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NAMED AFTER MAXIM TANK
Department of Special Pedagogy**

***Formation of dialogical speech at pupils
with intellectual insufficiency***

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Plan

1. Features of the dialogical speech of pupils with intellectual insufficiency.
2. Formation of dialogical speech at pupils with intellectual insufficiency.

Dialogue (from the Greek, *dialogos* - conversation) is a prepared or unprepared conversation of the interlocutors.

Dialogue is a simpler form of speech, this is a situational speech.

The main feature of the dialogue is the alternation between the speaking of one interlocutor and the listening and subsequent speaking of the other.

The formation of dialogue requires the development of special complex skills

1. Actually speech (communicative skills):
 - to enter into communication;
 - to support and complete the dialogue;
 - speak expressively, at a normal pace, use intonation in the dialogue.
2. Skills of speech etiquette.
3. Ability to communicate in pairs, a group of 3-5 people in the team
4. Ability to communicate to plan joint actions, achieve results.
5. Non-verbal skills - facial expressions, gestures.

Stages of formation of dialogical speech

I. The development of reactive speech

Types of work:

official dialogues;

speech games;

conversation based on life experience;

construction of a response replica of the microdialogue;

analysis of the communication situation based on the text of the dialogue.

Stages of formation of dialogical speech

II. Development of initiative speech

Types of work:

recovery of a question by a known answer;

a verbal description of the communication situation by a known replica;

speech games;

communication tasks in the form of learning and speech situations.

Stages of formation of dialogical speech

III. The development of coherent dialogic speech

Types of work:

filling in dialogue schemes;

compiling connected dialogues from individual replicas;

conversation;

building dialogues with pairs of students for a given situation;

social role-playing games.

Literature

1. Аксенова, А. К. Методика преподавания русского языка для детей с нарушениями интеллекта / А. К. Аксенова, С. Ю. Ильина. – М. : Просвещение, 2011. – 335 с.

2. Ильина С. Ю., Личностно ориентированные и нетрадиционные технологии в обучении русскому языку школьников с интеллектуальной недостаточностью / С. Ю. Ильина, А. С. Чижова. – СПб. : КАРО, 2013.- 96 с.