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METHODOLOGY FOR DEVELOPING PRIMARY SCHOOL STUDENTS' ORAL MONOLOGIC SPEECH THROUGH PROBLEM-BASED LEARNING TECHNOLOGY IN NATIVE LANGUAGE LESSONS

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Abstract. This article presents the theoretical and methodological foundations for developing primary school students' oral monologic speech through the use of problem-based learning technology in native language lessons. It analyzes the potential of problem-based learning for forming students' skills of independent thinking, coherent narration of events and phenomena, substantiation of their own opinions, analysis of problem situations, and logical conclusion drawing. The article also proposes problem-based tasks that can be used in native language lessons, the stages of organizing them, and criteria for assessing students' monologic speech.

Keywords: primary education, native language, problem-based learning, monologic speech, oral speech, speech competence, independent thinking, problem situation, communicative competence, methodology of speech development.

Introduction

Today, special attention is paid to the educational process in which students not only acquire theoretical knowledge but also apply this knowledge in practical activity, express their own opinions independently, and participate actively in various communicative situations. At the primary education stage in particular, developing students' oral speech, and forming the skills of presenting their thoughts in a logically coherent manner and substantiating their own point of view, is considered one of the important pedagogical tasks [1].

Native language lessons create broad opportunities for enriching students' vocabulary, consolidating their grammatical knowledge, and developing skills of correct and fluent speaking. However, students' speech development cannot be limited to teaching grammatical rules or retelling ready-made texts. Students need to form their own opinions independently, reflect on a particular issue, explain cause-and-effect relationships, and draw conclusions [2].

From this perspective, problem-based learning technology emerges as one of the effective means of developing students' oral monologic speech in primary school native language lessons. This technology serves to transform the student from a recipient of ready-made information into an active participant who searches independently, thinks, and expresses his or her own views [3].

The aim of the article is to substantiate the methodology for developing students' monologic speech through the use of problem-based learning technology in primary school native language lessons and to develop practical recommendations.

Problem-based learning is a pedagogical approach aimed at organizing students' cognitive activity on the basis of problem situations. In this approach, students are given a question or task that can be solved using their existing knowledge but requires independent inquiry and thinking. Students grasp the essence of the problem, propose

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various solutions, compare them, and substantiate their conclusions. The views of J. Dewey, L.S. Vygotsky, and other educators and psychologists are of great importance in studying the theoretical foundations of problem-based learning. J. Dewey paid great attention to experience, activity, and the process of problem solving in education. L.S. Vygotsky's views, in turn, help in understanding the importance of social interaction, communication, and pedagogical support in a child's development [4].

Monologic speech is the presentation by one person of a relatively integral, coherent, and logically connected thought on a particular topic. Unlike dialogic speech, in monologic speech the speaker must plan his or her thought independently, select the necessary words and expressions, ensure semantic connection between sentences, and present the thought in a manner understandable to the listener [5].

It is advisable to develop the following types of monologic speech in primary school students:

- Descriptive monologue — a coherent description of the features of an object, a natural landscape, a person, or an event.
- Narrative monologue — presentation of events and phenomena in sequence.
- Reasoning monologue — explanation of a particular thought through reasons, arguments, and examples.
- Creative monologue — creating an independent story or a text with new content on the basis of a given situation [6].

Problem-based learning has the potential to develop all of these forms of speech. For example, when a student is given a problem situation related to protecting nature, he or she describes the situation, narrates the phenomenon that has arisen, explains its causes, and proposes ways of solving the problem. As a result, speech activity becomes closely connected with thinking, observation, and independent decision-making [7].

Methodology

In organizing problem-based learning in primary grades, it is necessary to take into account students' age characteristics, vocabulary, existing knowledge, and speech capabilities. It is advisable to formulate problem-based tasks in a form that is understandable to the child, close to his or her life experience, and allows several well-founded answers to be offered.

The methodological process can be organized in the following stages.

The first stage — creating a problem situation. The teacher presents a picture, a short text, a real-life event, or contradictory opinions that attract the students' attention. For example: "Litter has accumulated in the school yard. What should be done to prevent such a situation?" This question creates in students a need to understand the problem and to express their own opinions.

The second stage — analyzing the problem. Students identify the causes of the situation. The teacher guides their thinking through questions such as "Why did this situation occur?" and "What consequences might it have?" In this process, attention is paid to ensuring that students do not limit themselves to individual words or short phrases but express their opinions in complete sentences.

The third stage — developing solutions. Students propose various ways of eliminating the problem. Conditions are created for listening to each opinion, comparing them with one another, and substantiating them. The teacher does not

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immediately give a ready-made answer but supports independent inquiry through guiding questions.

The fourth stage — preparing a monologic presentation. Students organize their thoughts according to a plan. First, the problem, its causes, the proposed solutions, and the final conclusion are identified. Where necessary, support words and sentence starters are used.

The fifth stage — independent speech and analysis. Students present their solutions in the form of an oral monologue. The listeners listen to the content, ask clarifying questions, and discuss the logic of the ideas. The teacher, in turn, assesses the content, coherence, grammatical correctness, and fluency of the speech. The consistent application of these stages supports students' activity from grasping the problem situation to creating independent and logical speech.

Results

In native language lessons, problem-based tasks should be adapted to the topic being studied and to students' level of speech development. Some tasks that can be used in practice are presented below.

"Why?" method. Students are presented with a particular phenomenon and asked to explain its causes. For example: "Why should we take good care of books?" The student first explains the importance of the book, then gives arguments, and finally draws a conclusion. Sample speech: "A book increases a person's knowledge and broadens his or her worldview. It must be treated with care, because other students can also use the book. Keeping the book clean and not tearing its pages is the duty of every student. Therefore, I always use my books with care."

"Three solutions to a problem" method. Students are given a problem situation and tasked with proposing at least three solutions. For example: "In the classroom, some students interrupt each other during the lesson. How can this situation be eliminated?" The student may put forward suggestions such as speaking in turn, listening to the interlocutor, and developing common rules. This task develops students' skills of presenting ideas in an orderly manner, explaining cause-and-effect relationships, and substantiating their suggestions [8].

"Solve the problem based on a picture" method. The teacher shows a picture that reflects a problem situation in terms of its content. For example, a picture is chosen depicting a boy wasting water or a student breaking a tree branch. Students do not limit themselves to describing the picture but explain the cause of the situation, its likely consequences, and ways of eliminating the problem [9].

"Find the continuation of the story" method. The teacher reads a short story that ends with a problem situation. Students independently narrate how the events might continue. In this, each student's creative approach, maintenance of the sequence of events, and substantiation of his or her own opinion are encouraged [10].

"I think, because…" method. Students are given a particular opinion. They express their attitude toward it using speech patterns such as "I think…", "The reason for this is…", "For example…", and "Therefore…". This technique is particularly useful in forming reasoning monologue.

In applying these tasks, it is not necessary to require students to produce speech of the same length. It is recommended to begin with a presentation consisting of two or three sentences and later move on to creating a semantically integral and extended monologue.

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The effectiveness of problem-based learning depends to a great extent on the teacher's skill in organizing the lesson. The teacher must pose the problem in a form understandable to students, allow them to think independently, and create a psychological environment favorable to speech activity [11].

First, problem-based questions should be appropriate to students' age. Questions that are too complex or abstract may reduce their speech activity. Therefore, it is advisable to use situations related to everyday life, school, family, nature, and relationships with peers.

Second, the teacher should not assess a student's answer merely as correct or incorrect. The independence of the thought, its coherence, the appropriateness of the arguments, and the soundness of the conclusion must also be taken into account. If a student's thought is not fully formed, it can be developed through additional questions [12].

Third, for students who encounter speech difficulties, it is recommended to use support words, a simple plan, picture cards, and sentence starters. For example, units such as "I think…", "Firstly…", "The reason for this is…", "As a result…", and "In conclusion…" help the student organize his or her thoughts [13].

Fourth, it is necessary to develop students' culture of listening to one another. Monologic speech does not consist only of the activity of speaking; it also requires taking the listener's attention into account, using understandable words, and bringing the thought to a logical conclusion [14].

Fifth, speech exercises should be organized regularly in lessons. A one-time problem-based task does not guarantee a long-term result. Therefore, it is necessary to apply tasks on different topics consistently, to monitor students' speech development, and to make the tasks more complex in accordance with the results.

Discussion

The use of problem-based learning technology in primary school native language lessons creates important methodological opportunities for developing students' oral monologic speech [15]. This approach helps students, without limiting themselves to repeating ready-made information, to analyze a problem situation independently, propose various solutions, substantiate their own opinions, and draw logical conclusions. In lessons organized on the basis of problem-based tasks, it is possible to form descriptive, narrative, reasoning, and creative monologues. To this end, it is necessary to carry out consistently the stages of creating a problem situation, analyzing it, developing solutions, planning ideas, and presenting them independently. In students' speech development, the teacher's guiding questions, support words, pictorial materials, and differentiated tasks are of great importance. In addition, regular assessment of speech on the basis of the criteria of content, coherence, substantiation, lexical richness, grammatical correctness, and fluency serves to improve the educational process [16].

Conclusion

Thus, the purposeful and consistent application of problem-based learning technology in native language lessons is an effective methodological approach aimed at developing independent thinking, communication culture, and oral monologic speech skills in primary school students.

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