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USING HEURISTIC DIALOGUE DURING REVIEW OF PRESCHOOL CHILDREN WITH OBJECTS OF NATURE-SUBJECT ENVIRONMENT

The dialogue is the subject of research in different fields of science. Scientists study the dialogic of personality's inner world, prove dialogical nature of educational influence, exploring processes of dialogization-monologization, to open the connection between language and speech. In some cases, dialogue is used as an explanatory principle. Researchers typically use different semantic aspects of the concept "dialogue." However, it remains actual the question of study the influence of dialogical communication on mind process, using dialogue as a method of teaching.

The idea that dialogue is a school for development of children's thought is considered in works of F. Dostoevsky, N. Novikov, V. Odoevsky, K. Ushinsky. Thus, V. Odoyevsky draws attention to the fact that the questions that adult suggests child must help him to think, to produce their own opinions. Scientists make a number of requirements for questions. They should be placed in this way that child could find instructions how to answer and could not answer in one word. However, the question should not contain the final answer. The important according to V. Odoevsky is the tone of expression. Consequently, dialogue with children requires special adult art.

The introduction in the educational process of pre-school establishment cognitive dialogues as an active method of study promotes the realization of personality oriented approach. Dialogue stimulates the development of cognitive processes, curiosity, teach children to think, to reason, to ground their opinion. Cognitive dialogue should become a natural form of interaction with child from early age. The effective way of activization of children's thinking is awareness by children contradiction between the already formed conclusions and new facts with which they are introduced, that encourages pupils to search ways of removing such inconsistencies, clarify their existing knowledge. The thinking is activated wherever, children need to understand something new for them, to solve some but not very complex cognitive or practical tasks, especially a new, solution of which they need to find. To think means to act, to find answer questions, ways of solving tasks which are interesting for children. In conditions of study such searches manages teacher who knows the answers and ways, master knowledge and skills.

The aim of this paper is to highlight the characteristics of dialogue as an active learning method.

The strategy in using of giving method is to prevent removal of child in total passive position, that position which uses processes of perception, memory and playback of memory products. Being teacher in a dominant position does not allow the child to identify their activity, that leads to its inhibition. In situations when the teacher encourages the child's own judgment, and takes place his mental microdevelopment. A holistic mental development is carried out at

independent creation by child the particular way of action for physics study in homogenous objects.