

THE DEVELOPMENT OF CHILDREN'S SPEECH IN A PRESCHOOL

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ABSTRACT

Preschool educational institution is the first and most responsible link in the general education system. Mastering the mother tongue is one of the most important acquisitions of a child in preschool childhood. It is pre-school childhood that is especially sensitive to speech acquisition. Therefore, the process of speech development is considered in modern preschool education as a general basis for the upbringing and education of children.

Keywords: Speech, ability, logical thinking, voluntary attention, creative imagination, communication

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The importance of preschool as a leading social Institute in the life of the child is very clearly reflected in the statement of K. N. Wentsel: "You should not look at kindergarten as preparation for school, but as such an educational institution that enables children to survive childhood within the age that is covered by kindergarten, in the entirety of his life needs and the tasks and aspirations peculiar to him."

Preschools and pre-school education in general can play a huge role in the socialization and social education of children. The system of preschool education is a flexible multifunctional network of preschool educational institutions that provide a wide range of services (educational, health, developing, medical, organizational, etc.) taking into account the age and individual characteristics of the child, the needs of the family and society as a whole.

The leading process in the preschool educational institution is educational, as it combines three functions: educating, teaching and developing. In the literature, the concept of the educational process is used. Studies by Yu.K. Babansky, P.F. Kapterev and other scientists have shown the failure of this definition, the absence of two important features in it - integrity and community. The educational process is understood as a specially organized, purposeful interaction of teachers and pupils, which is aimed at solving educational, educational and developmental problems.

The main tasks of the preschool educational institution, according to V.N. Gurovaⁱ, are:

- - protecting life and improving the health of children;
- - ensuring the intellectual, personal and physical development of the child;
- - the implementation of the necessary correction of deviations in the development of the child;
- - familiarization of children with universal values;
- - Interaction with family to ensure the full development of the child.

Also, the task of preschool institutions as educational organizations is the social education and training of children. Social education should develop the child's social strengths, prepare him for social life not from the point of view of social technology, but from the point of view of the social ideal, in which lies a creative, transforming force and the goal manifested by mankind is

manifested. The child should be attached precisely to universal, enduring human values, and not to what may seem valuable to a certain circle of people in a certain region and at some points in time.

Under favorable conditions, the child of a preschooler intensively develops practical skills, mental artistic abilities, moral qualities are formed, and character traits are formed. At the same time, it is discovered that insufficient communication with people, limited activity, and the poverty of the external impressions received have a detrimental effect on the entire subsequent development of the child.

The founders of Soviet pedagogy N.K. Krupskaya and A.S. Makarenko believed that the future depends on the upbringing of the child in pre-school years, bearing in mind not only the effectiveness of his schooling, but, to a certain extent, his personal development, and successes in socially useful work.

Domestic psychologists and educators (L.S. Vygotsky, A.N. Leontiev, T.A. Markova, A.P. Usova, E.A. Flerina and others) showed that the so-called higher, specifically human mental functions (logical thinking, voluntary attention, creative imagination) are carried out using the child's social methods of cognizing and transforming reality, and, consequently, their structure itself has a social origin, is formed in vivo under the influence of training and education. The enormous potential opportunities lurking in the nature of each child do not manifest themselves, but require educational impact for their implementation.

Borrowed terms from foreign languages are constantly pouring into our lives, which threatens the language, and therefore culture. Therefore, the problem of the development of speech of children of preschool age is of particular importance today.

Psychologists and teachers note that the child learns his native language, first of all, imitating the colloquial speech of others (R.E. Levina, E.I. Tikheeva, A.P. Usova, D.B. Elkonin, etc.). Therefore, preschool institutions pay special attention to the system of work for the development of speech of a preschool child, which is a means of social adaptation.

Through communication with peers, information is exchanged, joint activities are planned, and functions are divided and coordinated, i.e. all that contributes to the formation of a community of children performing joint activities.

Older preschoolers have a higher level of communicative skills and their more flexible use than younger ones. One of the most important consequences of a child's communication with adults and peers is the development of the child's sphere of self-awareness, the creation of an image of himself, his "I".

Communication and self-knowledge are closely related to each other. Communication is the best way to know yourself. Each group of kindergarten has its own individual face - relations and communication between children, teachers and children are characterized by originality. In this system of relationships, each child has a special place. It is extremely important for the teacher to have a socio-psychological characteristic of the group with which he works, and to know the degree of emotional well-being and adaptation of individual children in it.

The correctional orientation of the pedagogical process is especially pronounced and strengthened in the content and working methods of a speech therapist, psychologist, social teacher, educators who implement the recommendations of specialists.

Adaptive function is manifested:

- in activities related to adaptation to the conditions of preschool education, upon admission to kindergarten;
- in a gradual increase in the intensity of the load (training effect of classes); the complexity of educational material from the beginning to the middle of the year;
- to increase the adaptive and adaptive capabilities of children under the influence of the regimen of the day, taking adaptogens, hardening, exercising in the air, etc.

The prognostic function is based on repeated diagnostics aimed at predicting the intermediate and final results of activity, taking into account the capabilities of children, teachers, and conditions of pre-school education.

The most relevant and difficult for educators is the development of technologies for the education and training of preschool children. Technological structuring and modeling of classes, their orientation to the leading type of activity - the game, creates the organizational framework of work, and determines the effectiveness of the methods and techniques used. The formation of a steady interest in the acquisition of knowledge by children, the manifestation of individuality and creativity is facilitated by classes with modernized structures.

Integrated classes acquired particular importance in the pedagogical process. They are test pieces,

Determining the role of the child as a subject in various activities.

Of great importance in enhancing the activities of children in the technological process is the psychological orientation towards the deep assimilation of material, the introduction of game elements.

The socio-pedagogical activity of preschool institutions with the totality of their means, methods and approaches should be

It is aimed at helping each person to express themselves in life and find harmony of the soul, already starting with the first step taken in a preschool. And this, in turn, involves the development of modern trends in the theory and practice of preschool education - a reflection in the content of increasing socialization and pedagogization of the entire system of preschool education, which allows us to determine the separation of the institution from the parental environment and the sociocultural sphere in which the child lives.

In preschool pedagogy, the concept of social adaptation is defined, first of all, as a medical and pedagogical problem. N.M. Aksarina, considering the problems of adaptation of preschool children, emphasizes that the behavior of children in the first days of their stay in a new environment depends on the individual characteristics of the child, which affects the communication of children with adults and peers and the attitude of children to various activitiesⁱⁱ.

Since the preschool educational field in its purpose is a social phenomenon and the child develops as a person in the context of the intensification of the relationship of the preschool educational institution with other non-institutional factors and,

In a preschool institution, the development of children's speech is carried out by teachers in different types of activities: exercises are conducted with the goal of developing the sound side of speech and enriching the children's dictionary; games and exercises for the development of the grammatical structure of speech and connected speech are held.

Teachers use the opportunity to correctly and clearly name the subject, parts of the subject, to characterize its characteristics, qualities in different types of activities (for a walk, in a group, during various regime processes, in a game). At the same time, the educators clearly formulate the task, precisely raise questions. This allows you to maintain the relationship of understanding and use of words, which in turn improves the ability of children to accurately and fully express their thoughts, increases the effectiveness of verbal communication.

To maximize children's speech, teachers conduct classes and games, the purpose of which is to engage children in a conversation on a particular topic and allow them to express their thoughts on a number of

Questions posed by an adult. In games, children take on some roles, but do not play them, but speak. Teachers achieve the realization of such speech qualities as accuracy, correctness, connectedness, expressiveness. Special attention is paid to the development of children's understanding of speech, exercising in the implementation of verbal instructions. Children show great interest in how they say: "... the child is not a stranger to curiosity in relation to the physiology of pronunciation. He wonders which organs are involved in pronunciation, and is even ready to experiment in this direction"(AN Gvozdev).

Teachers are active participants and organizers of verbal communication between older children. They invite the child to tell other children about their news, attract the attention of children to the questions and statements of other children, encouraging them to answer and speak out.

In a conversation with a child, teachers pay attention to the content and form of the message, delicately correct grammatical errors. In their free time, teachers individually deal with the child, developing the side of speech development that causes the child difficulties. Educators provide children with the opportunity to tell about what they saw on a walk, on the way to kindergarten, using questions of motivation, observation, actively respond to the manifestation of word creation, the child's play with the word, because this allows you to develop figurative speech.

Teachers try to give children samples of the correct literary speech, try to make the speech clear, clear, colorful, complete, grammatically correct, expressive, and concise. A variety of patterns of speech etiquette are included in speech. "Speak with children slowly, in an accessible, understandable language, avoiding difficult, incomprehensible expressions, but the language is impeccably correct and literary, not at all

Faking a sweet but always incorrect manner of children's speech "(E.I. Tikheeva).

Through the cultivation of interest in linguistic richness, through the development of the ability to use the most diverse expressive means in their speech, children's speech becomes figurative, direct and lively. This problem is solved through theatrical, musical, cognitive and other activities in the complex. In this direction, there are circles in preschool institutions, the purpose of which is to activate the child's verbal creativity as an important indicator of speech development.

Speech training in a preschool takes place in two forms: in free speech communication and in special classes.

The development of speech in a preschool institution is traditionally carried out in the classes to familiarize with fiction, with the phenomena of reality, literacy education, etc., as well as outside of them - in the play and art activities, in everyday life. N.K. Krupskaya pointed out the importance of the game for understanding the world, for the moral education of children. "An amateur mimicry game that helps you absorb your experiences is of great importance, far more than anything else." The same thought is expressed by A.M. Gorky: "The game is the way of children to know the world in which they live and which they are called to change." In the game, all sides of the child's personality are formed, significant changes occur in his psyche, preparing the transition to a new, higher stage of development. This explains the enormous educational opportunities of the game, which psychologists consider the leading activity of the preschooler. However, only teaching the native language in special classes can give a sustainable developmental effect.

E.I. Tikheeva, knowing the history of pedagogy, various systems of preschool education (D. Dewey, I. G. Pestalozzi, K. D. Ushinsky, F. Frebel), 67 advocated "educating the younger generation, incorporating the positive experience of different pedagogical systems, taking into account the level of development of society, as well as knowledge about the nature of the child." Hence, her decisive protest against the dominance of the only pedagogical system, threatening with stereotypes and stagnation, is clear. A supporter of the progressive humanistic direction in pedagogy, E.I. Tikheeva believed that a small person should be brought up in harmonious integrity "of all the abilities and talents destined for him, in all the glory of those spiritual and moral forces, the full flowering of which gives the right to recognize the crown of creation like that."

In a preschool institution, a system of classes for the development of speech is created on the basis of an integrated approach. In order to provide methodological support, a special developing technology has been developed that is aimed at solving in the intervals of one lesson different, but interrelated tasks, covering various aspects of speech development - phonetic, lexical, grammatical, and as a result - the development of coherent monological speech as a whole.

The leading principle in the construction of this system is the interconnection of different speech tasks, which at each age stage appear in specific combinations. This implies the need for continuity in solving speech problems. There are two forms of ensuring continuity in the development of speech of preschool children: linear and concentric. The solution to each speech problem (the development of a sound culture of speech, the formation of the grammatical structure of speech, vocabulary, development of coherent speech) is carried out primarily linearly, since the group inside the group is gradually increasing the complexity of the material within each task, the compatibility of exercises varies, their change and connection. However, in this complication, at each stage of training, the software core is preserved. In the development of coherent speech, this is the linking of sentences into a statement, in vocabulary work, this is work on the semantic side of a word, in grammar, and this is the formation of linguistic generalizations.

The main goal of speech education in preschool institutions is for the child to creatively master the norms and rules of the mother tongue, be able to flexibly apply them in specific situations, and master the basic communication skills.

According to scientists Yu.K. Babansky, A.V. Zaporozhets, N.S. Rozhdestvensky, A.P. Usov, L.P. Fedorenko, D.B. Elkonin, children even without special training from a very early age show great interest to linguistic reality, they create new words, focusing both on the semantic and on the grammatical side of the language. With spontaneous speech development, only a few of them reach a high level, therefore, focused training of speech and speech communication is necessary.

Senior preschool age is studied extremely unevenly. According to the concept of the age of L.S. Vygotsky, personality development is represented by the process of its qualitative transformation, expressed in the formation of neoplasms that determine the content of the subject's leading activities and his development as a wholeⁱⁱⁱ.

Scientists L.S. Vygotsky, A.A. Lublin, A.S. Makarenko proceeds from the fact that the foundations of man's upbringing, his industriousness, and many other moral qualities are laid down in early childhood.

In general, the importance of preschool education is underestimated. Too often it is overlooked that this is an extremely important step in a person's life, on which the fundamental principle of a person's personal qualities is laid. And the point is not in quantitative indicators of the "coverage" of children or the satisfaction of the desires of parents. Kindergartens, nurseries, combines are not just a means of "looking after" the children, their mental, moral and physical development takes place here, as well as work is underway on the social adaptation of the child. With the transition to teaching children from 6 years old, kindergartens faced new problems for themselves - organizing the activities of preparatory groups so that children could adapt normally to the school rhythm of life and have self-care skills.

Of particular importance is the analysis of the society's orientation towards supporting preschool forms of education, and the willingness of parents to resort to their help to prepare their children for work and rational organization of their social and personal life. In order to understand the specifics of this form of education, the position and value orientations of those people who work with children — educators, maintenance personnel — and their readiness, understanding, and desire to fulfill their responsibilities and hopes are especially significant.

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