



**THEORETICAL FOUNDATIONS OF SPEECH DEVELOPMENT OF  
PRESCHOOL CHILDREN**

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**Annotation.** The process of developing speech and learning the native language is a complex and multifaceted phenomenon. A scientifically based methodology should be based on an understanding of both the essence and distinctive features of the language and the speech mechanism, knowledge of the patterns and features of the development of different aspects of speech, skills and abilities of verbal communication. Therefore, the theoretical basis of the methodology for the development of speech is made up of data from a number of sciences: physiology, theory of knowledge, psychology.

**Keyword.** native language, speech development, intellectual activity, methodologies, results

The methodological basis of the methodology of teaching the native language is the provisions of materialistic philosophy about language as a product of socio-historical development, as the most important means of communication and social interaction between people, about its connection with thinking. Language, speech arose in activity and are one of the conditions for the existence of a person and the implementation of his activity. The language, as a product of this activity, reflects its conditions, content, result. This determines the most important principle of the methodology - the acquisition of language forms, the development of speech and communication skills in children occurs in activities, and the driving force behind development is the need for communication that arises in the process of this activity. The second characteristic of the methodology is its definition as the most important means of human communication, social interaction. Without language, truly human communication is fundamentally impossible, and, consequently, the development of speech.

In the process of communication, the child does not passively accept the speech



models of an adult, but actively appropriates speech as part of the universal human experience.

The methodological characteristic of language is its relationship with thinking. Language is an instrument of thought and cognition. It makes planning of intellectual activity possible. Language is a means of expressing thought. Speech is considered as a way of formulating thoughts through language. At the same time, thinking and speech are not identical concepts. Thinking is the highest form of active reflection of objective reality.

The language directly reflects and consolidates the specifically human - a generalized reflection of reality. Both of these concepts form a complex dialectical unity, each of which has its own specifics. Identification and description of the relationship between language and thinking make it possible to determine more targeted and accurate methods for the development of speech and thinking.

Teaching the native language is regarded as the most important means of mental education. Only that method of speech development is recognized as effective, which simultaneously develops thinking.

In the development of speech, the accumulation of its content is in the first place. The content of speech is provided by the connection of the process of mastering the language with the process of cognition of the surrounding world. Language is a means of logical cognition, it is with the mastery of the language that the development of the child's mental abilities is associated.

The natural-scientific basis of the method is I.P. Pavlov's teaching on two signal systems of higher human nervous activity, which explains the mechanisms of speech formation. The physiological basis of speech is temporary connections formed in the cerebral cortex as a result of the impact on a person of objects and phenomena of reality and the words that these objects and phenomena are designated. IP Pavlov considered speech as kinesthetic impulses coming to the cortex from the organs of speech. He called these kinesthetic sensations the main basal component of the second signaling system. The process of mastering speech is based on the interaction of direct and speech reflection of the external world, the process of interaction of direct and speech reactions.

The studies of A.G. Ivanov-Smolensky, N.I. Krasnogorsky, M.M. Koltsova and others help to understand the process of development of the second signaling system in children in its unity with the first signaling system. M. M. Koltsova in her research notes that the word acquires the role of a conditioned stimulus for the child at the 8-9th month of his life. The formation of motor speech depends not



only on communication, but also to some extent on the motor sphere. A special role belongs to the small muscles of the hands and, consequently, the development of fine finger movements.

The psychological basis of the methodology is the theory of speech and speech activity, formulated in the works of L.S. Vygotsky, S.L. Rubinshtein, D.B. Elkonin, A.A. Leontiev, F.A. Sokhin, A.M. Shakhnarovich. "Speech activity is an active, purposeful process, mediated by the language system and conditioned by the situation, the process of receiving and transmitting messages" (I.A. Zimnyaya). Summarizing the views of domestic psychologists on the patterns of speech development of preschoolers, they can be represented as follows:

1. The child's speech develops as a result of the generalization of linguistic phenomena, the perception of adult speech and their own speech activity;
2. Language and speech are considered as the core, located in the center of various lines of mental development: thinking, imagination, memory, emotions;
3. The leading direction in teaching the native language is the formation of language generalizations, elementary awareness of the phenomena of language and speech;
4. The orientation of the child in linguistic phenomena creates conditions for independent observations of the language, for speech self-development;
5. The process of speech development is not a process of quantitative changes, expressed in an increase in the vocabulary and associative links of a word, but a process of qualitative changes, leaps, i.e. it is a process of real development, which, being internally connected with the development of thinking and consciousness, embraces all the listed functions, aspects and connections of the word. (A.N.Leontiev).

These characteristics of speech indicate the need for teachers to pay more attention to the content, conceptual side of linguistic phenomena, to language as a means of expression, formation and existence of thought, to the holistic development of all functions and forms of speech.

For our problem, it is important to determine the language ability, which is a set of speech skills and abilities formed on the basis of innate prerequisites. A speech skill is a speech action that has reached a degree of perfection, the ability to perform one or another operation in an optimal way.

Speech skills include: the skills of formalizing linguistic phenomena (external design - pronunciation, division of phrases, intonation; internal - the choice of case, gender, number).



Speech skill is a special ability of a person, which becomes possible as a result of the development of speech skills.

A.A. Leontiev believes that skills are "the folding of speech mechanisms", and skill is the use of these mechanisms for various purposes.

The methodology for the development of speech is based not only on the general psychological theory of speech, but also on the data of child psychology, which studies the patterns and characteristics of the mental and speech development of children at different stages of preschool childhood, the possibility of children mastering various functions and forms of speech.

The problems of teaching the native language and the development of speech in preschool childhood are disclosed in the works of L.S. Vygotsky, S.L. Rubinstein, A.R. Luria, A.N. Leontiev, N.Kh. Shvachkin, D.B. Elkonin, M.I. Lisina, F.A. various mental processes take place in a child, how the perception and generation of a speech utterance occurs, what are the features of mastering different 7 aspects of speech, and determine the degree of accessibility and expediency of the content, methods and teaching methods.

The linguistic basis of this problem is the doctrine of language as a sign system. It is impossible to teach a language without taking into account its specifics. The learning process should be based on an understanding of the essence and distinctive features of linguistic phenomena. Linguistics considers language as a system in the unity of all its levels: phonetic, lexical, derivational, morphological, syntactic.

Accounting for systemic relationships in language and speech helps to determine the approach to solving many methodological issues. Work on the development of speech is also a complex system, reflecting in its content and methodology the systemic nature of language connections. The most important principle of teaching the native language is complexity, i.e. solution of all problems of speech development in interconnection and interaction, with the leading role of coherent speech. The practical solution of the issues of teaching the native language largely depends on understanding the relationship between language and speech. "Language is a system of objectively existing, socially fixed signs that correlate conceptual content and typical sound, as well as a system of rules for their use and compatibility." (Linguistic Encyclopedic Dictionary).

Speech is a psychophysiological process, it is the realization of a language that fulfills its communicative purpose only through speech. Language is a means of communication, and speech is the process of communication itself. Language is





abstract and reproducible, objective in relation to the speaker. Speech is concrete and unique, material, consists of articulated signs perceived by the senses, dynamic, subjective, is a kind of free creative activity of the individual. (Linguistic Dictionary).

The development of modern linguistics deepens the linguodidactic foundations of the methodology. Recently, based on the linguistics of the text, the method of coherent speech has been refined and developed from the standpoint of the categorical features of the text, the theory of functional and semantic types of utterance. Various sciences of the linguistic cycle - lexicology, phraseology, phonetics, grammar allow you to determine the main areas of work, the composition of speech skills and methods for their formation. So, phonetics serves as the basis for developing a methodology for educating a sound culture of speech and preparing for teaching literacy; text linguistics is necessary for the proper organization of teaching coherent speech; knowledge of grammar is a technique for the formation of morphological, word-formation and syntactic skills.

The method of speech development is closely connected with the method of primary teaching of the native language. These are two branches of the methodology of teaching the native language. The connection between them is especially evident in the field of preparation for 8 literacy, in establishing continuity in the development of children's speech in kindergarten and school.

At present, this science is an integrative discipline that considers the linguistic, psychophysiological, psycholinguistic, didactic foundations for the development of speech in preschool children.

The system of work on the development of speech is a complex entity, including such interrelated and interacting components as: the goal and objectives of the speech development of children; the content of the work on the development of different aspects of speech; general didactic and methodological principles of teaching speech; means and organizational forms of speech education; methods and techniques for the formation of communicative and speech skills and abilities; diagnostics of speech development of children. The main goal of work on the development of speech and teaching the native language of children is the formation of oral speech and speech communication skills with others on the basis of mastering the literary language of their people.

In the domestic methodology, one of the main goals of speech development was considered to be the development of the gift of speech, that is, the ability to express accurate, rich content in oral and written speech (K.D. Ushinsky)



For a long time, when characterizing the goal of speech development, such a requirement for the child's speech as its correctness was especially emphasized. The task was to “teach children to speak their native language clearly and correctly, that is, to freely use the correct Russian language in communication with each other and adults in various activities typical of preschool age.

Correct speech was considered as:

- a) correct pronunciation of sounds and words;
- b) the correct meaning of the use of words;
- c) the ability to correctly change words according to the grammar of the Russian language.

Such an understanding is explained by the then generally accepted approach in linguistics to the culture of speech as to its correctness.

At the end of the 60s. in the concept of “culture of speech”, two sides began to be distinguished: correctness and communicative expediency.

Correct speech is considered necessary, but the lowest level, and communicatively expedient speech is considered the highest level of mastering the literary language. The first is characterized by the fact that the speaker uses linguistic units in accordance with the norms of the language, for example, without socks (and not without socks), put on a coat (not put on), etc. But correct speech can be poor, with a limited vocabulary, with monotonous syntactic constructions. The second is characterized as the optimal use of the language in specific communication conditions. This refers to the choice of the most appropriate and diverse ways of expressing a certain meaning. This second, highest level, school methodologists, in relation to the school practice of speech development, called good speech.

Signs of good speech are lexical richness, accuracy, expressiveness (M.M. Alekseeva, V.I. Yashina, 1998). To a certain extent, this approach can also be used in relation to preschool age. Consequently, in the modern methodology, the goal of the speech development of preschool children is the formation of not only correct, but also good oral speech, of course, taking into account their age characteristics and capabilities. The general task of speech development consists of a number of particular, special tasks.

The basis for their selection is the analysis of the forms of speech communication, the structure of the language and its units, as well as the level of speech awareness. Studies of the problems of speech development in recent years, conducted under the guidance of F.A. Sokhin, made it possible to theoretically substantiate and formulate three aspects of the characteristics of the tasks of speech development:



- structural (formation of different structural levels of the language system - phonetic, lexical, grammatical);
- functional, or communicative (formation of language skills in its communicative function, development of coherent speech, two forms of verbal communication - dialogue and monologue);
- cognitive, cognitive (formation of the ability to elementary awareness of the phenomena of language and speech).

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