



THE ACTIVITY OF A TEACHER-EDUCATOR FOR THE DEVELOPMENT OF CHILDREN'S SPEECH IN THE DEVELOPMENT CENTERS OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: Speech is one of the important acquisitions of a child in preschool childhood. It is acquisitions, since speech is not given to a person from birth. It should take time for the child to start talking. And adults should make a lot of efforts to ensure that the child's speech develops correctly and in a timely manner. The article discusses some problems of organizing and conducting a teacher-educator for the development of children's speech in the development centers of preschool educational organizations of the Republic of Uzbekistan according to the State curriculum "Ilk Kadam".

Keywords: Vocabulary, planning, acquisition, methods and methods, coherent speech, literacy training, innovation, retelling by meaning, perspective, development centers.

Introduction

Preschool age is the most important stage in the development of personality, the period of formation of speech skills, familiarization with the world of culture, universal values. Speech is one of the important acquisitions of a child in preschool childhood. It is acquisitions, since speech is not given to a person from birth. It should take time for the child to start talking. And adults should make a lot of efforts to ensure that the child's speech develops correctly and in a timely manner. Speech for a child is a means of planning and organizing his actions, activities and prospects of his life, a means of self-development and self-education.

In modern preschool education, speech is considered as one of the foundations of the upbringing and education of children, since the success of teaching children at school, the ability to communicate with people and general intellectual development depends on the level of mastery of coherent speech. The formation of speech abilities, full mastery of the native language, the development of language abilities is one of the main tasks of the preschool education program for children.

We find attention to the issues of speech development in the works of ancient Greek philosophers – Plato, Aristotle, Socrates, the Roman teacher Quintilian, in which the need for the development of children's speech is mentioned and some practical advice is given. Much attention was paid to the development of children's speech by the Czech humanist teacher Jan Amos Komensky. He developed the world's first guide to preschool education – "Mother's School, or about the caring upbringing of youth in the first six years", an entire chapter (eighth) is devoted to the development of speech in it. Komensky wrote that man is naturally inherent in reason and speech, this is how he differs from an animal. A person's mind and language should be developed. The development of speech, in his opinion, begins with a clear correct naming of objects: you need to teach the things themselves, not the words that denote them.

Analysis and results

The works of the Swiss teacher Johann Heinrich Pestalozzi are close to the works of Komensky in terms of the content of teaching and methodological recommendations. He revealed the social, cultural and general pedagogical significance of the native language. "Language gives a child in a short moment what man has received from nature for millennia." In teaching his native language, he put forward three main tasks: teaching sound, or a means of developing speech organs; teaching a word, or a means of familiarizing oneself with individual subjects; teaching speech, or a means of learning to express oneself clearly about subjects. The method of Maria Montessori, an Italian teacher, developed by her for children's homes, has become widespread in the world. Being a supporter of free education, Montessori believed that the main tasks should be the education of muscles, feelings and the development of language. The latter includes exercises in nomenclature, correction of speech defects, literacy training. The advantage of the method (from the point of view of its influence on speech development) is to provide a sensory basis for speech in the process of exercises with artificial didactic material (cylinders, cubes, ladders, tabs, flaps and coils, etc.). Breathing exercises and gymnastics of the lips, teeth, and tongue are aimed at the development of correct speech.

The development of speech is becoming an urgent problem in modern society. The formation of the speech of the younger generation is a huge responsibility of teachers involved in the development of speech. Coherent speech involves mastering the vocabulary of the language, mastering the language laws and norms, i.e. mastering the grammatical structure, as well as their practical explanation, the ability to use the acquired language material, to communicate the content of the finished text coherently, consistently and clearly to others or independently compose a coherent text.

Let's consider the methodology of speech development of preschool children.

Coherent speech is understood as a semantic expanded statement (a number of logically combined sentences), which provides communication and mutual understanding. The main characteristic of SR is clarity for the interlocutor.

Coherence, according to S.L. Rubinstein, is "the adequacy of the speech design of the speaker's or writer's thought from the point of view of its intelligibility for the listener or reader."

In the methodology, the term "coherent speech" is used in several meanings:

- 1) the process, the activity of the speaker;
- 2) the product, the result of this activity, the text, the statement;
- 3) the name of the section of work on speech development.

Synonyms of SR are "utterance", "text". The core of the statement is the meaning (T. A. Ladyzhenskaya, M. R. Lviv and others).

Coherent speech is a single semantic and structural whole, including interconnected and thematically combined, complete segments.

The main function of coherent speech is communicative. It is carried out in two main forms—dialogue and monologue. Each of these forms has its own characteristics that determine the nature of the methodology of their formation.

In linguistic and psychological literature, dialogic and monological speech are considered in terms of their opposition. They differ in their communicative orientation, linguistic and psychological nature.

Coherent speech can be situational and contextual.

Situational speech is associated with a specific visual situation and does not fully reflect the content of thought in speech forms. It is understandable only when taking into account the situation that is being described. The speaker makes extensive use of gestures, facial expressions, demonstrative pronouns.

In contextual speech, the content is clear from the context itself. The complexity of contextual speech is that it requires the construction of an utterance without taking into account a specific situation, relying only on linguistic means.

In most cases, situational speech has the character of a conversation (dialogue), and contextual speech has the character of a monologue.

But, as D.B. Elkonin emphasizes, it is wrong to identify dialogical speech with situational, and contextual speech with monologue. And monologue speech can have a situational character.

The development of both forms of coherent speech plays a leading role in the process of speech development of the child and occupies a central place in the overall system of speech development in kindergarten:

- absorbs all the achievements of the child in mastering the native language, its sound system, vocabulary, grammatical system;

- provides a close connection of speech and mental education of children. A child learns to think by learning to speak, but he also improves speech by learning to think (F. A. Sokhin).

- performs the most important social functions: helps the child to establish connections with other people, determines and regulates the norms of behavior in society, which is a crucial condition for the development of his personality.

- it also influences aesthetic education: retellings of literary works, independent children's compositions develop imagery and expressiveness of speech, enrich the artistic and speech experience of children.

Let's dwell on the question of the peculiarities of the development of coherent speech in preschool childhood.

The development of coherent speech occurs gradually along with the development of thinking and is associated with the complication of children's activities and forms of communication with other people.

In the preparatory period of speech development, in the first year of life, in the process of direct emotional communication with an adult, the foundations of future coherent speech are laid:

- the child masters his vocal apparatus, acquires the ability to understand the speech of others.

- On the basis of understanding, at first very primitive, the active speech of children begins to develop.

By the end of the first or beginning of the second year of life, the first meaningful words appear, but they mainly express the desires and needs of the child. In the second half of the second year of life, words begin to serve as designations of objects for the baby. The word for him has the meaning of a whole sentence.

Gradually, the first sentences appear, first of two, and by the age of two of three and four words.

By the end of the second year of the child's life, words begin to form grammatically. Children express their thoughts and desires more accurately and clearly. Speech during this period acts in two main functions: as a means of establishing contact and as a means of cognition of the world.

In the third year of life, children use a dialogical form of speech, which at first is closely related to the practical activities of the child and is used to establish cooperation within joint subject activities. It is situational. The context is replaced by gestures, facial expressions, intonation.

At preschool age, speech is separated from direct practical experience. The emergence of the planning function of speech occurs. In a role-playing game, there is a speech instructing the participants of the game, a speech is a message telling an adult about the impressions received outside of contact with him. Speech of both types takes the form of monological, contextual.

The transition from situational to contextual speech, according to D. B. Elkonin, occurs by the age of 4-5. At the same time, elements of coherent monologue speech appear already in 2-3 years.

Situativeness of speech is not an absolute attribute of the child's age. In the same children, speech can be either more situational, or more contextual. This is determined by the tasks and conditions of communication.

The form of the statement depends on how the interlocutor understands the child. For example, when communicating with peers, children use contextual speech to a greater extent, because they need to explain something, convince something. In communicating with adults who easily understand them, children are more often limited to situational speech.

Children 4 — 5 years old actively engage in conversation, can participate in a collective conversation, retell fairy tales and short stories, independently tell toys and pictures. At the same time, their coherent speech is still imperfect. They do not know how to formulate questions correctly, supplement and correct the answers of their comrades. Their stories in most cases copy an adult's sample, contain violations of logic; sentences within the story are often connected only formally (with words more, later).

At the senior preschool age, children are able to actively participate in a conversation, answer questions fully and accurately enough, supplement and correct the answers of others, submit relevant remarks, formulate questions.

Monologue speech is also being improved: children master different types of coherent utterances (description, narration, partly reasoning) based on visual material and without support. The syntactic structure of children's stories becomes more complicated, the number of compound and compound sentences increases. At the same time, these skills are unstable in a significant part of children. Children find it difficult to select facts for their stories, in their logically consistent arrangement, in structuring statements, in their linguistic design.

Knowledge of the specifics of coherent speech and the peculiarities of its development in children allows you to determine the tasks and content of learning.

The tasks and content of teaching coherent speech to children are as follows:

The state Program of the Preschool Educational Institution of the Republic of Uzbekistan "Ilk Kadam" provides training in dialogic and monological speech. The work on the development of dialogic speech is aimed at the formation of skills necessary for communication.

1. Proper speech skills:

— to engage in communication (to be able and know when and how to start a conversation with a familiar and unfamiliar person, busy, talking to others);

— maintain and complete communication (take into account the conditions and situation of communication; listen and hear the interlocutor; take the initiative in communication, ask again; prove your point of view; express your attitude to the subject of conversation — compare, express your opinion, give examples, evaluate, agree or object, ask, answer; speak logically, coherently;

— speak expressively at a normal pace, use the intonation of the dialogue.

2. Skills of speech etiquette. The speech etiquette includes: address, acquaintance, greeting, attracting attention, invitation, request, consent and refusal, apology, complaint, sympathy, disapproval, congratulations, gratitude, farewell, etc.

3. The ability to communicate in a couple, a group of 3 — 5 people, in a team.

4. The ability to communicate in order to plan joint actions, achieve results and discuss them, participate in the discussion of a certain topic.

5. Non—verbal (non-verbal) skills - appropriate use of facial expressions, gestures.

The content of the requirements for dialogic speech by age groups.

In younger age groups, the task is to develop an understanding of the speech of others and the use of active speech of children as a means of communication. The educator must:

to ensure that every kid easily and freely enters into communication with adults and children;

to teach children to express their requests in words, to answer adult questions clearly,

to give the child reasons to talk to other children.

to foster the need to share their impressions, to talk about what they did, how they played,

to cultivate the habit of using simple formulas of speech etiquette (to say hello, say goodbye in kindergarten and family),

to encourage children's attempts to ask questions about the immediate environment (Who? What? Where? What does it do? Why?).

In the middle preschool age, children are taught to:

communicate with adults and peers,

answer questions and ask them about objects, their qualities, actions with them, relationships with others,

talk about their observations and experiences.

answer both in a short and in a common form, without deviating from the content of the question.

to participate in collective conversations, where it is required to answer only when the educator asks, to listen to the statements of comrades.

to greet relatives, acquaintances, bandmates, using synonymous etiquette formulas (Hello! Good morning!),

answer the phone,

do not interfere in the conversation of adults,

engage in conversation with strangers,

meet a guest, communicate with him.

In older groups, you should learn

to answer questions more accurately,

combine the replicas of comrades in a common answer, answer the same question in different ways, briefly and widely,

consolidate the ability to participate in a general conversation, listen carefully to the interlocutor, not interrupt him, not be distracted,

formulate and ask questions, build an answer in accordance with what you have heard,

supplement, correct the interlocutor, compare your point of view with the point of view of other people,

encourage conversations about things that are not in the child's field of vision, meaningful speech communication of children about games, books read, movies watched,

master various formulas of speech etiquette {Seryozha, can I ask you to bring clothes from the dryer?; Alyosha, help me, please; Lena, be kind, help Sasha to button up his jacket; Thank you; Thank you for everything; Thank you. It was very interesting, etc.), to use them without a reminder,

to call adults by name and patronymic, to "you",

to call each other affectionate names (Tanya, Tanya),

during the conversation, do not lower your head, look into the face of the interlocutor,

talk without shouting, but loud enough for the interlocutor to hear,

do not interfere in the conversation of adults,

be sociable and friendly without obsession.

The tasks and content of teaching monological speech are determined by the peculiarities of the development of coherent speech of children and the peculiarities of monological utterance.

Discussion

Any coherent monological utterance is characterized by a number of features: integrity (unity of the theme, correspondence of all microthemes of the main idea); structural design (beginning, middle, end); coherence (logical connections between sentences and parts of the monologue); volume of utterance; smoothness (absence of long pauses in the process of telling).

A number of skills are needed:

the ability to understand and comprehend the topic, to determine its boundaries;

select the necessary material;

arrange the material in the desired sequence;

use the means of language in accordance with the literary norms and objectives of the utterance;

to construct speech intentionally and arbitrarily;

select the content for your stories,

arrange it in a certain sequence.

Conclusion

In addition, it is important to inform children of basic knowledge about the construction of the text and the ways of linking sentences.

So, speech is a means of joint activity with other people and develops depending on how this activity is organized and under what conditions it takes place.

Speech is not imitation of other people's words and not memorizing speech stamps. The mastery of speech in the younger preschool age occurs only in live, direct communication, when the baby not only listens to the words of another person, but also responds to him when he himself is included in the dialogue; moreover, he participates in the dialogue not only with the help of hearing and articulation, but also with all his actions, thoughts and feelings.

And one more thing: one of the most important professions is the profession of an educator who loves children, knows his job perfectly well and clearly imagines that any losses in the development of an early child are irreplaceable. Teachers working with kids deserve every support, attention and respect.

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