

SPEECH DEVELOPMENT OF CHILDREN AT KINDERGARTEN AGE

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Abstract

This article describes the development of kindergarten age children's speech as a communicative tool, the development of literacy and vocabulary growth in the educational process.

Keywords: vocabulary, word, speech, statistics, education, monologue, non-situational, element, communication, iqkat, education.

The development of children's speech in kindergarten age is inextricably linked with their activity and communication. The change in the content and form of the child's sentences is related to the change in the forms of his communication. The transition of the situational speech characteristic of early childhood from the form of business communication to the form of non-situational knowledge-oriented and non-situational-personal communication puts certain demands on children's speech. These requirements create new aspects of the child's speech, features necessary for solving various communicative problems. The speech of a child of kindergarten age begins to perform the function of establishing social contacts. For this, it is necessary for the child to develop internal speech and develop a monologic character. An important feature in the development of a child's speech in kindergarten is that speech becomes a tool of thinking. There are 2 important aspects in the growth of a child's vocabulary - quantitative and qualitative aspects.

Quantitative growth of vocabulary D.B. According to Elkonin, it directly depends on the child's life conditions and upbringing. In recent years, in studies devoted to learning the vocabulary of children's speech of one age or another, higher quantitative indicators have been determined compared to previous studies. For example, according to V.Logina, by the age of 3, a child's vocabulary contains 1,200 words, and the active vocabulary of a 6-year-old child includes 3,000-3,500 words. However, studies conducted 40-60 years ago indicated that the vocabulary of a 3-year-old child consists of 400-600 words, and the active vocabulary of a 6-year-old child consists of 2500-3000 words.

Situational - children's lexicon (speech) in the form of active communication is related to a situation with a concrete subject. This situation is seen in the fact that the child's speech contains many words related to the noun group. Words from the category of adjectives are either not found at all, or express only the external characteristics of the item: color, size (96.4% of all adjectives). 98% of verbs are used only in relation to action with a concrete object.

In non-situational communication of children, they are freed from dependence on receiving information from adults about various things and events. Gradually, the reserve of words that reflect the various characteristics of the things around me is expanding. In particular, there are words belonging to the adjective group expressing aesthetic characteristics (11.25%) and words indicating emotional characteristics (5%), words from the verb group meaning volitional and intellectual movement (6, 24%) occurs.

In non-situational - personal communication, when the child tries to get information about relationships between people, compare his opinion with the opinion of adults, general grammatical complexity occurs in his speech. Words in the category of adjectives have the following ratio: attributive (expressing external characteristics) — 69.80%, adjectives expressing aesthetic characteristics — 14.65%, adjectives expressing moral characteristics — 9.3%. Verbs expressing willful and intellectual actions are much more numerous and make up 9.76% of all verbs used in speech.

The child's vocabulary grows not only quantitatively, but also qualitatively. This is mainly due to my child learning the meaning of words. The process of acquiring vocabulary is inextricably linked with the acquisition of concepts. L.S. Vygotsky writes, "From a psychological point of view, the content and meaning of words is nothing more than a generalization or concept. We have the right to consider the meaning of the word as a phenomenon of thought.

Kindergarten children learn to name the objects, events, qualities, properties, and relations that are expressed visually or involved in the activity of the teacher. This can be explained by the fact that the child's thinking is visual-action and visual-image. Because of this, there are almost no abstract concepts in the vocabulary of children of kindergarten age.

If a child of 3-7 years of age is required to perform a specific action with a word that is an element of speech activity in a given task, for example, if he is given the task of extracting a word from the structure of a sentence, S.N. a more stable tendency to obtain is observed. When asked how many words are in the given sentence, the children repeat the sentence from head to toe. For example, if the sentence "The ball rolled" is given, the child (5-9 years old) says that this sentence contains one word "The ball rolled".

S. N. Karpova's research proved that it is possible to form the skill of extracting all kinds of words from the structure of a sentence in a child of kindergarten age. For this, the child needs to understand the criteria of the word, that is, it consists of a set of sounds, and that the word always has a specific meaning (of course, in ways that are appropriate for the children's age). When this is done, children regardless of their age will have adequate and clear ideas about the word.

For this purpose, it is possible to use only ostensive definitions, i.e., definition by visual presentation of words, without teaching the child understandable criteria of speech. It is on this basis that G.A. Belyakova's imagination about the word, which is spontaneously formed in children, and the meaning of the word "word" are clarified.

As a result of spontaneous mastering of speech correction in kindergarten age, elementary forms of word structure analysis appear in children.

The process of mastering the phonetic (sound) system of speech includes the development of correct pronunciation of sounds and phonemic hearing.

Mastering the phonetic structure of speech begins at the end of the 1st year. By the beginning of the kindergarten period, children have mastered almost all the sounds of their mother tongue. However, there are also children of kindergarten age who have speech defects and pronunciation defects even at a much older age. The main reason for this is the slow development of motor skills of the speech apparatus.

The development of phonemic hearing, the sensory basis of speech, is of crucial importance in mastering the sounds of the native language. Phonemic hearing means the perception of speech sounds, combining and separating them into different meaningful units in the composition of words.

N.H. Shvachkin studied children's phonemic hearing in the initial stages of development and proved that phonemic hearing can be formed at the age of 1-7. By this time, the child can distinguish all the phonemic features of the speech of adults around him. That's why everyone around him can notice the correct and

incorrect pronunciation. A child of kindergarten age gradually loses the ability to distinguish a word from a mispronounced word. Phonetic images of words and sounds are formed in the child.

During this period, children pay great attention to the phonetic aspect of speech. According to L. E. Jurova, it is better to introduce a child to the world of language at the age of middle school, that is, during the period of especially acute perception. Experimental studies of L.E. Jurova and N.V. Durovalam show that 4-year-old children can learn not only to distinguish the intonation of sounds in a word, but also to distinguish between voiced and unvoiced consonants, and to name the first sound in a word. This is an important necessity for the development of sound analysis skills in 5-year-old children.

As L.S. Vygotsky said, speech becomes a means of practical thinking very early, connected with the practical activities of the child and the environment. In other words, one of the forms of communication with the practical activity of speech is manifested in the planning of future actions, accompanying speech to ongoing actions, and emphasizing the results of actions through the means of speech.

All these are very necessary for the formation of mental activity. At the end of the period before kindergarten, speech is often included in the practical activity of the child.

In the kindergarten age, the child tells about his actions, the objects he uses in them without referring to anyone, plans future actions and analyzes the results. ("The doll is sleeping", "If he fixes the car, he will walk", "The man fell, now I will pick him up"). In this case, speech does not serve for communication. J. Piaget called this type of speech "egocentric speech". According to J. Piaget, egocentric speech is the result of the egocentric nature of the child's thinking, the fact that individual speech has not yet been sufficiently socialized.

However, L. S. Vygotsky proved that egocentric speech is not the opposite of socialized speech as J. Piaget said, but it is also a social speech by its nature. The reason for its appearance is that the child is still unable to distinguish between speech directed at himself and others. The occurrence of egocentric speech is related to the fact that children of kindergarten age tend to work in cooperation with adults. The slower the child's independent activity, the higher this tendency.

Egocentric speech acts as a kind of substitute for cooperation with adults. Research shows that egocentric speech also performs the task of planning activities. The child verbally expresses the purpose of his activity in advance. Then he orally records the results obtained during the performance of the activity, orally plans new actions, and overcomes the difficulties encountered.

By the end of kindergarten age, the child's independent activity consists of 2 stages:

1. verbal decision-making and activity planning;
2. implementation of activities in accordance with the prepared plan and adopted decisions. In this case, egocentric speech is gradually collected, internalized (directed inward), and turns into inner speech in 5-6-year-old children.

New needs in the child's activity and communication cause intensive mastery of consciousness. A child's speech becomes more and more meaningful. Situational speech - the main form of speech of a child of kindergarten age gradually gives way to contextual speech, informative speech. Contextual speech is characterized by the fact that the interlocutor can understand this speech only on the basis of language tools, without relying on the situation (situation).

The context form of speech requires that the meaning be expressed in a complete, logical sequence, and the use of new grammatical forms. According to the structure of 0, the context speech approaches the written speech. An important feature of contextual speech is its discretion. The work on teaching literacy to children

of kindergarten age is based on the theoretical principles developed by D. B. Elkonin. Forms and methods of literacy training for kindergarten age were developed by L. E. Jurova based on the method of D. B. Elkonin.

In a special study aimed at studying the possibilities and characteristics of children's acquisition of literacy and determining the optimal age for it, N.S. Voronova found that 5-6-year-old children have a selective type of reception in learning literacy, and from 6 years old, they pay attention to reading. determined that. Based on this, N.S. Voronova noted that 5 years old is the most optimal period for teaching phonetic analysis, and 6 years old is the most optimal (best and most convenient) period for teaching reading.

Thus, one of the most important features of the kindergarten age is the appearance of the planning function of speech by the age of 4-5. Initially, planning is done verbally, and later in late kindergarten, planning through internal speech begins.

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