

Diagnosis of the Formation of Grammatical Aspects of Speech in Preschool Age

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Abstract: The article theoretically substantiates and experimentally verifies the validity of the developed diagnostics by the method of contrast groups. The relevance of such a study is determined by the lack of development of the problem of diagnosing grammatical aspects of speech in preschool age for Slavic (inflected by nature) languages. It is proved that for a preschool child in the first stages there is no speech activity separately from the subject, so the object of its orientation is not speech activity, but a single semantic whole, an event that is presented in a sentence (sometimes a phrase, discourse). In the following stages, the child's attitude to speech reality changes. This reality is already special, different from the subject. For all stages of speech and speech development of the child is typical limited and unstable nature of orientation to certain aspects of linguistic reality, when the pre-schooler focuses on either the semantic or formal side of speech. At the end of the senior preschool age, gender differences in children's use of adjectives are the most significant. The reason for the active use in speech of adjectives by girls we see both in the psychological characteristics and gender guidelines of adults around them (active use of nouns and adjectives with hypocritical-diminutive suffixes).

Keywords: *language development, speech activity, sentences, language reality, psychological features, gender guidelines.*

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Introduction

The formation of grammatically correct speech is carried out on the basis of a certain cognitive development of the child. So, in the process of forming inflection, the child must first of all be able to differentiate grammatical meanings (meanings of gender, number, case, etc.), so that before starting to use the linguistic form, the preschooler must understand what this form means. In the process of forming the grammatical structure of speech, the child must master a complex system of grammatical patterns based on the analysis of the speech of others, identify the general rules of grammar at a practical level, fix them in his own speech.

Note that, unfortunately, there is no modern fundamental systemic research on the formation of grammatically correct speech in preschool children, which covered all age periods and the entire grammatical structure of speech (morphology, word formation, syntax). The obtained scientific results of researchers Ajdarova (1964), Blonskiy, (2001 p. 288), Gochlerner et al. (1992, p. 404, p. 262), Karpova, (1967, p. 328), Nikolaychuk, (1987, pp. 15-16), Sheremet et al. (2019), Venger, (1977) of children's grammar allowed us to come to preliminary conclusions: the structure of speech is carried out actively throughout preschool childhood (and not only from two to five years), and most intensively - in older preschool age.

A preschool child's grammatical flair arises unconsciously, in the conditions of speech practice, as a secondary product of activity, therefore, the conscious mastering of the rules by a preschooler consists in adapting his speech activity in communicative conditions, and as a result, the child develops the ability to determine the grammatical form and the ability to apply the grammatical rule, the child is developing grammatical competence. Based on theoretical research, we understand *grammatical competence* as key, which is manifested in the unconscious use of grammatical forms of the native language in accordance with the laws, rules of morphology, word formation and syntax, a sense of grammatical correctness, the ability to correct speech according to grammatical norms.

Note that not all the facts of children's speech collected in the experimental work are of linguo-didactic interest, but the volume of this material made it possible to identify not only the patterns of speech development of modern preschool children from 3 to 7 years, but also trends. The speech of children of this age aroused special interest, because this is the period of the so-called kind of "children's grammar". After finding out the sequence of grammatical categories in the speech of preschool

children, we found that the system of forming grammatically correct speech is much more complex than it seems at first glance. Each component of children's grammar (morphology, word formation, syntax) causes the appearance of individual stages of the sequence of formation in a particular child. The organization of word formation training is quite laborious, which is explained by the complexity of the mechanism of word formation. The child must first learn a motivated token, correlating it with the object, phenomenon or object of the environment, learn to choose affixes of the necessary semantics, understand the way of word formation and use different ways of creating words in different communicative situations. The work on the formation of word-formation skills begins with a motivated verb word-formation of the suffix method, then - noun word-formation (suffix, prefix, suffix-prefix, etc.), and finally, the expansion of the ability to form derivatives with various word-forming meanings. Syntax work is carried out during the whole period of the child's stay in the preschool educational institution.

The diagnosis of each age group confirmed the truth of the differences found in the average scores in the compared samples. To test the null hypothesis regarding the randomness (or non-randomness of the similarity of the difference) of the obtained data, an estimate of the probability of joint overlap (or vice versa) of the intervals was used.

The purpose of the study: to identify the features and specifics of the formation of grammatically correct speech in preschool age and test the above hypothesis.

Literature review

Thus, the lack of clear, correct figurative representations in combination with the lack of skill to actualize images or relevant verbal units sometimes prevents the child from understanding the speech addressed to him (to realize, comprehend, generalize). The inconsistency of actions of adults who are concerned about the problems of teaching a child grammatically correct speech, which sometimes leads to verbal and figurative overload, and this negatively affects the acquisition of language and speech, Arushanova (1999, p. 272), Bohush (2003, pp. 96-103), Gvozdev (1990, p. 104), Melnyk et al. (2019), Vygotsky (1991, pp. 385-389), Zaharova (1975).

Psychological and pedagogical principles of formation of grammatical aspects of preschool speech are currently considered in various aspects: norm and pathology, in the formation of competencies in the native or foreign language; in terms of analyzing the personality of the teacher or student. Common to most is the view that preschool education is not a

preparation for school, but a space for learning, education and development, where the child receives a wide range of services and experiences childhood with all its sensitive needs and aspirations. This article proves that the formation of a child's language skills is possible only through the interaction of school with family, "integrity and commonality" of educational influence, the correction of deviations and the use of didactic potential of the game.

Aspects of grammatical competence of preschool children, its formation and correction are best studied on the basis of easy pathologies. Thus, different levels of pronunciation and other phonetic competencies depend on the nature of interaction with adults, especially the strategy of interaction "mother - child", Lyakso, Frolova, Grigorev, Gorodnyi & Nikolaev (2019). In this case, grammar reflects the thought process of such interaction, and phonetics - imitative, mimetic.

Thus, the psychological and pedagogical principles of the formation of grammatical competence of speech are determined by the sensitive age (crisis of 3 years) with the formation of "Ego -conception" and close imitative connection with parents, to a lesser extent peers. Accordingly, the teacher can only adjust the process of grammar learning, but not form it, Dickinson (2011).

An important psychological feature of preschool children is their tendency to nominate and label the world, recognition of the relationship between objects and phenomena in the framework of natural interaction. Based on these patterns, situational methods of teaching grammar during random game situations that contain cognitive dissonance have been used since the 1970s. Such situations can be created specifically and perceived by the child as natural, Hart & Risley (1975). They bring significant benefits to the formation of syntactic constructions, primarily with a specific imperative, interrogative or affirmative nature.

Unfortunately, the psyche of a preschool child is focused on the knowledge of meaning in the form of an image, and grammar has a depleted potential. It focuses on rational structures that enter the slime from 7 to 8 years of age. In this regard, it is necessary to send learning symbols when studying grammar, which will show the child not the relationship between rules and structure, but between rules and signals (objects, semantics), Crain & Nakayama (1987).

Thus, implicit methods of grammar best correspond to the profile of children aged 3 - 7 years. One of the most effective is the associative method, which allows to assimilate minimal linguistic abstract information in parallel with the visual features of the objects in question, Witt & Vinter (2012). The best stimuli are sound or visual (color), which can be changed

relative to the nature of the grammatical category "in action" (word change, word formation, etc.).

The biggest problem in the study of grammar by preschool children is the morphological-word-forming level, which generates the greatest cognitive deficit. The way out of the situation is the emphasis on syntax as the main section for communication, and testing as a teaching and diagnostic method is still the most justified in teaching the morphology of inflected languages in preschool age, Anderson (1996). In addition, it is not necessary to present grammar as a separate structure of the language, but as a background for communication: "The main goal of all grammatical influences is to help the child achieve greater convenience in understanding and using syntax and morphology for conversation, stories, presentation and other text genres as in writing. and verbal modality" (Fey et al., 2003).

The grammatical structure of the native language should be mastered by children in preschool age, as the acquisition of all grammatical forms of the native language is an indicator of the readiness of the child's intellect to learn the school curriculum. Thorough analysis of current development programs, Bozhovich (1997), Nerubasska & Maksymchuk (2020), Sokhin (2002, p. 224), Zaporozhets (1967, pp. 99-113) education and upbringing of preschool children suggests that the task of grammatically forming correct speech in the programs is implemented, but scattered in different sections with different names. In addition, there is an unstructured task: there is no logic in the proposed tasks, the language load on a child of a certain age is not taken into account, the number of tasks for word change and word formation is not agreed. Thus, the great reserves of speech development of children, which are already known and proven by scientists, have not yet been used.

Materials & methods

One of the tasks of the study of the level of grammatically correct speech in preschool children was to check the current validity of developed diagnostics by contrast groups (different age groups - junior, middle, senior preschool age; gender and place of residence). Current validity (suitability) was used as a characteristic of the diagnostic technique, reflecting its ability to distinguish between subjects on the basis of a diagnostic feature. Accordingly, the data were obtained with the written consent of parents by audio recording of oral speech with its subsequent analysis as part of a formative experiment. It was attended by two identical groups of preschoolers aged 3 - 7 years.

Quantitative and qualitative analysis of the results of the observational experiment showed that depending on the purpose and content of education, the level of grammatically correct speech, the relationship of independent speech and learning-speech activities in different children was different. Thus, if a high level of grammatically correct speech (according to certain unified criteria for children to learn adjective nouns) was attributed to 6.9% of children in the experimental and control groups, a sufficient level was reached by 10.4% of children in the experimental and control groups, average and below middle levels - 12.1% of children in both groups, and a low level of formation was found in 58.5% of children with EG (58.6% of children with CG). According to certain unified criteria for children's acquisition of adjective adjectives, the distribution was as follows: a high level of formation was found in 3.0% of preschoolers in the experimental group (3.2% of CG children), sufficient and average levels were close - 15.8% of EG children (17.0% of children CG) and 15.6% EG (14.5% CG). In comparison with the assimilation of adjective nouns, there are quite large differences in the assimilation of adjective adjectives by children below the average and low levels. Preschoolers who had indicators below the average level of assimilation of derivatives were 34.6% in EG and 35.8% in CG, while 31.0% of children in EG and 29.5% of CG had a low level of assimilation.

According to certain unified criteria for children's mastery of adjective verbs, the distribution by levels differed from the previously given data, but no significant difference was found. Thus, 3.0% of EG children (2.75% in CG) were referred to the high level of assimilation of the mentioned derivatives, 6.7% of EG children and 6.75% of CG children reached a sufficient level, the average level of assimilation was stated in 12 % of children in both the experimental and control groups, below the average level in the experimental group were 30.0% of children (30.5% in CG), while low levels of assimilation had 48.3% of EC children and 48.0% of CG. The data obtained by children on the acquisition of adjective adverbs by children are indicative. Compared to other adjective formations, adverbs were the most vulnerable category for assimilation by preschoolers (according to certain unified criteria): only 2.0% of EG children (1.75% of CG children) were referred to a high level, and sufficient and average levels of assimilation were achieved, respectively. 4.5% of EG children (4.93% CG) and 6.3% of EG children (6.52% CG). Below the average and low levels of assimilation of these derivatives were, respectively, 48.0% and 39.2% of children EG (47.5% and 39.3% CG).

When estimating the statistical significance of the difference of the sample arithmetic means, the t - Student's t test was used, the empirical value of which was calculated by a known formula. The procedure for calculating all the materials obtained was similar.

Each criterion was evaluated by the corresponding points on the basis of which the coefficient of assimilation of adjective formations was deduced.

Children's answers were analyzed by the following indicators: independence of use of adjectives when considering illustrations, use of the necessary education depending on the context, awareness of the meaning of the proposed formations in a particular situation and beyond, conscious imitation, independent explanation of the meaning of proposed forms, free transfer of speech experience and conscious formation of adjective nouns, adjectives, verbs and adverbs. The outlined criteria and indicators served as a basis for distinguishing the levels of grammatically correct speech formation in preschool children: *high, sufficient, medium, below medium, low*, as well as clarifying the qualitative (consolidated) characteristics of each level.

Results

The analysis of the obtained results proved the need to develop a coherent system of work on the formation of grammatically correct speech in children of all ages. First of all, this conclusion is related to the results of studying the state of methodical work with teachers. Finding out the quantitative use of grammar categories by preschoolers during language learning and speech development classes, as well as in unstimulated communication during the day (play activities, independent artistic activity, communication with peers, casual conversations with adults, etc.), provided an opportunity to take into account certain features of unstimulated and stimulated speech of children of different age groups. *In non-stimulated speech*, we understand the speech activity of children in everyday life in easy communication situations. *Situations of stimulated speech were created* for the realization of potential elements of language in children's speech, their use in accordance with the purpose of expression and the conditions of a particular speech situation created by the experimenter. For situations of stimulated speech, *words were selected that met the following criteria: communicative expediency of forming a new word; further necessity of the formed word for mastering of the maintenance of representations recommended by the current programs; the frequency of use of the grammatical category in the speech of the adult with whom the child communicates; relevance of the word to the commonly used vocabulary*, its accessibility by phonetic, lexical, grammatical features (by the

complexity of grammatical forms); taking into account the level of *mastery of the native language* by children of a certain age group (according to the statement); the importance of a certain grammatical category for further awareness of children of the meaning of works of art that will be offered during the experimental work; *selection of* words belonging to different parts of speech.

Thus, a quantitative analysis of the use of adjectives by children of all ages revealed some difficulties in creating adjectives. Based on the results we have identified unified criteria for each category of adjectives:

– *assimilation by children of adjective nouns*: use and understanding of word forms formed by word change; forms of genitive, dative, accusative, instrumental cases; the child's use and awareness of deadjective adjectives of different semantics, formed with the help of suffixes and prefixes during word formation;

– *assimilation of adjective adjectives by children*: use and awareness of singular and plural forms of adjectives formed by word change; forms of genitive, dative, accusative, instrumental cases; the child's use and awareness of deadjective adjectives of different semantics, formed with the help of suffixes and prefixes during word formation;

– *children's assimilation of adjective verbs*: use and awareness of grammatical forms of manner, tense, type, person (or genus) of verbs and ways of word formation of adjective verbs of different semantics by children of junior, middle and senior preschool age;

– *children's assimilation of adjective adverbs*: use and awareness of the degrees of comparison of qualitative-defining adverbs that form forms in the same way and by the same means as adjectives; the child's use and awareness of deadjective adverbs formed by suffixes and confixes during word formation.

The high level of mastering the rules of morphology and methods of word formation is characteristic of children who used and understood the categories of the case, gender and number of *nouns*, singular and plural forms of nouns formed by word change; had no difficulty in the forms of words in the genitive, dative, accusative, instrumental cases, formed by the means of formation. Children of this level of learning used and realized the forms of singular and plural *adjectives* formed by word change; used and realized the basic forms of verbs; had no difficulty in forming the types (perfect and imperfect) and methods (real, conditional, imperative) of verbs. A high level of mastery is also characteristic of children who have used and realized adverbs of different semantics, higher and highest degrees of comparison, forms of qualitative-defining adverbs. *During word formation*, children correctly

used and understood the semantics of adjective formations with different word-forming meanings. Coefficients of assimilation of adjective nouns, adjectives, verbs and adverbs in children of this level, respectively, were: greater than 15, 67; greater than 13, 24; greater than 5, 33; greater than 9, 32. *Children of a sufficient level* of mastering the rules of morphology and methods of word formation used and realized the meaning of nouns (singular and plural forms), formed by word change; had no difficulty in the forms of nouns of the genitive, dative, accusative, instrumental cases formed by the means of formation. Preschoolers used and understood the singular and plural forms of nouns and adjectives formed by the means of formation; sometimes had some difficulty with the conjugation of present tense verbs (the second conjugation of 1, 2, 3 plural persons). Children of this level are characterized by intense word formation, which is explained by a low level of self-control, ignorance of traditional forms of word formation. *During word formation*, preschoolers used and became aware of the semantic-word-forming structure of deadjective adjectives with different word-forming meanings. Coefficients of assimilation of adjective nouns, adjectives, verbs and adverbs in children of this level, respectively, were: 14, 29-15, 57; 12, 73-13, 24; 4, 98-5, 33; 8, 71-9, 32.

The medium level of mastering the rules of morphology and methods of word formation was found in children who were aware, but not always correctly used in unstimulated speech forms of singular and plural nouns, which were formed by word change; sometimes had some difficulty in conjugating nouns. Children of this level had some difficulties in the formation of imperfective verbs (past and future tenses), as well as in the formation of conditional and imperative verbs. The conjugation of present and future tense verbs also caused difficulties. The average level of mastery was found in children who were aware of and used qualitative-defining and quantitative-defining adverbs more often than other degrees of comparison. *During the word formation*, children of this level actively used and became aware of adjective formations with different word-forming meanings. Coefficients of assimilation of adjective nouns, adjectives, verbs and adverbs in children of this level, respectively, were: 11, 51 - 14, 28; 9, 64-12, 72; 4, 26-4, 97; 7, 47-8, 70.

Below the medium level of mastery were children who were aware, but not always correctly used in stimulated and unstimulated speech forms of singular and plural nouns formed by word change; had some difficulties in forming nouns of dative, accusative, instrumental cases. Below the average level of assimilation were also children who mostly incorrectly formed the forms of perfect and imperfect types of verbs, did not realize the conditional

way of verbs, had some difficulties in the conjugation of conjugated verbs; used and realized the degree of comparison of qualitative-defining adverbs, but only a simple form. Note that most of the adjective formations could be recorded only in the stimulated speech of children of this level. Coefficients of assimilation of adjective nouns, adjectives, verbs and adverbs in children of this level, respectively, were: 10, 12-11, 50; 9, 11-9, 63; 3, 9-4, 25; 6, 85-7, 46.

Children with a low level of mastering the rules of morphology and methods of word formation had errors both in understanding and in the use of grammatical categories of nouns, in the formation of adjective nouns. The largest number of errors was recorded in the endings of nouns 2 masculine declension in the genitive singular; there were errors in the use of singular and collective nouns. Low-level children were characterized by errors in the comprehension and use of relative and possessive adjectives, in the declension of adjectives of the middle gender singular and plural, as well as in word formation from adjective adjectives. They did not use complex and compound forms of verbs. Low-level children had errors in understanding and using adverbs of the highest and highest degrees of comparison of the simple form.

The speech of low-level preschoolers is characterized by almost no word formation or isolated cases on the presented simple visual material, isolated cases of word formation can rather be considered as grammatical. Coefficients of assimilation of adjective nouns, adjectives, verbs and adverbs in children of this level, respectively, were: less than 10, 11; less than 9, 1; less than 3, 89; less than 6, 84.

Discussion

In the context of the study, the concept of matrix distribution of information in the grammatical space M.I. Zhyntkin, (1989), which explains the mechanism of perception and awareness of speech, was of fundamental importance. Language as means of realization of the speech process is an independent system that has its own structure, so the sooner a direct connection is formed between the conceptual system and the basal ganglia, the better the child's awareness, learning and use of grammatical categories. The problem of forming grammatically correct speech in preschool children can be solved quite quickly and efficiently if the interaction of various analyzers is intensified.

The article also confirms the theory of non-experimental research scheme to study the relationship between their own skills of language, speech, writing and letter-sound knowledge (phonological awareness).

The article also confirms the theory of non-experimental research scheme to study the relationship between skills of language, speech, writing and letter-sound knowledge (phonological awareness). Thus, its authors note that "Hierarchical multiple regression (as a method, author's note) is done to determine whether language ability takes into account the unique magnitude of differences in phonological awareness that exceeds expected developmental skills, including receptive language and writing skills. As a result of its implementation, it is possible to establish a link between skills in all areas of direct assessment "(Barton-Hulsey et al., 2018).

The analysis of theoretical positions and the obtained results of experimental work proved the need to take into account individual gender differences in speech of preschool children not only during unstimulated speech to eliminate non-literary words, but also in speech lessons to enhance the use of different grammatical categories. Statistical processing of the quantitative volume of children's speech made it possible to determine the causes of violations of grammatical norms of language and to identify typical morphological and word-forming errors in the speech of children of all ages.

Grammatical errors in the speech of children of the first four levels (low, below average, medium, sufficient) occur at the level of both phonemic and morpheme grids, which indicates the need for constant work by educators on all levels of language (phonetic, grammatical, etc.).

The scientific novelty of the obtained results for the international significance of the article is that: for *the first time* on the material of East Slavic languages the stages of mastering by children the rules of word change, formation and ways of word formation are singled out and described. They differ primarily in the content and degree of awareness of linguistic generalizations, *clarified* the content of the phenomenon of "grammatical correctness of speech"; *new data* on the quantitative and qualitative volume of vocabulary learned by preschool children were obtained; the peculiarities of the formation of grammatically correct speech in the ontogenetic development of the child *are clarified*; the theory and methods of forming grammatically correct speech of preschoolers *have been further developed*: a system of work based on propaedeutic mastering by children of a wide range of pre-theoretical knowledge of practical grammar at the level of awareness and use of grammatical forms in coherent speech is proposed.

The theoretical significance of the study is: to identify the linguistic features, psychological and didactic principles of grammatically correct speech on the basis of clarifying the conditions conducive to the development of word-forming abilities of preschool children; in carrying out the scientific substantiation of the analysis of methods and receptions of training of grammatically correct speech of children of preschool age; in research of efficiency of their application in modern conditions of training of grammatically correct speech of preschool children; in testing new methodological approaches to the formation of grammatically correct speech in children, taking into account its communicative direction.

Conclusions

The study presents a fundamentally new conceptual and methodological approach to the problem of formation of grammatical correctness of speech in preschool children, which is considered as the basic level of formation of language personality in preschool age; the model of grammatically correct speech formation, which combines the following components: joint (partner) activity, specially organized educational-speech activity and independent speech activity of the child, is scientifically substantiated and tested, the efficiency of using the model is proved. For the first time the process of formation of grammatically correct speech was studied not only in the conditions of educational and speech activity, but also in situations of unstimulated speech. In the course of the research the stages of formation of speech and speech development of a preschool child were systematized and generalized.

The formation of grammatically correct speech in preschool children leads to the acquisition by them of practical knowledge of the language, mastering the grammatical sense of language and grammatical correctness of speech. The phenomenon of grammatical correctness of speech is considered as a phenomenon taken in its integrity, uniqueness, in unity with its essence, which is acquired by the child in the process of speech experience. Under the process of forming grammatically correct speech we understand the practical assimilation of preschool children grammatical structure of language as a clear system of language units and rules of their functioning in the field of morphology, word formation and syntax, as well as their active use in speech communication. Learning grammatically correct speech is seen as an impact on children's speech in everyday life (indirect learning) and in the classroom (direct learning). In everyday life, the adult contributes to the speech development of the child (provides speech support) in partnership.

Educational and speech activity of a preschool child is a specially organized process by adults, the basis of which is a systematized form of communication that ensures the speech development of the preschooler. Speech development of a preschool child is a process of acquiring the optimal range of linguistic ideas, grammatical skills, speech development, formation of speech activity, independence in language imitation and extensive mastery of linguistic information, the ability to use various means of communication. *Individual speech development* is a subject to a general pattern - it is influenced by two main interacting factors - internal (continuity program) and external (environment).

Different phenomena of grammatical structure of language (morphology, word formation, syntax) a preschool child learns differently, at each age stage there are differences - achievements and failures. Thus, first the child masters in the early and middle preschool age the system of word change - declension, conjugation, and then in the senior - the ways of word formation. Critical attitude to their speech actions, accurate knowledge of the norms of word formation begins to develop only at the beginning of the seventh year of life. It is the conscious choice of a preschool child of the necessary grammatical means in the process of building a coherent expression that allows him to use language freely during communication. Children's learning of the elements of the grammatical system of language is influenced by two main factors: the dependence on the simplicity or complexity of the language phenomenon and the degree of its communicative significance.

The study clarified the criteria for the formation of grammatically correct speech in children: active use of adjectives in speech according to the rules of morphology and word formation, awareness of them in a particular situation and beyond, explanation of word meaning, word formation, awareness of word semantics. This gave grounds to determine the levels of grammatically correct speech in preschool children, namely: high, sufficient, medium, below average, low.

An analysis of the methodological work with pedagogical personnel on the formation of grammatically correct speech of children attending preschool educational institutions showed that the majority of educators are aware of the importance and necessity of organizing educational and speech activities, as well as the huge unused cultural and linguistic potential of preschoolers. Teachers pay insufficient attention to propedeutic-preventive measures to prevent morphological and word-formation errors in the speech of preschoolers, generally approach the solution of the problem only from the standpoint of practicing individual grammatical skills and skills, ignore

the need to form grammatically correct speech across the entire totality of subsystems (morphology, word formation, syntax). Thus, on the one hand, there was a contradiction between the potential opportunities of preschoolers to learn the grammatical structure of the language, on the other hand, insufficient development of methods for forming grammatically correct speech in preschool children.

It is proved that under the conditions of spontaneous formation of grammatically designed native speech the process is extremely slow, and the child can linger for a long time at a certain stage of speech and speech development. It is proved that for a preschool child in the first stages there is no speech activity separately from the subject, so the object of its orientation is not speech activity, but a single semantic whole, an event that is presented in a sentence (sometimes - a phrase, discourse). In the following stages, the child's attitude to speech reality changes. This reality is already special, different from the subject. For all stages of speech and speech development of the child is typical limited and unstable nature of orientation to certain aspects of linguistic reality, when the preschooler focuses on either the semantic or formal side of speech. At the end of the senior preschool age, gender differences in children's use of adjectives are the most significant. The reason for the active use in speech of adjectives by girls we see both in the psychological characteristics and gender guidelines of adults around them (active use of nouns and adjectives with hypocritical-diminutive suffixes).

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