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CONSULTATION FOR EDUCATORS "DEVELOPMENT OF COHERENT SPEECH IN OLDER PRESCHOOL CHILDREN"

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ABSTRACT

The work on the sound culture of speech in the senior preschool age is aimed at solving the problems of cultural and speech education and at preparing preschoolers for literacy. Work continues on the formation of phonemic hearing, children's awareness of the sound composition of the word, the formation of phonemic perception of the word.

KEYWORDS

Pre-school speech, speech development, pedagogical activity, methods, technologies, methods of educators in preschool institutions.

INTRODUCTION

As in teaching preschoolers the way to distinguish sound in a word, a certain technological chain is built here. Work on the into national expressiveness of speech is carried out in everyday activities, in games, starting from a young age, when children imitate when memorizing poems, playing replicas in nursery rhymes, in fairy tales reproduce the features of the intonation of adult speech. In the middle preschool age, we pay attention to intonation as a means of forming an

utterance, using primarily the material of folklore works in which one replica is pronounced differently by different characters: their utterances are differently intonated.

MATERIALS AND METHODS

Russian folk tales contain rich didactic material for solving this problem. Initially, children observe

examples of different intonation of the utterance on the teacher's speech sample (fairy tale "The Wolf and the seven goats": a song performed by a goat, the same song performed by a wolf; a fairy tale "Three Bears": Who do these words belong to: Who was sitting on my chair, etc.). At the next stage, the children themselves speak for the hero of the fairy tale, reproducing the intonation features of the remark uttered by him. The most difficult is the last stage in the work on expressiveness, when the same set of words, for example: at night, it fell, snow — children should pronounce with different intonation, expressing a different emotional attitude and defining the purpose of the utterance differently: to ask, to inform, to rejoice, to be upset, to be surprised. At the same time, we pay special attention to the intonation of the message and the intonation of the question, thus preparing the child to master punctuation rules based on the differentiation of sentences according to the purpose of the utterance. So, in the content of the work on the into national expressiveness of children's speech, we also see a transition from the involuntary use of phonetic means of language to an arbitrary one. Awareness of the into national expressiveness of speech by a preschooler is significant in terms of cultural and speech education of a preschooler, as well as from the point of view of preparing a preschooler for literacy: ideas about the intonation formality of a sentence will be formed by a preschooler against the background of his own speech experience. In the work on the into national expressiveness of children's speech, we use, in addition to the listed techniques, memorization of poems, retelling in faces, plot role-playing games: "School", "Shop", "Hospital", etc.

The criteria for assessing the level of mastering the sound culture of speech in the middle preschool age are determined by the following parameters:

- mastering the articulation of all sounds of the native language,
- mastering the technique of speech breathing,
- mastering the means of into national expressiveness of speech.

In the older preschool age, children mostly speak correctly. The shortcomings in their speech are due to the lack of skills in differentiating some sounds, primarily hissing and whistling, sonorous. There is some carelessness in their speech, which is manifested in the utterance of words on the inhale, in the wrong emphasis. There are stuttering and tongue-tied children. The listed shortcomings are not speech defects; these are age-related features that will become a persistent speech habit if the teacher does not work to eliminate these defects.

RESULTS AND DISCUSSION

To improve the articulation skills of children, the following techniques are offered:

pronouncing onomatopoeia, pure sayings, proverbs, tongue twisters, poems, nursery rhymes containing the necessary sound and lexical material. The listed techniques provide the possibility of an integrated approach to solving the tasks: onomatopoeia, pure speech, etc. it is proposed to pronounce with different voice strength, poems, nursery rhymes contain various intonation constructions. The work on the sound culture of speech in the senior preschool age is aimed at solving the problems of cultural and speech education and at preparing preschoolers for literacy. Work continues on the formation of phonemic hearing, children's awareness of the sound composition of the word, the formation of phonemic perception of the word.

CONCLUSION

Thus, the work on the sound culture of speech of preschoolers ensures that preschoolers master the phonetic means of language and become aware of these means, which gives the child the opportunity to use speech as a means of communication and provides preparation for literacy. The content of the work on the sound culture of speech provides a preschooler with a transition from oral to written speech, awareness of the rules of written speech.

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