



METHODS AND TECHNIQUES OF SPEECH DEVELOPMENT IN CHILDREN OF PRESCHOOL AGE

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ABSTRACT

The article under discussion depicts the methods and techniques of speech development in children of preschool age. The authors of the article consider that teaching a child a native language, adults simultaneously contribute to the development of his/her intellect and higher emotions, prepare the basis for successful learning at school, for creative work. Speech features of children are related to the form of communication they have achieved. In addition, verbal communication in preschool age is carried out in different activities: in the game, work, household, educational activities and acts as one of the sides of each type.

KEY WORDS: *children, preschool age, methods, techniques, speech, activity, tool, writing, speaking, listening, reading, enrich, expand, development, language.*

DISCUSSION

Speech is an integral part of the social being of people, a necessary condition of human society existence. It is estimated that about 70% of the time when a human being is awake, he dedicates to speaking, listening, reading, writing - four main types of speech activity.

Speech is, on the one hand, a tool for expressing our ideas, thoughts and knowledge and, on the other hand, a means to enrich and expand them. To be perfect in all kinds and manifestations of speech means to possess the most powerful instrument of human mental development and, therefore, the culture of mankind. Nothing affects

the general development as negatively as language backwardness [1].

Speech in human life performs the following basic functions:

- is a means of cognition, a necessary condition of human cognitive activity (thanks to speech a person acquires knowledge, assimilates and transmits it);
- is a means of influencing the consciousness, developing a worldview, norms of behaviour, formation of tastes (i.e. speech is used to influence people's views and beliefs, incline them to actions, etc.);



- it is used in the process of joint labour activity to coordinate efforts, plan the work, check and evaluate its results;
- is a means of satisfying a person's personal needs: to communicate, to join a certain group of people (a person, as a social being, cannot live outside of communication with other people: he must consult, share thoughts, experience and empathise).

Objectives of speech development:

1. Education of speech sound culture.
2. Enrichment and activation of the pupils' dictionary.
3. Formation of grammatical order of speech.
4. Teaching coherent speech by activating traditional and non-traditional methods in the work of speech development.

Kindergarten age is a period of active learning of spoken language, formation and development of all aspects of speech - phonetic, lexical, grammatical. At this age, the circle of children's communication is expanding, which requires the child to master the means of communication, the main of which is speech. In the process of diverse communication, the child learns the natural, subject and social world around him/her in its integrity and diversity, forms and reveals his or her own inner world, his or her "Ego", comprehends spiritual and material values of society, gets acquainted with its cultural norms and traditions, finds the circle of significant other people, acting as an active subject of interaction [2].

A child with well-developed speech easily enters into communication with the world around him or her. He or she can clearly express his or her thoughts and desires and consult with peers, parents, and teachers. Communication is an instrument of culture that is adapted to the development and formation of personal consciousness, its perception of the world, to nurture a humane attitude to the natural, subject and social world around it.

It is a necessary condition for solving the tasks of mental, aesthetic and moral education of children. The earlier speech development training is started, the freer the child will use it in the future.

METHODS OF SPEECH DEVELOPMENT

The modern child is in an active information flow and not everyone can orientate himself in it. It is often very difficult for the child to "process" all the information. Therefore, lessons on speech development are an important part of the overall development of pupils.

Speech development is the process of speech formation depending on age characteristics of

the person, associated with mastering the means of both oral and written speech (language), which in turn characterizes the development of communication skills, verbal thinking and literary creativity.

Methods of teaching speech development are defined as the way in which educators and children work, ensuring that children acquire speech skills and abilities.

There are three groups of methods - visual, verbal and practical - that can be conventionally distinguished in the method of teaching the native language.

Visual methods are used in kindergarten much more often than other methods; they are divided into direct and indirect methods. If the objects under study can be observed by children directly, the educator uses the method of observation or its varieties: examination of the room, excursion, consideration of natural objects. These methods aim to accumulate speech content and provide a link between the two signal systems. If the objects are not accessible for direct observation, the educator introduces them to children indirectly, most often using visual aids - viewing toys, illustrations, photographs, descriptions of paintings and toys, storytelling by toys and pictures, watching movies and diaphragms [3].

Intermediate visual methods are used in kindergarten and for secondary acquaintance with the object, they are used to consolidate knowledge, dictionary, development of generalizing the function of the word, teaching coherent speech. For this purpose, such methods are used as viewing pictures with content familiar to children, viewing toys (as conventional images reflecting the world around them in three-dimensional pictorial forms), children's descriptions of pictures and toys, and inventing storytelling.

The use of verbal methods in kindergarten is less frequent than in school. In kindergarten, the methods used are mainly those related to the artistic word. The kindergarten teacher reads to the children the artistic works in the programme. More complex methods are also used: memorization, paraphrasing, storytelling without relying on visual material (storytelling without showing (in early groups), stories from the life experience of the teacher, stories about noble and heroic deeds of children and adults (in preschool groups), summarizing conversation (of older preschool age to consolidate previously accumulated knowledge and to get used to collective conversation).

These methods require a focus on clarity, so all verbal methods use visual teaching techniques: showing objects, toys, looking at illustrations,



paintings, or showing a visual object to relax children or rest (reading poems, riddles, etc.).

Practical methods are aimed at:

- Teaching children to apply what they have learned in practice;
- learning and improving speech skills and abilities.

In kindergarten, practical methods are most often playful.

Practical methods include various didactic games (games with visual material and a word game - a universal method for consolidating knowledge and skills. It is used to solve all problems of speech development), dramatization games (work with familiar literary text), staging games, round dance games, didactic exercises (getting acquainted with the new, fixing skills or abilities, creatively process the learned information). The main task of these games is to bring up a culture of children's behavior; they are also extremely important for speech development, as they enrich the dictionary and consolidate the skills of speaking [4].

Depending on the nature of children's speech activity, reproductive and productive methods can be conditionally distinguished.

Reproductive methods are based on the reproduction of speech material, ready-made samples. In kindergarten, they are used mainly in vocabulary work, in work on education of sound culture of speech, less in the formation of grammar skills and coherent speech. Among the reproductive can be conditionally attributed methods of observation and its varieties, the examination of paintings, reading fiction, paraphrasing, memorizing, games-dramatization on the content of literary works, many didactic games, ie. all those methods in which children learn words and the laws of their combination, phraseological turns, some grammatical phenomena, such as the management of many words, learn by imitating the sound, retell close to the text, copy the story of the teacher.

Productive methods involve children building their own coherent statements, where the child does not simply reproduce the language units known to him or her, but chooses and combines them each time in a new way, adapting to the situation of communication. This is the creative nature of speech activity. It is clear from this that productive methods are used in the teaching of coherent speech. These methods include generalizing conversation, storytelling, paraphrasing with text reconstruction, didactic games on the development of coherent speech, modeling methods, creative tasks.

There is also no sharp border between productive and reproductive methods. There are elements of creativity in reproductive methods, and

elements of reproduction - in productive methods. Their ratio fluctuates. For example, if in a vocabulary exercise children choose from their vocabulary the most appropriate word to characterize an object, then compared to the same choice of words from a series of given or repetition of the first task after the teacher when examining and examining the objects, the first task is more creative. In independent storytelling, creativity and reproduction can also be manifested in different ways in stories according to the sample, plan, and proposed topic. The characterization of well-known methods in terms of the nature of speech activity will make it possible to use them more consciously in working with children.

Reception is the main element of the method. At present, the method of speech development does not have a stable classification of techniques, but in terms of the role of visibility and emotionality, they can be divided into verbal, visual, practical (game).

The most widespread in kindergarten are verbal techniques. These include: speech pattern, repetition, explanation, instructions, verbal exercise, assessment of children's speech, question.

Speech Sample - correct, pre-tested speech (language) activities of the teacher, designed to emulate children and their guidance for repetition, imitation. It is pronounced clearly, loudly and leisurely.

Repeated pronunciation - deliberate, repeated repetition of the same speech element (sound, word, phrase) in order to memorize it. Repetition of material by the tutor, individual repetition by the child, joint repetition (by the tutor and the child or by two children), as well as choir practice. Choral repetition is especially in need of clear guidance. It is desirable to give him or her explanations: to offer to say all together, clearly, but not loudly.

Explanation is the educator's disclosure of the essence of a phenomenon or way of acting. Widely used in vocabulary work - to reveal the meaning of words, to explain the rules and actions in didactic games, as well as in the process of observation and examination of subjects.

Instructions - explaining to children how to act, how to achieve the desired result. Instructions of a teacher can be divided into educational, organisational and disciplinary ones.

Word exercise - repeated performance of certain speech activities by children to develop and improve their speech skills. In contrast to repetition, the exercise is characterized by greater frequency, variability, greater proportion of independent efforts of children.



Assessment of children's speech is a detailed motivated judgment of the child's response, revealing the degree of knowledge and speech skills acquisition. Evaluation should not be merely stated, but also instructive. It is given so that all children can be guided by it in their statements [5].

In a single session, only some children's answers can be assessed in a broad, detailed way. As a rule, the assessment refers to one or two qualities of children's speech, and is given immediately after the answer so that it can be taken into account by other children. The evaluation is more likely to focus on the positive aspects of speech. If deficiencies are noted, the child may be asked to "learn" by trying to correct his or her response.

CONCLUSION

Methods of teaching speech development are defined as the way of work of a teacher and children, ensuring that children acquire speech skills and abilities.

The methods proposed to develop speech of preschool age children are aimed at:

- accumulation of speech content and ensuring informational and emotional stability;
- education of children's culture of behavior;
- speech development, enriching the vocabulary and strengthening spoken skills.

Thus, the effectiveness of pedagogical impact on children's speech depends on the right choice of speech development tools and their interconnections. At the same time, a determining role is played by taking into account the level of formation of speech skills and abilities of children, the nature of cognitive and linguistic material, and possible options for using methods and techniques of speech development.

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