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IMPROVING THE METHODOLOGY OF CHILDREN'S SPEECH DEVELOPMENT THROUGH PEDAGOGICAL DIAGNOSTICS OF FUTURE EDUCATORS

Abstract: The article is devoted to the study of theoretical and methodological aspects of preparing students for pedagogical diagnostics of speech development of preschool children. The relevance of the problem of using diagnostics in the field of children's speech development is substantiated.

In this article highlights of the improving the methodology of children's speech development through pedagogical diagnostics of future educators.

Key words: methodology, children's speech, development, pedagogical diagnostic, educators, student.

Language: English

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Introduction

The problem of speech development of preschool children has become particularly relevant in the last decade of the functioning of the preschool education system. The relevance of the broad and deep research techniques and technologies of speech development of preschool educational organizations (hereafter PEO) is based on several factors, covering both psycho-pedagogical peculiarities of development of children and socio-pedagogical conditions of upbringing. Among the most common and have a special impact on the development of speech include:

1. The increase in the number of children with special needs, aggravated by congenital factors (perinatal encephalopathy, minimal cerebral dysfunction, asphyxia, hypoxia, movement disorder, etc.);

2. The increasing number of children with speech disorders of varying severity (phonetic underdevelopment of speech, phonetic and phonemic underdevelopment of speech, General underdevelopment of speech);

3. The disparity in the education of oral speech of the child from the parents (or the lack of attention to oral language or unjustified intensification with the teaching of reading in three years);

4. Mediatization of the socio-cultural space around preschool children at the expense of live communication (an excess of television and computer information);

5. Difficulties in implementing the pedagogical process for the development of children's speech in kindergarten (difficulties in understanding the linguistic, psychophysiological, psycholinguistic features of speech development, a low level of methodological literacy of teachers, insufficient time allocated to speech development classes in kindergarten, etc.). Despite the above factors, language development in early and preschool age remains one of the Central tasks of the PEO, which implements the educational needs of the child in the sensitive period of formation of speech function.

The first form of coherent speech that develops in ontogenesis is dialogue. It is on the development of a dialogical form of coherent speech in early preschool age, first of all, should be directed to the pedagogical activity of preschool teachers. In scientific research in the development of coherent dialogic speech by A.G.Arushanova, M.M.Alekseeva, M.M.Bakhtin, O.A.Bizikova, L.M Kragshvina, A.M.Leushina, F.A.Sokhina, E.M.Strunina, O.S.Ushakova, L.G.Shadrina, D.B.Elkonina, etc.

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The possibility and necessity of formation of this form of speech in early and preschool childhood is convincingly proved. Already in early preschool age, the development of elementary forms of monological utterances begins: a joint retelling with the teacher and an elementary descriptive and narrative utterance from the child's past experience, which is presented in the research of A.M.Borodich, A.N.Gvozdev, V.P.Glukhov, N.I.Zhinkin, R.E.Levina, A.A.Leontiev, A.I.Maksakov, F.A.Sokhin, E.M.Strunina, O.S.Ushakova, N.H Shvachkin, S.N.Zeitlin, D.B.Elkonin, V.I.Yashina etc.

The purposefulness and systematic work of the teacher in the development of coherent speech skills of pupils depends on how fully the pedagogical diagnostics is carried out, which allows to determine the really formed skills and those that are in the zone of the nearest development of each child. We have developed a pedagogical diagnosis of the development of coherent speech in children aged 3-4 years using play activities. Turning to gaming for diagnostics is not accidental. Game as the leading activity of preschool children allows you to identify the level of formation of speech skills in the most psychologically comfortable situation for the child.

In the course of the study, a story-based didactic game was chosen, in which the educator takes on a role and, by participating in the game, creates such situations of communication in which the child is faced with the need to either enter into a dialogue or resort to a monologue to solve game problems. Thanks to the game, unique opportunities are created for the optimal display of children's skills: game motivation in speech activity and game actions that are controlled by the teacher, which require speech actions associated with them. Solving game problems encourages the child to maximize their speech skills and skills in coherent speech.

The purpose of the diagnosis is a pedagogical examination of the current level of development of coherent speech in children aged 3-4 years. Diagnostic tasks:

1. To study the features of the development of the dialogical form of coherent speech in children aged 3-4 years:

- speech etiquette skills: greeting, saying goodbye, saying "thank you", "please"
- dialogue skills: the ability to answer adult questions; the ability to ask questions;
- the ability to exchange replicas, observing the intonation of the dialogue;
- ability to communicate in a team: listen and hear each other without interrupting;
- kindly address each other.

2. to Study the features of the development of monological forms of coherent speech in children aged 3-4 years:

- the ability to retell a well-known fairy tale together with an adult;

- the ability to compose an elementary narrative statement from past experience with the help of an adult.

Until recently, the term "diagnostics" was not used in the educational environment, and the concept of "psychological and pedagogical study" was used. "Psychological and pedagogical study" is the sphere of diagnostics, and diagnostics is a method, a method of psychological and pedagogical study. In addition, the term itself and what it means, familiar to many generations of teachers, is considered by the teacher as an essential part of pedagogical work. In the literature, development diagnostics is understood as a conscious, transformative activity aimed at creating conditions for the study of development in order to correlate opportunities and the actual state of the level of development.

The study of children's speech development provides accurate and diverse information about the integral mental development of the child, especially about his mental development. An important place is occupied by the study of children's speech development, taking into account timely diagnosis, prediction and further development. This is especially important for preschool age, which is characterized as a sensitive period for optimal speech development. At present, there is an acute need for prompt solution of theoretical and practical problems of diagnostics of speech development of preschool children.

Pedagogical diagnostics of children's speech development gradually crosses the line of specialized knowledge, addressed only to a narrow circle of researchers, and becomes knowledge that has a general cultural developing function, interacting with the professional and personal training of the teacher.

Existing theories that represent various aspects of the "diagnosis of speech development" in a conceptual form can serve as theoretical knowledge. These theories can be presented to the user-educator-researcher, scientific worker in the form of a dictionary-reference containing paragraphs and sections of a descriptive and conceptual nature, aimed at informing, explaining and orienting in the choice of measuring tools and technologies.

At this level of development of modern practice and the current level of its theoretical understanding, as well as the level of theoretical support for the needs of knowledge in the field of pedagogical diagnostics, there is an urgent need and demand for a common unified theory of diagnostics of speech development of preschool children.

The analysis of the received data on the results of pedagogical diagnostics showed:

1. The majority of pupils are at the average level of development of coherent speech, showing lack of independence of skills of dialogic and monological speech. Children of this group mainly use forms of speech etiquette, the ability to ask questions, communicate in a team, and retell only with the help

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of an adult. When performing tasks to compose an elementary narrative statement from past experience and to compose questions, they experience difficulties;

2. A fairly large percentage of pupils were at a low level of development of coherent speech. Children of this group experienced difficulties when using speech etiquette formulas, when addressing questions to an adult, in rare cases relying on his help. Making a retelling together with an adult and a narrative statement caused them serious difficulties;

3. A small percentage of children were at a high level of development of coherent speech. Children showed independence when using speech etiquette formulas, when answering and formulating questions,

and communicating in a team. Adult help was more often required when performing tasks to observe the intonation of the dialogue, the ability not to interrupt and make narrative statements.

Thus, the study of the level of development of coherent speech of pupils aged 3-4 years in the game activity showed an insufficiently high level of formation of these skills. There is a need for further work on the development of skills of coherent dialogic and monological speech. The use of pedagogical diagnostics allowed teachers to see in detail the speech skills that need to be developed in children. Performing diagnostics in the form of a game allowed us to get optimal data on pupils.

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