



## Developing Phonemic Hearing Skills of Elementary Schoolchildren in Russian Classes

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### ABSTRACT

Today, a modern school should prepare such a person who not only has knowledge, but also knows how to use his/her acquired knowledge in life, knows how to communicate in social settings. The goal is not for the child to know how as much as possible, but that he was able to act and solve problems in any situation. Mastery of language and speech is a necessary condition for the formation of a socially active personality. To learn to speak clearly and grammatically correctly, to have a well-trained voice, to express one's own thoughts in a free creative interpretation in oral and written form, to be able to express one's emotions by various intonation means, to observe speech culture and develop the ability to communicate is necessary for everyone. Therefore, one of the most important tasks at the present stage of teaching children is the development of speech activity. This article provides an overview how to develop the speech of elementary school children, how to improve phonemic skills in Russian classes.

### Keywords:

Schoolchildren, language skills, phonemic hearing, communication, pronunciation, speech activity

### Introduction

At the initial stage of learning, it is necessary to lay the foundation for good pronunciation, which involves correct intonation, observing pauses, knowing the features of the stress of words in a sentence, as well as correct articulation. This is necessary for the normal functioning of the speech of children. The well-developed pronunciation side of the children's utterance prepares them for the implementation of speaking as a type of speech activity. The ability to speak convincingly, clearly, accurately and concisely is the concern and desire of each of us. Mastery of speech leads a person to success, because "a good word is half happiness." To learn to speak clearly and grammatically correctly, to have a well-trained voice, to express one's own

thoughts in a free creative interpretation in oral and written form, to be able to express one's emotions by various intonational means, to observe speech culture and develop the ability to communicate is necessary for everyone. Therefore, one of the most important tasks at the present stage of teaching children is the development of speech activity.

### Materials and Methods

One of the important tasks at school is the development of the speech of children of primary school age. This is the task not only of pedagogy, but also of other related sciences as psychology, linguistics, speech therapy, neurology, neuropsychology, neurolinguistics and speech therapy.

The child faces many difficulties with admission to the first grade: adaptation to new conditions, regime, compliance with certain rules, but most importantly, difficulties in mastering their native languages. This may well lead to an insufficient level of speech development. In the age of computer technology, parents are chronically busy at work, most children are practically left to themselves, the speech environment is limited, many children find it difficult to answer in full phrases, find it difficult to grammatically correct sentences, they have a poor vocabulary, and sound pronunciation is impaired. The child's speech develops especially intensively at the age of 6-7, it is during this period that speech is most flexible and malleable. Therefore, all speech defects are overcome easier and faster [5].

The child performs learning activities together with other children, takes part in conversation and discussion in the lessons in the first grade. The child gets used to focusing on a particular object, to restrain involuntary statements, to speak in turn, to listen to another over the time. Children will gain new knowledge, learn to build sentences correctly with new words and grammatical forms, pronounce sounds and words correctly and clearly, tell the story, retell texts that are short in content, and answer questions with full answers. Children learn not only to cope with many speech difficulties, but also develop memory, attention, logical thinking, the ability to coherently express their thoughts, and skills of speech etiquette are instilled. All this encourages the child to active knowledge.

One of the most important components of speech is sound pronunciation. Competent, clear and rhythmic speech of the child is characterized by the correct hearing sounds. The improvement of sound pronunciation is connected, first of all, with the development of articulation of the movements of the organs of speech (tongue, lips, palate, etc.). Articulatory gymnastics not only develops the child's speech apparatus, but also prevents the occurrence of certain speech disorders.

Sound pronunciation is an important step in terms of practical mastery of the pronunciation

mechanism and pronunciation norm, and in terms of formation of speech skills. Stable pronunciation is a prerequisite for rapid and lasting assimilation of language material; contributes to the successful development of speech, reading and writing skills. Practicing sound pronunciation skills contributes to the development of good speech of schoolchildren. When mastering a language pronunciation, the task is to adapt the psychophysiological mechanisms of perception and production of speech according to the phonetic nature of the language being studied by correcting existing and forming additional auditory pronunciation skills. The creation of the auditory pronunciation base of the language being studied is possible due to the potential abilities of the human ear and the mobility of the organs of articulation.

It is necessary not only to have a sufficiently prepared articulatory apparatus to master the correct pronunciation, but also the ability to listen well, hear, distinguish between the correct and incorrect pronunciation of sounds in someone else's and one's own speech, control one's own pronunciation, differentiate sounds: voiced and deaf consonants (б-п, д-м), soft and hard whistling and hissing (с-з, с-ш, ш-ж, с-с, etc.) the child must have developed phonemic hearing in Russian lessons [3].

Phonemic hearing - the ability to perceive by ear and accurately differentiate (distinguish) all the sounds of speech. A well-developed phonemic ear in combination with articulation exercises contributes to a faster assimilation of the correct sound pronunciation in general. Incorrect pronunciation of sounds brings children a little grief and difficulties: they are embarrassed by their speech, feel insecure, become shy, withdraw, make poor contact with others, painfully endure ridicule. The child will become complex when answering the teacher and when communicating with peers, will not cope well with the sound analysis of words, write as he says, have difficulty reading. Attention and memory worsen, behavioral problems appear - aggressiveness, or lethargy, lethargy. Of course, this will affect the child's interest in learning, his character, interfere with the assimilation of the school curriculum,

and cause poor academic performance. Problems can be avoided if due attention is paid to correcting the disturbed sound pronunciation in time.

The teachers should develop sound pronunciation of children with the help of special exercises and must ensure that the articulation structure of Russian language becomes familiar to children over time, and they would not even notice the moment of restructuring from one articulation structure to another. When determining the content of the work on pronunciation, it is necessary to pay attention to the selection of phonetic material and its organization. The selection and distribution of phonetic material is carried out on the basis of the system of the language being studied; phenomena of the native language of children are considered as through the prism of a foreign system. In phonetic courses, the distribution of material is subject to a certain system and sequence, all its elements are interconnected and interdependent. The selection of phonetic material and its development depends on the goals of learning foreign languages and working conditions.

At the initial stage of training, exercises aimed at the formation of listening skills are used. They are of two types:

Exercises for active listening - recognition of sounds and intonations, aimed at developing phonetic hearing, establishing the differential features of the studied phonemes and intonations. These exercises can be performed by ear and with the help of a graphic support, with the teacher's voice or with a tape recorder. For example:

- listen to a series of sounds/words, raise your hand/signal card or clap your hands when you hear a sound;

- listen to the sentences, raise your hand when you hear an interrogative (declarative) sentence;

- listen to the sentence and note the stressed words / the number of syntagmas and the like.

Exercises for reproduction aimed at active pronunciation (imitation) of sounds, syllables, phrases, sentences following a sample - a teacher or an announcer - in chorus and individually. Exercises can be playful when

Russian words, sayings, poems are pronounced with different intonation, voice power, and speech rate.

### Conclusion

In practice, children showed much interest for the tasks shown on the interactive whiteboard. The advantages of such classes compared to traditional ones: the child sees the actions and voices of the characters in dynamics, colorful, understandable, and accessible, on an emotional upsurge.

When working with multimedia and computer presentations, the teacher uses the maximum number of analyzers for successful learning. All this creates conditions for the best perception and assimilation of the material. In addition, for the development of the intellectual and psychospeech capabilities of the child.

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