

L. Vorobei,
Student,
O. Zymovets,
Lecturer,
Ivan Franko Zhytomyr State University

THE PROBLEM OF UPBRINGING PRESCHOOL CHILDREN'S SOUND CULTURE OF SPEECH IN PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH

Formulation of the problem. Speech is the main means of communication and knowledge of the surrounding world. The problem of fostering the sound culture of speech in preschool age is quite relevant in the theory and practice of preschool education, since this process cannot be implemented without knowledge of the laws of the native language, which include phonetic, lexical, grammatical and other aspects.

The main program tasks for raising the preschool children's sound speech culture are indicated in the following normative documents: "The child in preschool years", "Ukrainian preschool", "Basic component of preschool education" [1].

Analysis of recent research and publications. The problem of raising preschool children's sound culture of speech was considered by such researchers as A. Bohush [2], N. Havrysh [3], T. Pirozhenko [5]. Methodical aspects of raising the preschool children's sound culture of speech are covered by the works of such linguists as L. Kalmykova, T. Kotyk [4], O. Smolnikova [6], O. Tarasun [7] and other scientists.

The purpose of the article is to analyze the problem of raising the sound culture of speech in preschool children in psychological and pedagogical research.

Presentation of the main research material. Preschool age is a sensitive period in mastering the sound culture of speech. The sound culture of speech is a factor in orienting children in the relations of grammatical forms. It is a means of mastering the clarity, coherence, logic, expressiveness of speech in children.

A. Bohush identified five stages of developing a child's awareness of the sound system of his native language. In early age (pre-phonemic period) the child has almost no sound differentiation skills and cannot distinguish more distant phonemes. Middle preschool age is characterized by the child's ability to recognize sounds, hear them and distinguish between correct and incorrect pronunciation. At this stage the child recognizes incorrectly pronounced words (the establishment of new forms of sound perception). The preschooler hears and pronounces sounds correctly, he develops clarity in the differentiation of sound images of words and individual sounds. The development of phonemic hearing is completed [2, p. 234].

The period of the older preschool age is more conscious, compared to the younger and middle preschool age, in the matter of raising children's sound and speech. N. Havrysh points out that at this age stage, the child distinguishes and pronounces sounds more clearly, in his speech he imitates and quite correctly reproduces the diction of gestures and facial expressions of an adult. In a child's speech new words appear not only from independent parts of speech (noun, adjective, numeral, pronoun) but very often from official ones (participles, exclamations). During this period the child's

speech is enriched with phraseology (proverbs and sayings), exclamations, expressive vocabulary from folk art [3, p. 78].

Taking into account the peculiarities of intellectual development, children of older preschool age are able to notice flaws in their own speech. Such characteristics of the sound culture of the language as pace, loudness and diction largely depend on the individual characteristics of the child, his temperament, the conditions of upbringing and the language environment that surrounds him.

Psychological and pedagogical aspects of raising the preschool children's sound culture of speech are outlined by the linguist T. Kotyk. In his opinion, the sound culture of speech is an indicator of the intellectual development of children aged 5-6 years. The scientist emphasizes that the material sound form of language becomes the object of the child's activity and a means of his knowledge. According to the researcher, in the older preschool age, the child reaches such a level of speech development that it becomes almost completely similar to the speech of an adult. The researcher's writings also consider the experience of raising the sound culture of children's speech in the period of senior preschool age. In particular, he gives examples of children's conscious attitude towards learning the phonetic side of speech and emphasizes that the child's awareness of his successes has a positive effect on his mastery of the sound side of speech. The appropriate level of upbringing the preschool child's sound culture of speech has a significant impact on his mastery of reading and writing [4, p. 36].

H. Smolnikova has developed a number of methodical tips for the development of phonemic hearing of older preschool children. In her opinion, the optimization of this process is facilitated by music lessons aimed at developing a sense of rhythm (children singing songs). The scientist also advised using didactic games and exercises so that children have the opportunity to understand the difference between voiceless and voiced speech sounds [6, p. 15].

T. Pirozhenko among the effective methods of upbringing phonemic hearing in children of older preschool age considers the games with a doll and using the potential of oral folk creativity (riddles, proverbs, jokes, folk songs). She also advises parents and teachers using games and exercises for upbringing clarity, coherence, intonation and phonetic expressiveness of children's speech in interesting and familiar activities for them (for example, listening to the sounds of nature, noises, musical sounds), as well as reference samples of speech adults, which the child imitates. According to the researcher, the education of clear diction in preschool children can be achieved thanks to the automated coordination of psychophysiological speech centers with speech organs that ensure the creation of sounds. It is formed only through the development of motility of the speech and motor apparatus, through the correct articulation and pronunciation of sounds [5, p. 45].

In the researches of V. Tarasun, effective means of raising the sound culture of speech in preschool children are outlined. In his opinion, it is advisable to develop the children's speech apparatus through special exercises for the development of the speech apparatus, hearing, as well as tasks for improving the skills of articulating sounds. The scientist emphasized speech patterns for the child from adults (parents and educators) [7, p. 161]. For the development of the voice, the researcher suggests using such forms of work as expressive reading, recitation of poetic works, games, etc.

The slightest speech disorder has a negative impact on the child's psycho-emotional state, which can negatively affect the activity and behavior of a child of older preschool age. Children with speech defects, realizing their deficiency, can become withdrawn, have no desire to communicate with others. As a result of it, they begin to develop complexes, their academic performance decreases, and self-doubt appears. Oral speech defects also affect the child's written speech, because these two aspects of speech development are interconnected. For the prevention of both sound substitutions and other sound-speech disorders in children, it is especially important to have the right role model – the clear speech of adults.

Conclusions and prospects for further research. Mastering the sound culture of speech by children of preschool age is a multifaceted process, the success of which depends on psychological and pedagogical factors. A child's speech actively develops only when the child's brain, hearing and articulation apparatus reach a certain level of development. Without proper examples of correct, clear, appropriate and competent speech from adults as role models, the child will not have the proper level of education in the sound culture of speech. Under favorable pedagogical conditions, by the end of the senior preschool age, children can fully master the sound culture of speech.

Scientists also emphasize that it is worth developing all aspects of sound culture of speech. The scientists also note that the material with which it is possible to develop components of the sound culture of speech (hearing, diction, expressiveness of speech) should be interesting, correspond to children's age characteristics, be visually rich, provide for variability, etc. We see the prospects for further research in the practical study of psychological and pedagogical factors of upbringing preschool children's sound culture of speech.

REFERENCES

1. Базовий компонент дошкільної освіти (нова редакція, 2021). Режим доступу: https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovooho%20komponenta%20doshkilnoyi%20osvity.pdf
2. Богуш А. М. Дошкільна лінгводидактика: Теорія і методика навчання дітей рідної мови. К. : Вища шк., 2017. 542 с.
3. Гавриш Н. В. Розвиток мовленнєвотворчої діяльності в дошкільному дитинстві. Донецьк : Либідь, 2001. 204 с.
4. Котик Т. Українська дошкільна лінгводидактика: історія, здобутки, перспективи. Одеса: СВД М.П. Черкасов, 2004. 296 с.
5. Піроженко Т.О. Комунікативно-мовленнєвий розвиток дошкільника. Тернопіль : Мандрівець, 2010. 152 с.
6. Смольнікова Г. Вчимо дітей спілкуватися. Дошкільне виховання. 2004. № 9.
7. Тарасун В.В. Морфофункціональна готовність дітей з особливостями у розвитку до шкільного навчання: діагностика і формування: монографія. Видавництво Національного педагогічного університету імені М. П. Драгоманова, 2008, м. Київ, Україна. URL: <https://lib.iitta.gov.ua/715186/>