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## **EDUCATION OF SOUND CULTURE OF SPEECH IN CHILDREN OF LOWER-KINDERGARTEN AGE BY MEANS OF UKRAINIAN FOLKLORE**

The relevance of timely speech development in preschool age is determined by the need to create optimal conditions for the fullest disclosure of the potential of each child, its formation as a speech personality, i.e. an active, proactive speaker, open to communication, who easily and effortlessly interacts with children and adults, has the formulas of speech etiquette, has developed communication skills and a sufficient level of development of native speech. It is through speech during everyday communication that the child realizes himself, showing his attitude to the environment; learns the natural, material and social world that surrounds it, in its integrity and diversity; forms and reveals his own image of "I"; assimilates and creates cultural values as an active subject of interaction.

**The purpose of the article** is to reveal the features of the usage of small genre folklore in the formation of sound culture of speech of children of lower-kindergarten age.

Theoretical and practical research in the field of speech development of preschool children is reflected in the works of A. Bogush, N. Gavrish, T. Kotyk, K. Krutiy, N. Lutsan and others. Many teachers and psychologists (V. Belinsky, L. Vygotsky, A. Zaporozhets, N. Karpinskaya, A. Usova, K. Ushinsky, O. Florina, etc.), folklorists (V. Anikin, A. Afanasyev, M. Bulatov, M. Zabilin, O. Kapitsa, I. Sakharov, P. Shane, etc.) determined the importance of verbal creativity of the people in human life.

Language and speech acquisition is a complex process that depends on the age and individual characteristics of preschoolers, the social situation of their development, the design of developmental communication and speech environment, as well as used by educators in the educational process of preschool educational technologies aimed at forming different types of competencies - speech (phonetic, lexical, grammar, dialogue, monologue) and communicative.

Sound culture of speech is a multicomponent formation that includes such factors as: clear articulation of native language sounds, phonetic and orthopedic correctness of speech, speech breathing, voice strength, speech rate, phonemic hearing and means of intonation expression (accents, logical pauses, rhythm, timbre, melody) [6]. The disadvantages of the sound culture of speech are: age, psychological defects of children's language; pathological defects in the language of older preschool children who remained due to pedagogical neglect; speech changes due to improper development of the speech-motor apparatus (congenital or acquired) [4:278]. The first two categories of defects can be eliminated in the conditions of preschool educational institution.

Modern science defines small folklore forms as productive cognitive-semantic categories, without the development of which it is impossible to form human language competence. It is necessary to use folklore works from the first months of a child's life, when she lies in the cradle and hears the gentle melodies of the lullaby that her mother sings [1:11]. It is in children's lullabies that speech models of children's language are contained, which stimulate the child's speech and facilitate his communication with adults. Lullabies, along with other genres, contain a powerful force that allows you to develop the speech of preschool children. They enrich children's vocabulary due to the fact that they contain a wide range of information about the world around them, especially about those objects that are close to human experience and attract with their appearance (eg, "bunny", "cat"). Lullabies contain great opportunities in the formation of phonemic perception, which is facilitated by a special intonation organization (singing voice vocal sounds, slow tempo, etc.), the presence of repeating phonemes, sound combinations and more. Lullabies help to memorize words and word forms, phrases, learn the lexical side of the language. Despite the small volume, the lullaby hides an inexhaustible source of educational opportunities. Riddles enrich children's vocabulary due to the number of words, help to see the secondary meanings of words, form an idea of the figurative meaning of the word. They help to master the sound and grammar of the language, forcing to focus on the language form and its analysis [2:26].

It is necessary to teach children to perceive objects and phenomena of the world around them in the fullness and depth of connections and relationships. Get acquainted in advance with those objects and phenomena about which riddles will be offered. Then the evidence will be more substantiated and complete. Systematic work on the development of children's language skills in explaining riddles will develop the ability to operate with a variety of interesting arguments to better substantiate the guess [3:110]. Among other forms of genre folklore that help to develop the expressiveness, accuracy, accuracy of children's speech, there are poems. The artistic and figurative poetic form of these poems encourages the child to realize the intellectual, logical task through understanding the meaning of language images. Due to the humorous interesting situation, children perceive their hobbies, fun as a game, poetic jokes. To use these poems requires a friendly, pleasant atmosphere. The teacher, supporting the good mood of children, should show them the rich opportunities of cultural expression of a cheerful mood, to be interested in logical tasks, to encourage active conversation. Kids should be introduced to stories about the world of nature (lyrical landscape descriptions and interesting stories about animals, natural phenomena), the world of human relations, affairs, interests.

Thus, in the period of sensitive language acquisition, when the child replaces mimic words with the correct vocabulary, begins to learn the sounds of the native language, it is necessary to offer children the best examples of folk wisdom - small folk genres: lullabies, toys, consolations, counters, sayings, calls, patter. After all, they are "easy to imitate, at the same time introduce the child into the world of adult life, attach to the original national values, traditions, customs" [1:11-12]. Folklore works are characterized by colour, expressiveness, rhythm, ease of memorization. They have a number of specific features that are extremely attractive to the child,

namely: a small amount of text, an exciting gameplay, accessibility of content, the use of artistic means of speech, etc. Given the feasibility of using small genre folklore in the development of children of kindergarten age, further research is needed pedagogical conditions for training preschool education in the usage of small genre folklore.

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