

SCIENTIFIC AND PRACTICAL APPROACHES TO TEACHING SPEECH SOUNDS TO PRIMARY SCHOOL STUDENTS

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ANNOTATION

Speech is an essential informative signaling device for assessing the state of a person's emotional sphere, his emotional intensity, which manifests itself in the features of the choice of vocabulary, the specificity of the stylistic construction of a speech statement. The following article is devoted to the approaches to teach sounds to primary groups.

Keywords: pronunciation, speech, dialogue, monologue, external speech, diction.

Speech is a certain form of human cognition of objects and phenomena of the reality surrounding him and a means of communication between people.

Oral speech is called ordinary, sound, colloquial speech, which people use in direct communication with each other. Oral speech can be in the form of dialogical speech as a conversation, a conversation between two or more people. Monologue speech also occupies an important place in communication. Monologue speech is characterized by its pronounced orientation towards a real or imaginary listener. The purpose of such an appeal is to achieve the necessary impact on the listener. Monologue speech is a more complex and difficult form of speech than dialogic speech. For a monologue speech, preliminary thinking and planning of its main theses is necessary, since a monologue speech does not have direct and active support from the listener.

External speech is speech-communication, speech for others. It is designed for perception, for the speaker to be understood by his interlocutors or listeners. External speech can be dialogic and monologue. Dialogue is a conversation between two or more people. Each individual statement depends on the replicas of other interlocutors, on the situation. The dialogue does not need extended sentences, so there are many incomplete sentences in it.

A monologue is a speech of one person, for example, a story, a message, a retelling. Unlike dialogue, a monologue is arbitrary, requires an effort of will, and sometimes significant preparatory work. The speech of a particular person is a reflection of his general culture. Therefore, speech must meet certain requirements. Purity - free from vocabulary that is outside the literary language (slang, dialectisms, words of parasites).

Accuracy - the meaning of words and phrases used in speech is fully correlated with the semantic and subject aspects of speech. Expressiveness is the ability to clearly, convincingly and at the same time, as concisely as possible, express one's thoughts and feelings, the ability to act on the addressee with intonation, choice of words, construction of sentences.

Wealth - is determined by the choice of language means to express the same thought, the absence of monotony, the repetition of the same words and structures. External speech can be both oral and written. Written speech, in general, has the same features as oral speech, but they are more strictly expressed. In elementary school, children are taught reading, writing, oral

and written speech - this is the formation of specific speech skills and abilities, that is, types of speech activity. Usually there are four main types of speech activity: reading, listening, speaking, writing. Consider the mechanisms of speech activity. A person throughout his life improves his speech, masters the richness of the language. Speech arises from the need to speak out, and human statements are generated by certain motives. This aspect of speech activity is called speech motivation. The motivation of speech (for the sake of which I speak) arises in children in the presence of emotions associated with vivid impressions, interest in a particular activity. This means that the need for communication is the first condition for speech development. But communication is possible only with the help of commonly understood signs, that is, words, their combinations, various turns of speech. Therefore, children need to be given speech samples or create a speech environment. This is the second condition for speech development. The richness and diversity of his own speech largely depends on what kind of speech environment a child has. Speech helps the child not only to communicate with other people, but also to learn about the world. Mastering speech is a way of knowing reality. The richness of speech largely depends on the enrichment of the child with various ideas and concepts, on his life experience. In other words, while developing, speech needs not only linguistic, but also factual material. This is the third condition for successful speech development.

For a child, good speech is the key to successful learning and development. At first, the language is acquired by the child spontaneously, in the process of communication. But this is not enough, spontaneously learned speech is primitive and not always correct. Some very important aspects of the language cannot be acquired spontaneously and therefore are the responsibility of the school. This is, firstly, the assimilation of the literary language, subordinate to the norm, the ability to distinguish the literary, "correct" from the non-literary, from vernacular, dialects, jargons. The school teaches the literary language in its artistic, scientific and colloquial versions. This is a huge amount of material, many hundreds of new words, thousands of new meanings of already known words, a lot of such combinations, syntactic constructions that children did not use in oral practice before school. And here we need a system of educational influences on students, we need systematic work that clearly and definitely doses the material, we need to follow the steps in the formation of speech. Second, students learn to read and write. Both reading and writing are speech skills based on the language system, on knowledge of its phonetics, graphics, vocabulary, grammar, spelling. Written speech is always stricter than oral speech. It has its own characteristics in the construction of phrases, in the selection of vocabulary, in the use of grammatical forms. Mastering written speech, children learn the features of genres: descriptions, narratives, letters, newspaper notes, reasoning. The third area of the school's work on speech development is bringing the speech skills of children to a certain minimum, below which no student should remain. This is the improvement of the speech of students, the improvement of its culture.

Speech is a very broad sphere of human activity. There are four levels of work on the development of students' speech activity, one of them being pronunciation. Pronunciation level. The pronunciation of the sounds of native speech by the time the child enters school has already been mastered, but it is not easy for him to isolate specific sounds from the acoustic stream. Some children have difficulty pronouncing certain sounds. Pronunciation work is planned in

the following areas: technique, orthoepy, intonation. The first direction is work on the technique of speech, which is understood as the result of proper breathing, clear diction: speech is acquired when the ability to control the muscles of the speech-motor apparatus is acquired. From this pattern of teaching speech follows the principle of attention to the matter of the language, to the physical development of the organs of speech. Distinguish between physical and verbal breathing. In life, breathing is involuntary. During reading aloud and speaking, physiological breathing is usually not enough. In this case, speech breathing takes place, the process is controlled, arbitrary. This arbitrariness provides a fairly quick breath, carried out on pauses, a short breath hold to hold the breath taken, and a slow exhalation necessary for the free and natural pronunciation of a group of words.

TASKS FOR THE DEVELOPMENT OF SPEECH BREATHING

First, you should train a long exhalation, and not the ability to inhale a large amount of air. Secondly, it is necessary to train the ability to rationally spend and promptly renew the supply of air during speech. The education of speech breathing should be carried out by indirectly influencing the respiratory apparatus by setting elementary effective tasks, “suggested circumstances”, imagination, associations. Such, for example, are exercises with an imaginary candle, when students are asked to blow on the flame of a candle in order to deflect or extinguish it. An equally important task in working on the technique of speech is to improve the diction skills of students, which consists in educating students in the purity and clarity of pronouncing individual sounds, syllables, words, phrases. Here, one should take into account the shortcomings of the functioning of the speech base of the elementary school. The inaccurate work of the articulatory apparatus has a massive character: firstly, as a result of lethargy and insufficient flexibility of parts of the speech apparatus, “blurring of speech”, ambiguity, fuzziness is observed; secondly, as a result of excessive tension of the muscles of the speech apparatus, excessive haste of pronunciation occurs. It is not uncommon for younger students to have individual speech defects: burr, lisp, whistling, and so on.

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