THE IMPORTANCE OF INTERACTIVE METHODS IN DEVELOPING MONOLOGIC SPEECH OF PRIMARY SCHOOL STUDENTS

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Abstract: This article highlights the pedagogical significance of using interactive methods in the process of developing monologic speech in primary school pupils from scientific-theoretical and practical perspectives. The role of monologic speech in the educational process, as well as its importance in developing pupils' thinking, speech culture, and communicative competence, is substantiated. During the research, the effectiveness of interactive methods in increasing pupils' speech activity and in forming independent and coherent thinking skills is analyzed. In addition, the didactic potential of using interactive methods is revealed with consideration of the age-related and psychological characteristics of primary school pupils. The results of the article serve as a basis for developing methodological recommendations for the effective organization of lessons aimed at developing monologic speech in primary education practice.

The primary education system is a crucial stage in the formation of a learner as an individual, as well as in their speech, intellectual, and social development. It is precisely during this period that a child's oral and written speech develops, along with the ability to express thoughts coherently, fluently, and independently. Speech is the external expression of thinking and serves as the main means of ensuring cognitive processes, communication needs, and social activity. The speech development of primary school pupils - especially the formation of monologic speech - serves as a foundation for successful learning in subsequent stages of education, the ability to defend one's ideas, and the development of creative and critical thinking.

Monologic speech is a form of speech that is continuous, logically connected, planned, and directed toward a specific goal. For primary school–aged pupils, the formation of monologic speech is a complex process that requires the child to correctly select linguistic units, present ideas coherently, adhere to grammatical norms, and observe standards of speech culture. Practice shows that lessons conducted within the framework of traditional teaching methods do not always sufficiently develop pupils' monologic speech. Therefore, the need arises to use interactive methods in the educational process.

Interactive methods are teaching approaches based on active communication, collaboration, and exchange of ideas between the teacher and pupils, as well as among the pupils themselves. These methods transform the learner from a passive participant in the lesson into an active subject. The use of interactive methods in primary education increases pupils' speech

activity, teaches them to think independently, speak freely, and express their ideas with justification. In particular, interactive methods play an invaluable role in the development of monologic speech.

The pedagogical significance of developing monologic speech in primary school pupils lies in the fact that this process expands the learner's vocabulary, helps them consciously apply grammatical structures, and ensures the logicality and coherence of speech. A pupil with well-developed monologic speech can understand a text, retell it, maintain the sequence of events, express their own opinions, and draw conclusions. This, in turn, is an important factor in the successful mastery of all subjects.

It should also be noted that creating a favorable psychological environment is essential for developing monologic speech in the primary education process. A child actively engages in speech activities when they can freely express their thoughts without fear of making mistakes. Interactive methods serve precisely to create such an environment, as these methods value, listen to, and encourage the pupil's ideas. As a result, the pupil is motivated to demonstrate and develop their speech abilities.

One of the main advantages of interactive methods in developing monologic speech is the active involvement of pupils in speech practice. For example, through the "Brainstorming" method, pupils freely express their ideas on a specific topic. During this process, the pupil learns to think independently and present their thoughts coherently. Although this method is primarily based on dialogic speech, the pupil expresses their ideas in the form of a small monologue, which helps to form the initial stages of monologic speech.

The "Cluster" method is also considered effective in developing monologic speech. This method allows the pupil to identify key concepts on a topic, connect them logically, and express them coherently. Using a plan prepared based on the cluster, the pupil composes an independent monologue, presents events in sequence, and draws conclusions. This process helps to develop the pupil's skills in speech planning.

The "Role Play" method holds particular importance in developing monologic speech in primary school pupils. Through this method, pupils assume a specific character and speak on their behalf. This process increases the child's speech activity, expands their imagination, and helps form expressive speech. For example, composing a monologue from the perspective of a fairy-tale character, a natural phenomenon, or a professional enriches the pupil's speech and teaches them to express their emotions.

The "Insert" method is also a highly effective technique. This method is used in the process of working with a text and develops the pupil's ability to understand, comprehend, and retell what they have read. The pupil analyzes the information obtained from the text and presents it coherently in their own words. This process ensures the logicality, clarity, and consistency of monologic speech.

Another significant aspect of interactive methods is their adaptability to the age characteristics of pupils. Primary school children are naturally inclined toward active movement, play elements, and engaging, interesting tasks. Interactive methods effectively meet these developmental needs. For instance, speech exercises organized on the basis of didactic games show high effectiveness in developing pupils' monologic speech. During such activities, the child expresses their thoughts naturally and freely, which reduces speech errors and helps in

forming the norms of speech culture. These methods provide a supportive and stimulating environment in which pupils feel comfortable practicing language, enabling them to participate more actively, develop coherent and logically structured statements, and gradually enhance their monologic speech skills. By combining playful engagement with structured practice, interactive methods ensure that learning is both enjoyable and educational, promoting the overall speech development of young learners.

To use interactive methods effectively in the lesson process, it is necessary to classify them and select them according to specific objectives. For example, interactive methods aimed at developing speech can be divided into the following main groups:

1. **Communication-based methods** - In these methods, pupils interact with each other, exchange ideas, and perform speech exercises in small groups or pairs on a given topic. This type of method increases pupils' speech activity, develops their social competencies, and serves as preparation for monologic speech. For example, pupils working in groups can express their thoughts in the form of a monologue through exercises such as "Retelling a Story" or "Speaking on Behalf of a Fairy-Tale Character."
2. **Situational and problem-based methods** - These methods teach pupils to analyze problematic situations related to a topic, solve tasks, and express their thoughts logically and coherently. For example, a pupil may be given a natural phenomenon or a problem from everyday life, and by describing it, they develop monologic speech. Such methods help to cultivate the pupil's critical thinking skills and contribute to reducing speech errors.
3. **Creation and project-based methods** - Pupils are assigned tasks to prepare small projects related to a topic. For example, on topics such as "My Favorite Season" or "The Animals in My Home," a pupil collects information, organizes it, and presents it to the class in the form of a monologue. This process not only develops speech but also strengthens the pupil's creative and cognitive skills.
4. **Game and dramatization methods** - Activities based on game elements actively engage pupils in speech practice. For example, through "Role Plays" or "Dramatization," pupils create monologues on behalf of fairy-tale characters, animals, or professional figures. Such methods develop the emotional-expressive aspects of speech and expand the pupils' imaginative abilities.

Pedagogical practice shows that the systematic use of interactive methods significantly increases pupils' speech activity and monologic speech skills. At the same time, the teacher must manage speech exercises using an individual approach, taking into account the needs and abilities of each pupil. For example, it is important to provide additional support to pupils with low speech activity, encourage them, and guide them to complete exercises step by step.

Moreover, interactive methods not only develop speech but also foster pupils' collaboration skills, social activity, ability to defend their ideas, and creative thinking. For example, during group discussions on a topic, pupils defend their own opinions, listen to others' ideas, and evaluate them. This process prepares them for independent communication in the form of monologic speech in the future.

Assessment and feedback also play a significant role in increasing the effectiveness of interactive methods. The teacher monitors pupils' speech activity, encourages them, and corrects errors in a constructive manner. This process provides the pupil with the opportunity to reinforce and improve their speech. At the same time, constructive feedback from classmates contributes to enriching the pupil's speech and enhancing monologic skills.

The use of interactive methods requires a high level of pedagogical skill from the teacher. The teacher must select each method taking into account the lesson's objectives, content, and the pupils' age and individual characteristics. In the process of developing monologic speech, the teacher performs the roles of a guide, motivator, and advisor. They correct pupils' speech gently, without harsh criticism, and suggest the correct options.

The use of interactive methods in developing monologic speech in primary school pupils results in the following pedagogical outcomes:

• Pupils' speech activity increases;

• The ability to think independently develops;

• Vocabulary expands;

• Speech becomes grammatically correct and coherent;

• The skill to express one's thoughts freely and fluently is formed.

This, in turn, enhances the pupils' overall educational preparedness.

In conclusion, the development of monologic speech in primary school pupils represents a fundamental task within the educational process. Effectively implementing interactive methods in this area has proven to be highly pedagogically productive, as it supports the comprehensive development of pupils' speech, intellectual capacities, and personal growth. Lessons structured around interactive approaches actively engage pupils, encouraging them to think critically, speak confidently, and express their ideas in a clear and coherent manner. Moreover, such methods create a supportive and motivating learning environment, fostering independence, creativity, and communication skills. Therefore, ensuring the systematic and widespread use of interactive methods in primary education is a pressing pedagogical priority, as it lays the foundation for pupils' successful mastery of monologic speech and contributes to their overall academic and personal development.

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