

Pedagogical and Psychological Problems of Speech Development in Preschool Children

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ABSTRACT

The article discusses the role of language in the formation of a child as a person. Scholars' views on the development of children's speech in preschool education are discussed. The pedagogical and psychological basis of the growth and development of speech in preschool children is discussed.

KEYWORDS: Preschool education, language and speech, aspect, pedagogical-psychological basis

The mother tongue plays an important role in the development of the child's personality. Language and speech have traditionally been considered in psychology, philosophy and pedagogy as a knot where various lines of mental development converge: thinking, imagination, memory and emotions.

Such scientists as L.S. Vygotsky, A.A. Leontiev, D.B. Elkonin and E.I. Tikheeva, S.L. Rubinstein, O. I. Solovyova and others.

Let us consider how the concept of "speech" is revealed in the psychological and pedagogical literature, and what significance it has for development.

A.A. Leontiev considers speech as follows: "The activity of cognition, that is, such activity, which consists in the "distribution" of reality using the language of cognitive tasks, highlighted by the course of social practice.

This activity is communication, communication activity. Speech can act as a tool for planning speech or non-speech actions "[13, p.18].

Revealing the structure that any speech utterance has, A.A. Leontiev notes a number of skills: quick orientation in communication conditions, the ability to plan your speech and choose the content, and for this you need to find linguistic means to convey it and be able to provide feedback, otherwise communication will be ineffective and will not give the expected results. At the same time, the most important means of acquiring speech skills is the ease of transferring language units to new, not yet encountered combinations. This is where the so-called sense of language comes into force, which gives the child the opportunity to apply speech skills on unfamiliar language material, to distinguish correct grammatical forms from incorrect ones. If the child instantly finds his bearings in the linguistic material and assigns a new word to some class of language phenomena already known to him (for example, the

definition of gender or number), then we can talk about a developed sense of language.

There are various aspects of speech development.

The physiological basis for the development of speech is the teaching of I.P. Pavlova on two signaling systems of human higher nervous activity, explaining the mechanism of speech formation. Speech activity is provided by different, very complex physiological mechanisms, depending on the content of various speech phenomena (naming objects, understanding words, phrasal speech, etc.). During the perception and reproduction of speech, there is primarily an unconscious or conscious choice of words based on their meaning. In physiology, the word is considered as a special signal that replaces immediate signals: sensations, perceptions and representations, and language as a whole - as a second signaling system.

The linguistic basis for the development of speech is the teaching of language as a sign system. This solves the question of the difference and relationship between the concepts of "language" and "speech".

It is advisable to consider language as a sign system that encodes the reality surrounding a person.

Speech represents different forms of language application in different communication situations. It is interpreted as an activity included in the general system of human activity.

Speech without mastering the language is not possible, while the I language can exist and develop relatively independently of a person, according to laws that are not related to either his psychology or his behavior. Linguistics studies language as an abstract system, as a system in the unity of all its levels: phonetic, lexical, derivational, morphological and syntactic.

The psychological aspect of speech development is based on the position of L.S. Vygotsky that the development of speech is closely related to the development of thinking and consciousness. Considering the problem of the formation of concepts, Vygotsky said that the accumulation of associations and groups of ideas does not lead to their formation, "a concept is impossible without words, thinking in concepts is impossible outside of speech thinking" [1, p. 124]

A.V. attached great importance to the interaction of speech and thinking. Zaporozhets. Citing examples of studies of the speech of young children, he emphasized that a complex system of speech connections is formed only in preschool age. Zaporozhets noted that "speech, a word devoid of a semantic function, not connected with thought, ceases to be speech, a word turns into an empty sound. Speech and thinking are in unity, and without taking this into account, neither thinking nor speech can be correctly understood." [2, p. 98]

S.L. Rubinstein spoke about the interaction of thinking and speech in the following way: "Speech is not just the outer garment of thought, which it casts off or puts on, without thereby changing its essence. Speech, the word serves not only to express, take out, convey to another a thought that is already ready without speech. In speech, we formulate a thought, but by formulating it, we often form it. Here speech is more than an external instrument of thought; it is included in the very process of thinking as a form associated with its content. Thinking and speech, without being identified, are included in the unity of one process. Thinking in speech is not only expressed, but for the most part it is done in speech." [5, p.117]

It is at the very moment when the child finds a new speech solution in any particular situation that the development of language ability occurs. And here the most important task becomes teaching, the formation of this ability in the child, the basis of which is the semantic component.

Considering the pedagogical foundations, it can be noted that even Jan Amos Comenius, the great Slavic teacher, establishing the sequence of studying different disciplines, believed that first you need to master the language (grammar), then real sciences and, finally, rhetoric.

The works of K.D. Ushinsky have not lost their importance to this day. It was he who owns the idea that the native language is the main, central subject that is included in all other objects and collects their result.

All pedagogical studies related to the development of children's speech refer to the heritage of Ushinsky, since he owns works that emphasize the role of the native language in raising a child and reveal specific teaching methods.

The ideas of L.N. Tolstoy and especially K.D. Ushinsky was developed by E.I. Tikheeva, who is the founder of the speech development methodology. She believed that mastering all types and manifestations of speech means owning a tool for the mental development of a person.

A great contribution to the development of the problem of speech development was made by A.M. Leushin, who proposed to reveal the strong positive aspects of children's speech, to understand for oneself all the richness of its potential opportunities in order, based on them, to develop what is already in children's speech. [4, p.232]

In the development of monologue speech, many researchers allotted the issues of perception of fiction: A.V. Zaporozhets, O.I. Nikiforova, N.S. Karpinskaya, A.E. Shibitskaya, L. Ya. Pankratova, S.M. Chemortan, L.M. Gurovich.

It should be noted that the development of speech has long been of interest to many researchers. Each of them has their own understanding of the learning problem, their attitude to the methodological solution of the problem, their positions in the development of the content and methods of speech development.

Considering the main tasks aimed at the development of children's speech, it should be noted that preschool age is the period of the child's active assimilation of the spoken language, the formation and development of all aspects of speech: phonemic, lexical, grammatical. Full mastery of the native language in preschool childhood is a necessary condition for solving the problems of mental, aesthetic and moral education of children in the most sensitive period of development. The earlier the teaching of the native language begins, the freer the child will use it in the future.

Research by psychologists, teachers, linguists (L. S. Vygotsky, S. L. Rubinstein, D. B. Elkonin, A. V. Zaporozhets, A. A. Leontiev, L. V. Shcherba, A. A. Peshkovsky, A. N. Gvozdev, V.V. Vinogradov, K.D. Ushinsky, E.I. Tikheeva, E.A.Flerina, F.A. M.M. Konina) created the prerequisites for an integrated approach to solving the problems of speech development of preschoolers.

O.S. Ushakova says that there are three main directions for the development of psychological and pedagogical problems of the development of speech of preschoolers, improving the

content and methods of teaching the native language. First, structural (the formation of different levels of the language system: phonetic, lexical, grammatical); secondly, functional (the formation of language skills in its communicative function: the development of speech, verbal communication); thirdly, cognitive, cognitive (the formation of abilities for elementary awareness of the phenomena of language and speech). All three directions are interrelated, since the issues of the development of awareness of phenomena are included in the problems of all studies that study different aspects of the development of speech in preschoolers. [6, p.203]

The problem of speech development in preschoolers has been and remains the focus of attention of psychologists and teachers. Correct, competent speech is the key to successful adaptation of a person in society. Therefore, many teachers and psychologists directed their efforts towards solving this particular problem.

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