

Section 3. Pedagogy

<https://doi.org/10.29013/ESR-22-11.12-14-16>

*Qurbonova Oysha Beknazarovna,
associate professor, PhD of TSPU named after Nizami
Uzbekistan, Tashkent*

THE PROBLEM OF THE FORMATION OF SPEECH COMPETENCE IN PRESCHOOLCHILDREN IN PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

Abstract. Preschool age is a period of intensive personality development, which is characterized by the formation of the integrity of consciousness as the unity of the emotional and intellectual spheres, and the formation of the foundations of independence and creative individuality of the child in various activities.

Keywords: speech development, creative initiative, beliefs, assessments, the formation of skills, productive communication, native speech.

In the works of L. S. Vygotsky, M. M. Alekseeva, S. L. Rubinstein, F. A. Sokhin, E. I. Tikheeva and others, it is indicated that the general development of the personality of a preschooler is largely due to the level of development of his speech. 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 the assimilation of speech. Therefore, the process of speech development is considered in modern preschool education as a common basis for the upbringing and education of children.

According to L. S. Vygotsky, for the successful development of the school curriculum, a kindergarten graduate must have speech skills – speech operations that are carried out unconsciously, with full automatism in accordance with the norm of language and serve for the independent expression of thoughts, intentions, experiences. To form skills means to ensure the correct construction and implementation of the statement [1, p. 65].

Recently, the competence-based approach to teaching has become increasingly popular. The problem of the formation of key competencies in preschool age was devoted to their works (N. N. Avdeeva, T. I. Alisheva, A. G. Gogoberidze, I. A. Zimnaya, O. L. Knyazeva, M. V. Krulekht, L. A. Paramonova, John Raven, R. B. Sterkina, E. G. Yudina, etc.).

In the conditions of modern language education, when the prerequisites for the development of creative initiative are created, a wide scope is open for the expression of various opinions, beliefs, assessments, the formation of skills and skills of productive communication should begin from an early age and continue throughout life, since a serious attitude to the ability to master native speech is the key to life success.

M. F. Quintilian, an ancient rhetorician and author of a fundamental work to help teachers of rhetoric and future speakers, insisted on teaching rhetoric to children from the age of seven, “because every-

thing you learn at a tender and inexperienced age takes root deeper in the minds" [2, p. 94].

Definitely, modern children and those who lived two millennia ago differ from each other, but the fact remains unchanged, which the great rhetorician wrote about – at this age, “children do not know how to pretend yet, but more obey instructions”. The speech competence of a preschooler, in my opinion, is a cross-cutting competence, as it is reflected in almost all spheres of a child’s life.

Experimental studies by leading foreign scientists – M. Alekseeva, E. Amatieva, L. Antonova, A. Bogush, E. Krutiy, Z. Kurtseva, T. Ladyzhenskaya, M. Lisina, A. Maksakov, G. Sagach, S. Hadzhiradeva, A. Chulkova, etc. – regarding the development of language, speech and communication skills indicate a low level of development of the designated skills and abilities.

Let’s give an example of the results of some experimental studies. Thus, experimental data from the survey of the level of development of speech competence obtained by E. Amatieva, A. Bogush, S. Khadjiradeva, A. Chulkova, indicate “... a rather low level of development of this phenomenon (up to 8.6%) in preschool children”, “a sufficient level of development of all structural components of the culture of speech communication can be attributed not to more than 15% of children of senior preschool age”.

In the older preschool age, the vocabulary of words is rapidly increasing, the lexical side of children’s speech is rapidly developing. Of course, the vocabulary, understood as the vocabulary of the native language, varies widely even in children of the same age. On average, the total volume of vocabulary, including an active dictionary (a set of words that a child uses when constructing statements) and a passive dictionary (words that a person understands but does not use in his speech), reaches, according to various experts, 3.5–5 thousand words. This is a very significant figure, suffice it to say that most of us adults use about 4 thousand words in our daily lives [3, p. 36].

E. Krutiy in the article “Features of the communicative and developmental technology of language teaching, speech development and speech communication of preschool children”, analyzing the reasons for the difficulty in the formation of speech competence of preschoolers, emphasizes the lack of orientation of educators to the implementation of developmental learning tasks. Thus, only 9% of the surveyed educators call the goal of preschool education the speech development of the child, 4% – the improvement of his “sense of language”. The author points out the insufficient orientation of teachers in the concepts of “speech competence”, “language development”, “language ability”, “sense of language”, at best they understand them one-sidedly, narrowly, incorrectly defining the essence of the relationship between teaching the native language and the language development of the child. The consequence of this is the lack of the ability to consciously work to stimulate the language development of preschoolers [4, p. 74].

In older preschool children, coherent speech reaches a fairly high level. The child answers the questions quite accurately, briefly or in detail (if necessary) answers. The ability to evaluate statements and responses of peers, supplement or correct them develops. In the sixth year of life, a child can quite consistently and clearly compose descriptive or plot stories on the topic proposed to him. However, children are still more likely to need a previous model of a caregiver. The ability to convey their emotional attitude to the described objects or phenomena in the story is not sufficiently developed.

D. B. Elkonin revealed that the growth of the dictionary, as well as the assimilation of the grammatical system, depend on the conditions of life and upbringing. Individual variations are greater here than in any other sphere of mental development:

- in V. Stern’s research, children of five years have a vocabulary of 2200 words, and children of six years – 2500–3000 words.

- in Smith’s studies, children of five years have a word count of 2072, a word gain of 202, children

of five to six years – 2289 with a word gain of 217, children of six years – 2589 with a word gain of 273 [2, p. 845].

The vocabulary is only a building material, which only when words are combined in a sentence according to the laws of grammar of the native language can serve the purposes of communication and cognition of reality.

Based on a carefully conducted study of the formation of the grammatical structure of the language, A. N. Gvozdev characterizes the preschool period (from three to seven years) as a period of assimilation of the morphological system of the language, characterized by the assimilation of types of declensions and conjugations.

During this period, there is a differentiation of previously mixed unambiguous morphological elements by separate types of declensions and conjugations. At the same time, all single, stand-alone forms are assimilated to a greater extent.

After three years, there is an intensive mastery of complex sentences connected by conjunctions. Of the total number of unions assimilated before the age of seven, 61% are assimilated after three years. During this period, the following conjunctions and allied words are assimilated: what, if, where, how much, which, how, to, in what, though, after all, or, because, why, why, why. The assimilation of these conjunctions, denoting a wide variety of dependencies, shows the intensive development of coherent forms of speech.

Having conducted his research, K. I. Chukovsky writes that in the period from two to five years, a child has an extraordinary sense of language and that it is this and the associated mental work of the child on the language that form the basis of such an intensive process. There is an active process of mastering the native language. “Without such an increased flair for the phonetics and morphology of the word, one naked imitative instinct would be completely powerless and could not lead wordless infants to full possession of their native language”.

Thus, the independent word formation of children is put forward as proof of the presence of a special “linguistic flair” inherent in a child of preschool age. The fact of word-making should be understood as a manifestation, as a symptom of the child’s mastery of linguistic reality.

The basis on which language acquisition is based is orientation to the sound form of the word. A. N. Gvozdev observes the appearance in the fifth year of a child’s life of the first attempts to comprehend the meanings of words and give them an etymological explanation. He points out that these attempts are made by the child based on the comparison of some words with other consonant words. This leads to erroneous approaches. For example, the word “city” comes closer to the word “mountains”. That is, the semantic interpretation follows the sound comparison. Sufficient meaningfulness of speech appears only in the process of special training.

References:

1. Алексеева М. М. Речевое развитие дошкольников: Пособие по самостоятельной работе / М. М. Алексеева, В. И. Яшина. – М.: Изд. центр «Академия», 1997. – 132 с.
2. Богуш А. М. Культура речевого общения детей дошкольного возраста: Метод. пособие / А. М. Богуш, Е. П. Аматыева, С. К. Хаджирадева. – Одесса: ЮНЦ АПН Украины, 2003. – 251 с.
3. Выготский Л. С. Психология развития ребенка. – М.: Изд-во Смысл, Изд-во Эксмо, 2004. – С. 200–508.
4. Крутий Е. Особенности коммуникативно-развивающей технологии обучения языку, развития речи и речевого общения детей младшего дошкольного возраста.
5. Эльконин Б. Д. Психология развития: Учебное пособие для ВУЗов 2007 // Академия ИЦ Серия «Высшее профессиональное образование». – 253 с.