

## The development of speech in preschool children

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**Abstract:** This article examines the features of early speech development in children, an individual approach to non-speaking children, the use of play activities and the emotional aspect in child development. Also, specific methods of working with them are revealed and various methods are proposed for consideration, exercises for the development of tactile sensitivity, fine motor skills of fingers and hands, exercises for the development of a targeted air stream and organs of the articulation apparatus, as recommendations for parents and teachers.

**Key words:** early child development, pronunciation of material, theatrical activity, role-playing games, development of fine motor skills, development of a targeted air stream, development of the organs of the articulatory apparatus.

The relevance of research. Early age is an important period in the formation of a child's speech, and active assimilation takes place up to three years. The lack of attention of parents to the upbringing of children leads to a delay in the child's speech development, and in the future it becomes difficult to compensate for the lost time.

The relevance, lack of awareness of parents about various methods of interaction with a child that contribute to the development of speech, determined the choice of the topic: "Early speech development and methods of working with children of younger preschool age."

The object of our research is: the formation of phrasal speech in young children.

Subject of research: the use of various methods and techniques in the child's play activity.

Purpose of the study: to promote the timely inclusion of parents and teachers in the child's development process, to propose the most effective methods for the development of speech.

Research objectives:

- Explore various areas that contribute to the child's speech development.
- Study and determine the developmental characteristics of young children.

Research methods:

1. Investigate the formation of phrasal speech through the use of various types of play activities.
2. Observation of children in order to study the characteristics of speech development.

The role of play can hardly be overestimated in the development of preschool children. Play is the main activity of a preschooler, a necessary condition for the all-round development of personality and intelligence.

Along with the general influence of play on the entire course of the child's mental development, it has a specific effect on the formation of speech. Children should be constantly encouraged to communicate with each other and comment on their actions, which contributes to consolidating the skills of using initiative speech, improving spoken language, enriching the vocabulary, forming the grammatical structure of the language, etc. There are many concepts of play created by major psychologists and educators who hold different theoretical positions and interpret play in different ways. Games, the content of which is the dramatization of a plot, the so-called dramatization games, have a great influence on the development of children's speech. They contribute to the formation of coherent speech. And children of preschool age are characterized by a violation of the coherence of presentation, semantic omissions, difficulties in conveying the content of a familiar fairy tale. In the role-playing game, communication skills are formed from the moment of assigning roles, performing role-playing actions, resolving a conflict situation until the child leaves the game. In the course of the game, conflicts are inevitable. A way out of this situation is not possible without explaining the point of view of the

parties, the reasons for the conflict - "you are doing wrong, but it must be so ...". This is the construction of complex, complex sentences. Finding ways out of the conflict - "you must do this ..."

Round dance and singing games contribute to the development of expressiveness of speech and the consistency of words with movements.

The barkers used in outdoor games form clarity and rhythm of pronunciation.

The constant companion of all actions of the child; the word should reinforce every effective skill that the child learns. The child's speech manifestations are most vividly expressed in play and through play. There is a two-way connection between speech and play: on the one hand, speech develops and is activated in play, and on the other hand, the play itself develops under the influence of speech development. Already at an early age, with the appearance of new words, a child has a need to name objects, share his experiences, and gradually speech begins to accompany the game, complement the child's actions. Kids have games with imaginary objects, which are accompanied by speech, which helps to create an image. In older preschool years, sometimes entire episodes of play are created using words.

The game situation requires from each child included in it a certain level of development of verbal communication. If the child is not able to clearly express his wishes regarding the course of the game, if he is not able to understand his playmates, he will be a burden to them.

The experience is accumulated by the child in the game. Play is the strongest stimulus for the manifestation of children's initiative in the field of language, they should, first of all, be used in the interests of the development of children's speech.

With the objects presented in the game, the child comes into frequent repeated communication, as a result of which they are easily perceived, imprinted in memory. Each object has its own name, each action has its own verb.

It is important in the interests of stimulating the activity of children and the development of their language, thoughtfully organizing their play environment, providing them in an appropriate selection with objects and toys that will feed this activity and develop their language. The teacher's participation in children's games should not be limited to the organization of the environment, the selection of play material.

The child at play speaks incessantly; he speaks even if he plays alone, manipulates objects that do not stimulate conversation. Special activities with toys have a great influence on the development of play and speech in play. During the games, an opportunity is created for joint action and empathy about what is happening. This contributes to the establishment of appropriate contact between children and caregivers. Children and outside of class easily turn to adults for different reasons. The central messages that contribute to the development of speech are those that relate to the ways of working with toys and the gameplay itself.

There are toys, the value of which as stimuli for the manifestation of the speech of children is great. These are toys depicting animate objects: animals, people. There is not a single game that would put forward as many reasons for the manifestation of the speech of children as playing with dolls. Playing with dolls, serving them, children acquire a number of skills related to everyday household, work life, for them the closest and most understandable, skills that they consolidate in the game and each of which requires verbal cooperation.

A didactic game is an effective means of getting to know the environment, teaching the native language. By the nature of the material used, didactic games are divided into games with objects and toys, board-printed and verbal. Let's take a look at some of them.

The toy puts forward the possibilities for consolidating both those ideas that children have experimentally obtained in life, and the verbal forms caused by them. Among the various types of organized activities for the development of children's speech, special importance is attached to games with small, didactically selected toys. These toys are selected by category: people, people's homes, vehicles, animals, birds, vegetables, fruits, tools.

In the process of board-printed games, children learn and consolidate knowledge in practical actions not with objects, but with images in pictures. These games include: bingo, dominoes, paired pictures, looking at pictures on a cube. Cube exercises are useful for training finger movements, which has an impact on the development of active speech. A special role in the speech development of children is assigned to verbal and didactic games. In verbal didactic play, children learn to think about things that they do not directly perceive, with which they do not act at a given time. This game teaches you to rely on the idea of previously perceived objects in solving a problem.

In verbal games, the child learns to describe objects, guess by description, by signs of similarity and difference, group objects by various properties, signs, find analogisms in judgments, come up with stories with the inclusion of "fables" and so on.

Game actions in word games form auditory attention, the ability to listen to sounds; encourage repeated repetition of the same sound combination, which exercises the correct pronunciation of sounds and words. Children must hear the speech addressed to them and must speak for themselves. Games and activities with children who do not speak much contribute to the consistent accumulation of their passive vocabulary. The replenishment of the passive vocabulary outstrips the growth of the active one, even when children have mastered the mechanism of speech. This is done due to the speech that the child hears. Therefore, the teacher should not utter unnecessary unnecessary words, but he should not strike at the opposite extreme: unreasonably skimp on words, deprive children of the perception of meaningful, developing words that determine the development of their own active speech.

Speech is a unique opportunity for a child to communicate with his peers, however, not all of them develop it in a normal process (in a timely manner). As a result, the child becomes withdrawn or aggressive with others. Investigating the problem of speech development Ushakova O.S. [9, p. 64], was a supporter of the fact that a child needs to hear the speech of an adult. A very important aspect for the development of the child's speech is the communication of the mother with the child. No matter how absurd it may sound, but even in cases of delayed speech development, if the mother constantly voices all actions (dressing, bathing), or rather leads a monologue with her child, he absorbs it like a sponge. The more she comments on her actions, being elementary in the kitchen with the child, talks about the process of cooking, putting emotions into it and turning it into a game in which he can take direct part, the more it helps to activate the child's speech. Vygotsky L.S. [4, p. 96] believes that during the acquisition of speech, the child goes from part to whole: from a word to a combination of two or three words, then to a simple phrase, and even later to complex sentences. The game contributes to the development of the child's individuality, reveals the creative abilities of children [6, p. 39].

There are the following types of games:

- Theatrical games

In theatrical activities at an early age, the child acts as a spectator. It is important to teach the child to listen and understand the performance. For example, the use of "B-ba-bo" dolls (which literally come to life before our eyes) evokes positive emotions and turns on the child's speech activity. Playing with Bibabo dolls replenishes the child's vocabulary. Promotes the improvement of the intonation side of speech. For example, ask a child with different intonations to pronounce the words: bring, help, take. This whole process teaches children about emotional expressiveness (joy, sadness, surprise) and forms non-verbal and verbal means of communication. The use of these methods forms the dialogical skills of preschoolers [10, p. 78].

Role-playing games

Role-playing game is an activity in which a child imitates the actions of an adult in play moments specially created by the children themselves.

- Didactic games

Didactic play is a complex pedagogical activity, a method of teaching preschool children, when ideas about the world around are formed through specially selected material.

1. Game "Magic Ocean".

Purpose:

- enrichment of vocabulary;
- development of fine motor skills, development of purposefulness of movements.

The course of the game: a child with a fishing rod "catches objects" from the bottom of the ocean, when the object is caught, he calls that shown in the picture.

Sample: I caught the lamp. I caught the hat.

The game can be used to automate and differentiate sounds.

1. The game "Chef".

Purpose:

- learn to form possessive adjectives;
- enrich the vocabulary with verbs: "cook", "squeeze out", "bake".
- learn to correctly coordinate adjectives with nouns.
- develop fine motor skills.

Course of the game: The child cuts the fruit in half with a "knife" and says what he wants to cook.

It is also very important to use not only communication, but also support on all receptors of the child:

1. Showing and examining an object (visual perception)
2. Performing an action with an object (tactile receptors)
3. Requests and assignments (motor development)
4. Question - answer (auditory perception)
5. Communication through a toy (development of imagination)
6. Repetition of the past or commenting on actions (development and strengthening of memory and attention).

Many parents wonder how to get a silent person to talk? Often the reason is a lack of attention, when parents practically do not communicate with their child. But otherwise, overprotection can also cause a delay in speech development, when it is enough for a child to poke a finger, as this object is already in his hand. It is important to arouse the child's need to voice his desires, to encourage him even in moments of indistinctly pronounced sounds and syllables. Here are several methods by which you can determine the causes of the delay and how to eliminate them.

Methodology 1. "Learning to understand speech"

Purpose: to identify the level of speech perception of an adult.

A passive dictionary is a set of words and expressions that a child understands, but does not use in speech due to a delay in speech development [3, p. 56]. In the process of playing activity, the main task of parents is to enrich the vocabulary, objects, actions, phenomena that surround children in everyday life [7, p. 24]. Ask the child to follow simple instructions, correctly show in the photo (where is the mother? And where is the dog, etc.), a mirror (show your nose, eyes), toys (ask to find, bring, at the same time, voicing your actions with objects), visual material (ask the child to show this or that object, or the action depicted in the picture - a person walks, crawls, stands, lies; where there are many, little, big, small, etc.). But after the child learns and learns to correctly show the objects in the pictures, you need to ask him to name them.

Method 2. "Repeat and name"

Purpose: to determine the level of the active vocabulary of children.

Then we smoothly turn to imitation [2, p. 73], when together with the child we perform the simplest actions and pronounce them. You should use monosyllabic or two-syllable words to make it easier for your child to repeat after you.

I'm going (hold the child's hand and walk across the room).

I am running (hold the child's hand and run around the room, including the emotional aspect).

I wash (together immerse your hands in a bowl of water, emotionally express your actions, you

can even spray on each other).

I am flying (lift the child in your arms and twirl him in the air, like an airplane).

I crawl (crawl along with the child on the floor, who is faster).

I'm on my way (with a small train, go one after another - "tu-tu").

According to J. Piaget [8, p. 37], children's spontaneous word creation proves the child's ability to assimilate information. Even if the child repeats the first syllable, all attempts to imitate should be encouraged.

A prerequisite is the transformation of the whole process into a game and the ability to interest the child

After the child has mastered the use of the 1st person verbs, we teach to use the 2nd and 3rd person verbs.

I go, you go, he goes.

Phrases associated with everyday life are learned by heart (I want to drink, I go to sleep, wash my hands, give me a doll). It is important to include high-quality adjectives (big-small, cold-hot) in the child's speech. One of the most popular hide and seek games. We ask the child to hide (1,2,3,4,5 hide, I'm going to look). In the process of finding a child, you look behind objects and say:

"Behind the closet, no, behind the bed, no, under the chair, there is, I found you!" After repeated repetition, ask the child to look for you now. And at the same time, speak the same way as you did during the search.

Technique 3. "Describe the picture"

Purpose: to determine the state of contextual speech.

We transfer verbal experience to visual material. We ask the kid to name the action shown in the picture.

With the help of this experiment, it is possible to identify the cause of the delay and determine the level of formation of speech development [11, P. 58]. The use of these techniques allows you to quickly master speech, and turn the process itself into an exciting game.

As you know, motor development is directly related to speech. And if motor development is delayed, then, accordingly, speech development is formed with a significant delay. Therefore, in the early development of a child, the formation of the child's fine motor skills is very important [5].

- Exercises to develop tactile sensitivity and fine motor skills in the fingers and hands.
- In a plate with cereals or sesame seeds, draw various shapes with the child's finger.
- Arrange small circles in cells by color.
- Thread the rope into the hole of the figure to attach it to the board.
- We create various figures from plasticine.
- Run your finger over the stencil.
- We select the inserts in the desired mold.

In addition to the above, breathing exercises aimed at developing an air stream and exercises for developing the organs of the articulatory apparatus are also recommended [1, p. 6].

- Games for the development of a targeted air jet.

Maple Leaf

Description: we hold the thread threaded into the carved maple leaf with our fingers and ask to blow to make it fly.

So that the leaf takes off as soon as possible,

Pull forward with the sponges.

We blow hard my friend

But without puffing out your cheeks.

"Butterfly"

Description: there is a paper butterfly on the table, you need to blow without puffing out your

cheeks so that the butterfly takes off.

The butterfly sat down on the table,

You blow to take off.

"Feather"

Description: there is a feather on the child's nose. We ask the child to clamp the upper lip with his lower lip, and blow so that the feather flies.

"Score a goal"

Description: ask the child to blow on the ball so that it rolls right into the goal.

- Exercises for the development of the organs of the articulatory apparatus.

1. Purpose: development of the organs of the articulatory apparatus.

- "Horse"

We glue the tongue

To the red ceiling.

-Cock! -Cock!

-Cock! -Cock!

We pull the horse by the bridle.

- "Fungus"

Tongue on the ceiling,

It turns out a fungus.

Promotes further sound production [p].

- "Cup"

Like a cup tongue

Climbed to the ceiling

So that the water does not spill

She crept up to the lid.

Contributes to the further formulation of the sounds [w], [w].

- "Gorka"

The tongue bent the back,

Like a cat angry.

Contributes to the further formulation of sounds [s], [h].

Thus, when parents accompany their actions with comments, the child begins to listen attentively, to correlate words with action, his vocabulary and ideas about the world around him are enriched. This arouses the child's desire for communication and interaction. The use of speech therapy techniques, in which parents will take an active part, will contribute to the timely formation of speech skills in preschool children.

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