



Directions of correctional and speech therapy work in the development of speech in early childhood

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ABSTRACT

The article contains ideas about the features of the development of speech in early childhood, the directions of correctional and speech therapy in the development of speech in early childhood, and the functions of speech in early childhood

Keywords:

Early childhood, stages of speech development, speech experience, the period of deepening, the preparatory period, the period of babbling.

Correctional and speech therapy, speech development are considered not only in the field of speech therapy (the child's acquisition of language skills - phonetics, lexicon, grammar), but also in the field of forming children's communication with each other and with adults. Based on this, a significant task is to form not only a culture of speech, but also a culture of communication.

The works of representatives of various fields of science prove how important proper communication is in the development of speech.

The main task of early childhood speech development is the child's assimilation of the norms and rules of the native language established for each age stage and the development of his communicative abilities. It should be noted that the speech level of children of the same age can be completely different from each other.

The development and development of speech (acquiring the native language) at an early age is a multifaceted process by its nature.

It is inextricably linked with mental development, since the developed thinking of a person is speech, language, word-logical thinking. The interrelationship between speech development, language acquisition and the development of intelligence and cognition indicates the importance of language for the development of thinking.

At the same time, it is necessary to consider the interrelationship between speech (language) and intellectual development in the opposite direction - from intelligence to language. This approach can also be conditionally defined as an analysis of the linguistic (logopedic) function of the intellect, that is, determining the importance of the activity of intellect and thinking in language acquisition (F.A. Sokhin).

Especially in the formation of fluent speech, that is, meaningful, logical, coherent speech, the inextricable link between speech and intellectual development becomes more apparent. In order to tell about something in an

understandable way, it is necessary to clearly imagine the object of the story (subject, event), be able to analyze it, select the main features and qualities, establish various relationships (cause and effect, time) between the subject and the events. In addition, it is necessary to be able to choose the most appropriate words to express this idea, know how to build simple and compound sentences, and use various means to connect separate sentences and fragments of thoughts.

Full mastery of the native language, the development of language skills is the core of the full formation of the personality of a child of early age.

The main results achieved in the development of early childhood speech are associated with profound changes in the sphere of communication, where communication with peers occupies a central place. The child begins to prefer his peers to adults. Speech addressed to a playmate becomes more meaningful than speech with adults. Dialogue with a partner takes on the character of coordinated subject and speech actions. The child now knows how to attract the attention of his neighbor, and he himself is interested in the work and thoughts of his comrades.

The functions of early childhood speech are multifaceted. In this case, the child uses speech to establish communication with others, to draw attention to himself, his work and experiences, to understand each other, to influence the behavior, thoughts and feelings of his partner, to organize his activities, to coordinate his own and his playing companions' actions. Speech serves as an important source of knowledge about others, a means of recording ideas about the world of nature, things and people, a means of cognitive activity. For an early child, speech is a separate sphere of objective relations, which the child comprehends through playing with words, sounds, rhymes, meanings. To satisfy his practical, cognitive and personal needs, the child uses all the means available to him, and in involuntary situations, expressing thoughts, non-verbal means (gestures, facial expressions and movements), and directly speech itself. All types and forms of speech coexist with each

other, forming a unique individual portrait of the linguistic personality.

The development of dialogue is not only the mastery of a certain compositional form of speech, but is also an important component of the child's social development and the formation of his personality. Dialogic communication involves not only a focus on the message (a message with intellectual content) and one's own interests, but also taking into account the position of the partner, his interests, desires and mood. Coordination of speech actions in dialogue directly depends on the ability to understand the partner, to accept his point of view. Children gain such experience in organized activities (joint creation, drawing, storytelling, team games). In communication with peers, the child's speech acquires meaningfulness (understandability of the content based on the use of language tools, regardless of the communication situation).

Early childhood children love to tell familiar fairy tales, tell the content of cartoons, and tell what they have read.

Due to the lack of speech breathing in children's speech, pauses were observed due to the inability of children to distribute speech breathing in accordance with the length of the sentence being spoken.

Lexical disorders consisted in the fact that instead of the necessary words, children used other words that did not correspond to the situation.

Grammatical deficiencies consisted in the fact that children incorrectly placed words in a sentence (inversion).

According to the information tone, most of the sentences in children's stories consisted of declarative sentences. When composing a story, children's speech sounded in the same tone (monotone), questions or exclamations were not emphasized by voice,

The development of all aspects of speech has a great impact on the development of a child's independent speech creativity, which is manifested in various genres - fairy tales, composing stories, and composing poems.

It can be concluded that in the process of dialogical communication of early childhood children, a new form of speech - monologue -

arises and takes shape. It arises due to the child's desire to share his thoughts, feelings, knowledge about the world around him. In this case, the speech takes the form of a short story. The story reflects something interesting that surprised and excited the child (buying a new toy, family members getting into funny situations, etc).

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