

## Features of Speech Development in Children of Middle Preschool Age

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### ABSTRACT

*Preschool educational institution is the first and most responsible link in the general education system. Mastering the native language is one of the most important acquisitions of a child in preschool childhood. It is preschool childhood that is especially sensitive to speech acquisition. Therefore, the process of speech development is considered in modern preschool education as a general basis for the upbringing and teaching of children.*

**Key words:** *speech development, children, preschool age, sound culture of speech, child, coherent speech*

### I. Introduction

Existing approaches in pedagogy to the designation of child- 're one whose development is one of the lines. Therefore, thanks to their native language, children enter our world, get a unique chance of contact with other people. Along with this, speech is needed in order to understand each other. In addition, speech renders a great service in the knowledge of reality. According to M. M. Alekseeva, it is precisely in the middle preschool age that individual characteristics begin to be expressed. If there are deficiencies in the speech development of children, then they also begin to appear. This is because it is during this period that the formation of speech is completed.

Along with this, the emergence of speech means, first, that the child more accurately reproduces the sounds of his native language; secondly, it has substantial vocabulary; thirdly, he mastered the basics of the grammatical structure of speech; fourthly, he possesses the initial forms of coherent speech, allowing him to freely come into contact with people.

### II. Main Part

Consequently, cognitive processes such as perception, memory, attention, thinking develop at the right pace, then the child's speech will be richer.

Performing the above, listed cognitive processes - psychological basis of speech. The level of development of the psychological base directly affects the speech of a child of middle preschool age.

Therefore, developed perception, the presence of cognitive interests are a necessary basis for the formation of a vocabulary.

Along with this, the development of mental operations, for example - analysis, synthesis, comparison, generalization, classification - is directly related to the development of explanatory speech.

So, the development of coherent forms of speech - monologue and dialogue, takes place directly in the cognitive need, in the desire to accept information and share it.

It should be noted the need for a formed coherent speech, because the child's achievements in speech and personal development are based.

The authors distinguish two forms of coherent speech in pedagogical literature - firstly, it is a dialogue, and secondly, it is a monologue.

We summarized the indicators of speech development in middle preschool children and systematized them in Table 1.

**Table 1**

**Indicators of speech development in children of middle preschool age**

<p><b><i>Sound a culture of speech</i></b></p>	<p><i>For the most part, pronounces all sounds clearly native language. Easily mimics ambient sounds and noises in nature: wind, water, beetles, etc.</i></p> <p><i>Can vary tempo and intonation expressiveness, reading fairy tales and poems.</i></p> <p><i>Distinguishes between words and sounds.</i></p>
<p><b>Grammatical speech structure</b></p>	<p>Applies what has been learned creatively: exercises the use of the genitive case of the number of nouns, imperative verbs.</p> <p>Word creation is the norm.</p>
<p><b>Lexical side of speech</b></p>	<p>Determines the functional purpose of the item.</p> <p>Highlights properties, qualities, details, parts in objects and verbally designates them.</p> <p>Knows how to select appropriate actions for the subject. Capable of elementary generalization of objects into generic categories (furniture, dishes, clothes)</p>
<p><b>Coherent speech</b></p>	<p>Can answer questions about the content of literary works, talk about a picture, describe the features of a toy, convey personal impressions in his own</p>

Connected speech Can answer questions about the content of literary works, tell from a picture, describe the features of a toy, convey personal impressions in his own words.

As can be seen from the table, firstly, a child in the middle preschool age has significant success in mental and speech development. Secondly, pupils begin to identify and name the most essential signs and qualities of objects, establish the simplest connections and accurately reflect them in speech. Third, the child's speech becomes more diverse, more accurate and richer in content.

T about the same time, the impact on speech development has family and social education: the older the child becomes, the greater this effect.

Moreover, the active vocabulary increases (from 2500 to 3000 words by the age of five) and creates an opportunity for the child to build his statements more fully, to express thoughts more accurately.

#### **In the speech of children of this age :**

The adjectives that the child uses to designate the signs and qualities of objects begin to be traced; to determine the color, in addition to the main ones , additional colors and shades are used;

possessive adjectives continue to appear, for example, a fox's tail, words indicating the properties of objects, qualities, the material from which they are made, for example, an iron key.

In addition, preschoolers often begin to use adverbs, personal pronouns, complex prepositions, for example, from under, about; collective nouns appear , for example, dishes, clothes, furniture, vegetables, fruits.

As a result of the analysis of the literature, we noted that children of middle preschool age begin to build their statements from two or three or more. He uses simple common sentences, complex and complex sentences more often than in the younger preschool age, but still not enough. At the same time, attempts by the child to use more structurally complex sentences often leads to the fact that , firstly, children begin to make grammatical mistakes more often: they change verbs incorrectly, for example, children say " want " instead of want. Secondly, words in phrases do not agree, for example, verbs and nouns in numbers, adjectives and nouns in gender. Thirdly, they also allow violations in the structure of sentences.

Along with this, children's interest in sound understanding of words is significantly increased.

So, for example, at this age, a great attraction of children to rhyme is manifested. In addition, such a desire is explainable by the fact that it contributes to the formation of attention in the preschooler to the sound side of speech, develops speech hearing and requires any encouragement from adults.

However, during the period of middle preschool age, the mandatory mobility of the muscles of the articulatory apparatus provides the child with the opportunity to carry out the most correct movements with the tongue, lips, their clear and correct movement and position are necessary for the pronunciation of complex sounds.

In the fifth year of a child's life , it increases significantly sound pronunciation, for example: partially, the softened pronunciation of consonants disappears, often there is a skip of sounds and syllables. Moreover, at this age, a child can recognize by ear the presence of a certain sound in a word, determine words for a given sound.

We share the point of view of the authors M.M. Alekseev, A.I. Maksakov, who noted that there is some contradiction in the formation of the sound culture of speech of children of middle preschool: on the one hand, a special sensitivity to the phenomena of language, awareness of pronunciation skills, and on the other sides - imperfection of pronunciation of many sounds.

The development of the vocabulary of children of the fifth year of life was considered from the point of view of its enrichment, understanding of the meaning, accuracy of word use in active speech. Authors V.I. Loginova, G. Ya. Zatulina, highlight the role of working with a word in the formation of coherent speech, this especially applies to working on the semantic side of the word, because only in-depth lexical work develops the conscious use of linguistic means in speech utterances.

A. G. Tambovtseva, V. I. Yadeshko, G. M. Lyamina worked on the problem of the development of the grammatical structure of speech in children of middle preschool age in one direction or another.

A.G. Tambovtseva emphasizes that in the middle preschool age, the morphological side of the speech of children is noticeably more complicated. Various parts of speech and words begin to appear in the statements, which express the state and experience. All this allows us to conclude that this age period is favorable for the formation of coherent speech.

V.I. Yadeshko highlights the increase in the number of complex sentences

speech of children of middle preschool age, and she connects this aspect with an increase in cases of insufficiently correct agreement of words in sentences, while the grammatical design of the union connection between individual sentences is significantly improved. The complication of the structure of sentences is associated, according to V.I. Yadeshko, with an increase in vocabulary, understanding of the meaning of a word, and, therefore, with the development of thinking.

Thus, in the middle preschool age, there is a sharp improvement in the pronunciation side of the speech of children, for most of them the process of mastering sounds ends. The child begins to understand the correct pronunciation and correct understanding of the speech addressed to him, his vocabulary increases significantly, he masters the correct use of grammatical structures of his native language. From situational speech develops into contextual, coherent, and then explanatory. The child practically masters speech, not realizing either the laws to which she obeys, or his actions with her.

At the stage of middle preschool age, the most important tasks of speech development are solved: firstly, the enrichment of the vocabulary, secondly, the education of the sound culture of speech, thirdly, the formation of grammatical structure, fourthly, the development of coherent speech, and fifthly, the formation of culture dialogical speech. At the same time, the level of speech culture depends, on the one hand, on knowledge of the norms of the literary language, on the other hand, on the laws of logic and strict adherence to them, as well as on the possession of his wealth, the ability to use them in the process of communication.

Thus, in the course of the analysis of pedagogical literature, we have determined for ourselves that the richness of speech is the variety of used linguistic means: a large volume of active vocabulary; variety of morphological forms used; variety of syntactic constructions used.

Moreover, the wealth of any language is determined, first of all, by the richness of the dictionary.

Consequently, speech is considered rich if it is diverse in its linguistic structure. Therefore, a person must have a large vocabulary, from which he can select the right word and apply it in his speech. In this regard, the skill described above should be taught to a child from preschool age.

In addition, a rich vocabulary is, first of all, the guarantee of successful schooling and the basis for further personal realization.

It should be determined, in the content of activities for the development of the richness of speech of a child of middle preschool age, the following main tasks:

First, the enrichment of speech with new words, the assimilation by children of previously unknown words, as well as new meanings of a number of words that already exist in vocabulary. The volume of the dictionary is replenished due to common vocabulary, for example, the names of objects, signs and qualities, actions and processes. Therefore, the speech of children of middle preschool age is enriched on the basis of their direct acquaintance with the environment.

Reality, in the process of cognitive activity. Consequently, the vocabulary of children of middle preschool age must correspond to the stock of their ideas. Also, if your vocabulary grows not fast enough, then the children will not have enough words to express their thoughts. At the same time, if the growth and volume of words outstrips the enrichment of the outlook with specific knowledge and ideas, then middle preschoolers may develop the habit of inventing, fantasizing, without comprehending or delving into words. In connection with the above, both do not reflect well on the development of thinking.

Secondly, the consolidation and refinement of the dictionary.

This task is mainly due to the fact that in children of middle preschool age the word is not always associated with the idea of the subject. In the case when children often do not know the exact name of objects. This applies to words that are difficult for them: collective, for example, "clothes", "furniture" and abstract, for example, "silence", "kindness", nouns, numerals and relative adjectives, for example, "passenger", "city", as well as words that are complex in terms of sound, for example, "tram", "escalator". Therefore, in this situation, it is necessary to deepen the understanding of already known words, filling them with specific content, on the basis of an accurate correlation with objects of the real world, further mastering the generalization that is expressed in them, the development of the ability to use commonly used words.

Thirdly, speech activation.

Moreover, to activate speech means to teach children to use words in a meaningful way, to transfer words from a passive state to an active one. The words used by preschoolers are divided into categories: on the one hand, a passive vocabulary is those words that the child understands, associates with certain ideas, but does not use;

on the other hand, an active vocabulary is words that the child not only understands, but actively, consciously, at any suitable occasion, uses in speech.

Accordingly, in the work of a teacher, it is important that a new word be included in the active vocabulary of children. This happens only if it is fixed and reproduced by them in speech. The new word should come into speech in combination with other words so that children get used to using them in the right cases.

Fourth, the elimination of non-literary words from speech (dialectal, vernacular, slang).

First of all, this is necessary if children are in a dysfunctional language environment.

We identified the following sources for the development of the richness of speech in children of middle preschool age: observation of the surrounding reality, for example, nature, social life, human labor, children's play activities; communication with adults and peers, for example, conversation, joint

activities, games; adult speech - children take many words for communication from adults who surround them; fiction, the reading of which is usually accompanied by analysis and discussion of the content, work on the language of the work.

Along with this, in the middle preschool age, in the work on the development of the richness of speech, special attention should be paid to the correct understanding of words, their use and further increase in the active vocabulary.

Moreover, the development of the lexical system of the native language occurs gradually, since not all children successfully master semantic units and relations.

So, in the process of directly educational activities, during play activities, the teacher needs to show children that each object, its properties and actions have their own names. Therefore, it is necessary to form a skill in children of middle preschool age to distinguish objects according to their essential characteristics, to name them correctly, to see the features of objects, to highlight characteristic signs and qualities, as well as actions related to movement, for example, a person, animals, toys.

At the same time, forming a vocabulary, the teacher acquaints children of middle preschool age withonyms and synonyms, forms understanding and the ability to use generalizing concepts, develops the ability to compare objects, relate the whole and parts.

At the same time, the development of lexical representations in children of middle preschool age is aimed at leading children to understand the meaning of words, enriching it with semantic content.

Also, work continues on the activation of the names of objects, their qualities, properties, actions in the children's dictionary. Generalized concepts are specified, for example, toys, clothes, furniture, vegetables, dishes. At the same time, children can name actions related to the movement of toys, animals, find definitions for given words, for example, snow, snowflake, winter.

At the same time, children of middle preschool age learn to understand the meaning of riddles, compare objects in size, size, select, on the one hand, actions to an object, for example - a watering can ..., an iron ..., a hammer

are needed in order to ..., on the other hand, objects for this or that action, for example - you can water ... flowers, beds in the garden; you can iron ... dress, trousers ... clothes. At the same time, work is being done on the correct use of words denoting spatial relationships.

The same number, preschoolers learn to distinguish and select words that are close and opposite in meaning, for example: children, guys, boys and girls; sweet is bitter, old is new.

Also, children of four to five years old learn not only to correlate words in meaning, but also to explain them, give words and phrases in games, for example, "Who (what) can be easy, heavy, kind, funny ...?", "How say differently? ", " Why do they call me that? ", " Continue the chain of words. "

Children of middle preschool age are quite inquisitive, they ask many questions, they are interested in the qualities and properties of objects, they successfully establish the simplest connections between natural phenomena.

However, a child of middle preschool age should be able to relate coherently about events from his own life, describe animals or toys that replace them, tell about the depicted event in a picture or in a series of pictures. He is able to retell familiar text.

Consequently, in the work on the formation of the richness of speech, before children begin to perform tasks on composing stories with many words, that is, to apply already learned lexical skills into

a perfect inference, it is necessary initially, when forming lexical ideas, from explaining individual words to move on to composing phrases, then to sentences ...

This age period needs to develop in children a desire to learn what a new word means, to learn to notice unfamiliar words in someone else's speech, to make sentences from words and phrases, as an example, you can cite games: "What happens?", "What the wind can do, blizzard, sun? ").

At the same time, children can develop an understanding of a polysemous word, an orientation in the combination of different words, for example, "walking" can be said about a person, a bus, a train, a watch, or a cartoon.

When familiar with ambiguous words, such as - foot, pen, it is necessary to use clarity. For example, to find in the picture objects that are called in one word "needle" - sewing, medical, hedgehog's needle, Christmas tree, pine.

To consolidate the ability to navigate in different meanings of a polysemantic word, you can offer words of various parts of speech available to children, for example: lying, pouring, beating; leg, nose, zipper; strong, weak, sharp.

So also, continues training firstly, the formation of Forms genitive singular and plural nouns, for example, no doll, chairs, buttons; secondly, the correct coordination of nouns and adjectives in gender, number and case; thirdly, an orientation towards the ending of words develops when they agree in gender, for example, a red chair, a kind grandfather.

At the same time, teaching children the formation of forms of verbs in the imperative mood, for example - dance! play! -

It mainly occurs during the game, in the case when children offer instructions to animals, toys, friends (similar to the games presented above).

Along with this, children of middle preschool age are taught in the correct understanding and use of prepositions of spatial meaning, for example - in, under, above, between, about.

Children of middle preschool age form the skill to use the names of animals and their cubs, for example, a duck - ducklings - there are no ducklings; hare - hares - a lot of hares; fox cub - cubs - no cubs.

In addition, children of middle preschool age should be introduced to the origin of some words, for example, "Why are mushrooms called boletus, boletus, chanterelle, fly agaric? a hat with earflaps, a flower with a snowdrop? "

### III. Conclusion

It is important to take into account that in middle preschool children who entered kindergarten from a family, the speech level is unevenly formed and, therefore, individual work with the child is necessary, as well as the inclusion of game forms of learning, both in the classroom and in free from them time.

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