



**BELARUSIAN STATE PEDAGOGICAL UNIVERSITY
NAMED AFTER MAXIM TANK
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**The system of work on enhancing the spoken
language of preschool children with intellectual
insufficiency and formation of their dialogue
components**

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Plan

1. Features of dialogical speech of preschool children with intellectual insufficiency.
2. Formation of dialogical speech in preschool children 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.

РЕПОЗИТОРИЙ БГУ

Features of dialogical speech of preschool children with intellectual insufficiency

Limited experience of social relations.

The difficulty of establishing eye contact with the interlocutor.

Insufficient ability to navigate in a communication situation.

- Underdevelopment of thinking makes it difficult to understand what is heard, creates obstacles for conversation.

Features of dialogical speech of preschool children with intellectual insufficiency

A significant discrepancy between vocabulary and the development of the communicative function of speech.

They find it difficult to switch from the position of the speaker to the position of the listener.

They are not able to formulate questions and answer in accordance with the content of the question.

Experiencing difficulties in the actualization and independent use of polite words in situations of greeting, farewell, expressing gratitude.

Poor vocabulary and impaired grammatical speech make it difficult to form spoken language.

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

II. Development of initiative speech

III. The development of coherent dialogic speech

Literature

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