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THE FORMATION OF PHONETIC COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE IN THE ENGLISH LESSONS

Speech development of children of upper-kindergarten age is one of the main problems of modern preschool language didactics. Language plays an important role in the development of the preschooler. As an instrument of human thinking and a means of regulating mental activity, language is also the main means of human communication.

Ukrainian, Russian researchers and psychologists dealt with the problem of the formation of phonetic competence of children of upper-kindergarten age: D. Elkonin, G.A. Uruntaeva, E.I. Tikheeva, E. M. Vodovozova, S.F. Rusova, M.A. Alekseev, M.O. Zaitsev. It is said that improving the speech of children of kindergarten age is the main task of all preschool childhood. After all, speech is the main means of the formation and the development of a baby [1].

Phonetics is the branch of linguistics in which the sound system of speech is studied [2]. Phonetics studies the sounds of speech, their naturalness, compatibility in the sound flow of speech.

Phonetic competence is the ability to perceive and reproduce the sound units of language in a particular context using appropriate emphasis, rhythm and intonation.

The teacher, implementing the task of the formation of phonetic competence of children of kindergarten age, organizes work in two directions [2]. The formation of speech perception (auditory attention and speech hearing, including all its components: phonemic, rhythmic hearing, perception of tempo, voice strength, tone of speech); the development of the articulatory apparatus (voice, speech breathing) and the formation of the phonological side of speech (pronunciation of sounds, clear diction).

The formation of phonetic competence of children of upper-kindergarten age involves:

1) the formation of correct pronunciation for which it is necessary to develop speech hearing, breathing and motility of the articulatory apparatus;

2) to bring up orthoepically correct bases of speaking according to norms of literary pronunciation.

3) the formation of speech expressiveness - mastery of the means of speech expression involves the ability to use the pitch and strength of voice, tempo and rhythm of speech, pauses, different intonations.

4) development of diction - expressive pronunciation of each sound and word separately, as well as phrases as a whole;

5) education of the culture of speech communication as part of etiquette [3].

To check the formation of phonemic hearing in children of upper-kindergarten age, the didactic exercise "Who speaks as" was used [4] . To study phonemic hearing, tasks are used that include pronunciation, so that the difficulties of pronunciation do not affect the quality of its performance.

In determining the level of phonemic competence of children of upper-kindergarten age were found: 7 children with a high level of phonemic hearing, 8 children with a medium level of phonemic hearing, and 2 children with a low level of phonemic hearing.

Therefore, we can conclude that the formation of phonetic competence of older preschool children need special work to improve certain sounds.

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