



Culture of Speech Development in Preschool

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Abstract: Dialogue, creativity, cognition, self-development - these are the fundamental components that are involved in the sphere of attention of the teacher when he turns to the problem of speech development of a preschooler. These are the foundations on which modern preschool didactics in general is built and which constitute the foundation of the basic program for the development of a preschool child. The upbringing of clear speech in preschool children is a task of great social significance, and both parents and teachers should be aware of its seriousness.

Key words: mental capacity, staging games, observation lessons, nature, material culture, emotional communication, verbal communication, speech creativity

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Communicative competence is considered as a basic characteristic of a preschooler's personality, as the most important prerequisite for well-being in social and intellectual development, in the development of specifically children's activities - collective games, construction, children's artistic creativity, etc.

In order for the process of speech development of children to proceed in a timely manner and correctly, certain conditions are necessary. So, the child must: be mentally and somatically healthy; have normal mental capacity; have normal hearing and vision; have sufficient mental activity; have the need for verbal communication; have a full-fledged speech environment [2, p. 156]. The normal (timely and correct) speech development of the child allows him to constantly assimilate new concepts, expand the stock of knowledge and ideas about the environment. Thus, speech and its development are closely related to the development of thinking.

Methods of psychological development of speech in preschool children are: communication with adults; communication with peers; didactic games and exercises; staging games; observation lessons; nature; material culture; pedagogically grounded didactic setting; excursions; social environment; play and work.

In early preschool age, the child's speech still retains a pronounced situational character. She is expressive, fragmentary. Telling the interlocutor about something he saw, which caused him emotional experiences, a three- or four-year-old child speaks in short, broken sentences, replacing many parts of the story with gestures and pictorial actions. He replaces the names of things or people with pronouns and speaks as if he were sure that the interlocutor himself witnessed the event.

A special study of colloquial speech in children from 3 to 5 years old (V.I. Yadeshko) shows that simultaneously with the accumulation of vocabulary, new categories of errors appear in the child's

speech. Acquiring greater freedom of verbal expression, the child begins to arbitrarily build sentences. He often omits the subject or predicate in the sentence, replaces the personal pronoun with its name in the third person, which distorts the transmitted content: "My grandfather has become a turnip ... pulls, but cannot pull." [2, p. 37]

The mastery of grammar, including complex sentences, directly depends on the culture of speech of children, on the attention of educators and parents to it. The more children talk about what they have seen on a walk, excursion, in a park, at a construction site, on a river, on a collective farm, the faster their coherent speech develops.

In the family and in kindergarten, under the guidance of educators, children learn to speak expressively. To do this, they must be able to select "beautiful" words and pronounce them in different tones. Solving this problem also requires the child's sensitivity to the speech of adults. Transmitting his attitude to what he is talking about in different intonations, tempo, accentuation, pauses, strengthening or weakening of the voice, the teacher seeks to evoke appropriate experiences in the child, arouse similar feelings, and create a certain mood.

Research has shown that the transition of colloquial speech to internal speech takes place in a problem-solving and practical situation and occurs in a child of four or five years of age.

Preschool teachers rightly attach great importance to the development of children's speech, seeing in it a condition for increasing the general culture of a child, a condition for his mental, moral and aesthetic development. The purity, literacy and coherence of a child's speech are one of the conditions for his readiness to learn.

So, we will consider all the psychological methods for the development of speech in older preschool children.

An indispensable condition for the all-round development of a child is his communication with adults. Adults are the keepers of the experience accumulated by humanity, knowledge, skills, and culture. This experience can be transmitted only with the help of language. Language is "the most important means of human communication."

Among many important tasks of upbringing and teaching preschool children in kindergarten, teaching the native language, the development of speech, verbal communication is one of the main ones. This general task consists of a number of special, particular tasks: education of the sound culture of speech, enrichment, consolidation and activation of the vocabulary, improvement of grammatical correctness of speech, the formation of colloquial (dialogical) speech, the development of coherent speech, education of interest in the artistic word, preparation for teaching literacy [3, p. 103].

In kindergarten, preschoolers, mastering their native language, master the most important form of verbal communication - oral speech. Speech communication in its full form - understanding of speech and active speech - develops gradually.

In the general system of speech work in kindergarten, vocabulary enrichment, its consolidation and activation take a very large place. And this is natural. The word is the basic unit of language, and the improvement of verbal communication is impossible without expanding the child's vocabulary. At the same time, cognitive development, the development of conceptual thinking is impossible without the assimilation of new words that express the concepts assimilated by the child, reinforcing the new knowledge and ideas he receives. Therefore, vocabulary work in kindergarten is closely related to cognitive development [4, p. 104].

"The program of education in kindergarten" in the range of tasks of developing speech and teaching the mother tongue in the preparatory group for school includes a new special task, the solution of

which ensures the preparation of children for learning to read and write: "In the preparatory group, speech becomes a subject of study for children for the first time. their attitude to oral speech as a linguistic reality; he brings them to the sound analysis of words "[5, p. 105]. It provides for teaching children to compose sentences of 2-4 words, dividing sentences of such a composition into words, as well as dividing words into syllables and composing them from syllables.

"From a psychological point of view," writes O. I. Solovyova, "the initial period of learning to read and write is the formation of a new attitude to speech, " [3, p.78]. Further, O.I.Solovyova notes that the subject of consciousness, along with the sound side of the word, is the verbal composition of speech; children practically get acquainted with a sentence, a word, a part of a word - a syllable, with a sound.

In the development of children's speech, the leading role belongs to adults: the educator - in kindergarten, parents and loved ones - in the family. From the culture of speech of adults, from how they speak with the child, how much attention they pay to verbal communication with him, the success of the preschooler in mastering the language largely depends [4, p. 105].

It is necessary that the teacher's speech conforms to the standards of the literary language, literary colloquial speech both in relation to the sound side (pronunciation of sounds and words, diction, tempo, etc.), and in relation to the richness of the vocabulary, accuracy of word use, grammatical correctness, and coherence.

Special attention should be paid to the sound side of speech, since its shortcomings are overcome by the speaker himself worse than, for example, the shortcomings of word usage.

In senior preschool age, one of the most important periods of a person's life (and, perhaps, the most important), his first "university", ends. But unlike a student of a real university, the child is engaged in all faculties at once. He comprehends (of course, within the limits accessible to him) the secrets of living nature and inanimate nature, learns the basics of mathematics. He also undergoes an elementary course in oratory, learning to express his thoughts logically and expressively. He also joins the philological sciences, acquiring the ability not only to emotionally perceive a work of fiction, to empathize with its heroes, but also to feel and understand the simplest forms of linguistic means of artistic expression. He also becomes a little linguist, because he acquires the ability not only to correctly pronounce words and build sentences, but also to realize what sounds a word consists of, what words a sentence consists of. All this is necessary for successful learning at school, for the all-round development of the child's personality [5, p.105].

In the fifth year of life, special attention is paid to the promotion of word formation, word creation; in the sixth year - an elementary analysis of the structure of a sentence, the formation of grammatical correctness (in inflection); in the seventh year - an elementary awareness of grammatical connections between derived words, speech creativity, arbitrary construction of complex syntactic structures.

Individual and group work with children, as a rule, is organized on the same program content as compulsory collective classes, and has the goal of consolidating what has been learned, taking into account individual characteristics. At the same time, sometimes games and exercises should be carried out on material that will only be included in the collective lesson. In such cases, two goals can be pursued: to prepare individual children for the upcoming work, so that they feel more confident in class, and to gradually lead the pupils to new forms of work for them.

In order for preschoolers to gain experience of speech creativity, games should include such material, which, being familiar to children, has not yet entered their active vocabulary [4, p.100].

Staging games based on fairy tales and literary works contribute to the improvement of the syntactic side of speech. Older preschoolers willingly play fairy tales "Fox, hare and rooster", "Cat, rooster

and fox", "Fly-tsokotukha", "Geese-swans". They also like children's fairy tales: "The Wolf and the Seven Little Goats", "The Turnip", "Kolobok". Children borrow figurative expressions, apt words, turns of speech from a fairy tale. Guessing and guessing riddles, interpretation of proverbs and sayings, folk games "Geese-swans", "Turnip", "Paints", "Where we were, we will not tell" and others adjoin this cycle of means.

The enrichment of speech with complex syntactic constructions, the overcoming of the formal compositional connection is facilitated by the situation of "written speech", in which the child dictates his composition, and the adult writes it down. Such dictation can be used in the production of children's books, an album of children's creativity, during correspondence [4, p.101].

The methodology puts forward the so-called observation lessons as the basis for the development of children's speech in connection with the development of the world of their ideas. Their basic principle is as follows: each newly assimilated representation must be directly attached to the corresponding word, enriching its active vocabulary. The word and the provision are something indivisible: they should never be parted [5, p.156].

As a result, the methods of psychological development of speech in preschool children are: communication with adults; communication with peers; didactic games and exercises; staging games; observation lessons; nature; material culture; pedagogically grounded didactic setting; excursions; social environment; play and work. In preschool childhood, the process of mastering speech does not end.

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