speech in the context of the problem of generating speech utterances (T.V. Akhutina, I.A. Zimnyaya,

A.A. Leontiev, etc.). The initial stage in the generation of an utterance is the motive. In turn, the motive for speech action "is transformed" into a generalized semantic scheme of the utterance, which precedes the stage of internal programming. The next stage of lexical-grammatical development of the utterance is characterized by a transition from the plan of inner speech to the semantic plan. The final stage is the implementation of the speech statement "in the outer plan."

From the position of a psychological approach, dialogical speech is considered in the context of a special type of activity. L.S.Vygotsky notes that dialogue is the most natural environment for the development of the child's personality. Participation in the dialogue requires the following skills from him: to listen and correctly understand the thought expressed by the interlocutor; formulate in response to one's own judgment and correctly express it by means of language; maintain a certain emotional tone; control the normality of his speech, make appropriate changes in the course of communication. Thus, it is emphasized attention, both to the communicative function, and to the cognitive function of dialogical speech.

Dialogue speech from the point of view of the pedagogical approach is considered in the method of development of coherent speech, because dialogue is one of its forms (M.M. Alekseeva, E.M. Strutina, O.S. Ushakova, B.I. Yashin, etc.). O.A. Bizikova [1] emphasizes the formation of the ability to use various units of dialogue, most of which are formed by interrogative remarks (statements).

Along with that, with a sufficiently wide coverage of the problem of studying and formulating dialogical speech, a small number of works on the problem of forming the ability to ask questions as one of the dialogical skills in senior preschool children with general speech underdevelopment is noted. N. Putkova, L.G. Solovyova, N. K. Usoltseva and others distinguish in pre-school children with general speech underdevelopment difficulties in understanding instructions "ask, ask a question", unformedness in the meaning of social and communicative issues, lexical replacements of interrogative words. These speech and communication difficulties prevent the establishment and maintenance of contacts with others. In accordance with the requirements of the program for special pre-school institutions, "Education and Teaching Children with Severe Speech Disorders," the main task of correctional and developmental education and education of children with general speech underdevelopment is the development of the communicative competence of children, i.e. ability to enter into communication with surrounding people with the help of linguistic and non-linguistic means [3]. Thus, the urgency of the research problem is conditioned by the need to strengthen the communicative orientation of teaching children with general speech underdevelopment and the lack of elaboration of the content, methods and techniques of corrective pedagogical work on the formation of the ability to ask questions in various communicative situations at corrective classes.

#### Literature

1. Bizikova, O.A. Development of the dialogical speech of preschool children in the game: manual / OA Bizikova. Moscow: The Scripture, 2008. 136 p.

2. Izarenkov, D.I. Training of dialogical speech: aids. / D.I.Izarenkov. - Moscow: Rus. laz., 1986. - 154 p.

3. Kislyakova, Yu.N. Education and teaching of children with severe speech impairment: program. for spec. dosh. uch-th. / Yu. N. Kislyakova, L. N. Moroz. - Minsk: NIO, 2007. - 280 p.

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