

The Specifics of the Speech of Preschool Children

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Annotation:

The article provides information on the content of the work on the development of speech of preschool children, on the work on the development of children's speech together with the teacher, parents, on the methods of exercises used by preschoolers to learn their native language and develop communicative speech.

Keywords: preschooler, speech, education, educator, exercise, pronunciation, sound, grammar, technique.

Preschool education is an integral part of continuing education, since it is in the preschool that the child's first social processes are formed: he enters into communication with his peers, participates in the first classes, group games, which have a targeted orientation of preparation for admission to school. All this is aimed at educating a harmonious generation, the main focus is on controlling the formation of its mental, physical and moral qualities.

The current period requires the introduction of new innovative and interactive technologies in preschool educational organizations, taking into account the individual characteristics of preschool children. In this process, it is necessary to take into account the styles and forms of speech development, since speech is the main means of human communication. Without speech, humans would not be able to exchange countless data with each other. Thanks to speech, which is a means of communication, a person's consciousness, which is inherent in him, is not only limited by personal competence, but also enriched by the skills of other people, and the master to a greater extent. He also cannot get as much information through observation or the senses (perception, attention, imagination, memory, thinking). Words contain more information than simple combinations of sounds. At the age of one year, all children begin to pronounce individual words. And on the eve of the two-year-old, the child begins to speak sentences consisting of 3-4 words. At about four years old, he can speak much more fluently. During this period of speech development, there are three different ways of mastering language and, based on this, further improving speech:

imitation of adults and other people around them, the connection of conditioned reflex education systems, actions, objects, events with their corresponding words and word combinations.

To these should be added the inherent speech creativity of the child, which manifests itself in the fact that the child suddenly begins, on a completely independent, "personal initiative", to come up with words and expressions that he has not yet heard from adults.

Among the larger number of tasks of educating and educating preschoolers, learning their native language and developing communicative speech is one of the main tasks.

This general task includes some special tasks:

- to educate the child's speech and sound culture, enrich, strengthen and activate his vocabulary,
- speech training (dialogue), grammatically correct speech formation, arousing interest in the artistic word,
- Preparation for literacy training.

By the age of four, the child has mastered all the sounds in his native language, including the sounds r, l, m, h, T. But all this does not remove responsibility from the adults around him for the fact that the child already knows how to speak himself.

Knowing your native language doesn't just mean being able to make sentences correctly, even if it's an additional sentence (I don't want to walk because it's cold and wet outside). It is necessary and necessary to teach the child to tell events: not only to name the object (it is a ball), but also to describe it, to be able to talk about some event, correctly observing their sequence. Here we mean meaningful, thoughtful, sustained in the sequence of events, understandable, not requiring unnecessary questions and comments, coherent speech.

At the moment of speech formation, there is clearly an inextricable link between mental and speech development, the growth of children's creativity, thinking, creativity, and observation.

The development of speech skills occurs in such a way that children learn to hear and understand the speech of adults, answer their questions, speak in front of other children, and hear each other.

For the development and improvement of speech skills in preschool children, a wide range of practical material is needed that trains their hearing, memory, develops receptivity, accuracy of pronunciation of words, sentences, and develops creative abilities. These may be historically minor exercises with texts and short statements that can be performed during a workout or for a short period of time.

Short statements-tongue twisters:

She sells seashells by the seashore.

At the same time, the teacher should be well versed in the types of games and exercises that form children's speech potential, correct pronunciation of sounds.

Types of games and exercises for the development of children's speech activity.

1. Articulation is a playful exercise to identify and develop the movement of internal organs.

For example: "Snowflakes are flying."

Children are given "snowflakes" - small, very large pieces of cotton wool suspended by a thread. Children slowly blow on the "snowflakes", reflecting the wind (controlling that the children blow longer and more evenly, without puffing out their cheeks).

The content of the exercise "Swing":

Children remember how they fly on a rope swing, then they are invited to "fly with tongues on a swing in a rope", children open their mouths and lower their tongues behind their lower teeth (down), and then raise their upper teeth (up). At this time, the lips are smiling and the teeth are visible.

2. Education of correct pronunciation and phonemic perception of sound in words. To educate the correct pronunciation of the sound in a sentence.

For example: in the Pump exercise, the children wanted to ride a bike, but there was absolutely no air left in the wheels of the bike. They take the pump and start pumping. The air comes out of the pump: "S-s-s". The sound "S-s-s" comes out. Everyone makes a sound, pretending that the air is supplied by a pump.

Exercise: "What happened?" The teacher lays out objects on the table, the names of which begin with the letter sound (zh) (giraffe, magazine). Children pronounce the name. Then he closes the top of the objects, changes the location and adds something new again (for example, a beetle), the name of which sounds (w). As events unfold, the educator asks what is new. Then the children are invited to find the vowels themselves (g). You can also use pictures.

Instead of a conclusion, we can say that creativity in children manifests itself to a greater extent if organized speech development classes with preschoolers are conducted harmoniously with objects of an artistic and aesthetic type such as a fairy tale, myth, etc.

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