



The Formation of Speech Culture of Primary School children in Russian Classes

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ABSTRACT

According to many researchers, the presence of pronunciation deficiencies is one of the reasons for the failure of elementary school children in the Russian language. As children do not know how to determine the number of sounds in a word, their sequence and they find it difficult to select words that begin with a given sound. Despite the good mental abilities of the child, due to the shortcomings of the sound side of speech, he/she cannot master the vocabulary and grammatical structure of speech in subsequent years. Children who do not know how to distinguish and isolate sounds by ear and pronounce them correctly find it difficult to master writing skills. This article presents an overview on formation of speaking skills of elementary school children in Russian lessons in order to reach the highest level of development of speech.

Keywords:

Pronunciation, speech sounds, speech culture, elementary school children, speaking, reading, writing, listening

Introduction

Today, special attention is being carried out in the diverse educational processes focused on the general development of children; in particular, the formation of oral speech since mastering speech is a prerequisite for the further successful development. The work on the development of the speech of children in the school is diverse. One of its directions is the development of the sound culture of schoolchildren, the ability to clearly and clearly express their thoughts, speak competently, the ability not only to attract attention with their speech, but also to influence listeners; mastery of the culture of speech. The sound culture of speech is a fairly broad concept, it includes the phonetic and orthoepic correctness of speech, its expressiveness and clear diction. According

to Arkin (1968), the education of sound culture involves:

- the formation of the correct pronunciation and word-pronunciation, which requires the development of speech hearing, speech breathing, motor skills of the articulatory apparatus;
- education of orthoepically correct speech - the ability to speak according to the norms of literary pronunciation. Orthoepic norms cover the phonetic system of the language, the pronunciation of individual grammatical forms. The composition of orthoepy includes not only pronunciation, but also stress, that is, a specific phenomenon of oral speech;

- the formation of expressiveness of speech - possession of the means of speech expressiveness involves the ability to use the height and power of the voice, the pace and rhythm of speech, pauses, various intonations;
- development of diction - a distinct, intelligible pronunciation of each sound and word separately, as well as the phrase as a whole;
- education of the culture of speech communication as part of etiquette.

There are two sections in the culture of speech, such as the culture of speech pronunciation and speech hearing, the work must be carried out in two directions: --the development of the speech motor apparatus (articulatory apparatus, vocal apparatus, speech breathing) and, on this basis, the formation of skills in pronunciation of sounds, words, clear articulation;

-development of speech perception (auditory attention, speech hearing, the main components of which are phonemic, pitch and rhythmic hearing).

The most difficult skill for a child is mastering the articulation of individual sounds. Because, the foundations of pronunciation culture are built from childhood.

Materials and Methods

Literature review confirms that one of the most effective methods for the formation of phonemic hearing in teaching the pronunciation of the sounds of the Russian language is the simulation method at the stage of primary education. The simulation method involves imitating the teacher, who must monitor his/her pronunciation and pronounce each sound correctly, in accordance with the norms of the literary language. The imitation method plays an important role precisely in the primary grades for the development of phonemic hearing and the differentiation of the sounds of the Russian language. It is necessary to pay attention to the fact that unconsciously acquired skills (imitation, repeated repetition) can be easily and quickly acquired or lost. That is why the process of instilling the norms of literary pronunciation must be conscious, and the formation of phonemic hearing requires

constant speech practice. According to L.V. Shcherba (1974), we need to combine these two elements of teaching pronunciation and gave preference to the conscious mastery of the language being studied.

Studies show that the method of imitation or imitation contributes to a better assimilation of speech sounds and the development of sound culture, however, one cannot be limited in work to only one of them, it is necessary to use other methods.

The next method recommended for use is the articulation method. The essence of the articulation method lies in the fact that the teacher shows and explains the position of the organs of speech, their movement when pronouncing a certain sound. At the same time, children should realize how one sound differs from another, and which articulation is common for two or three sounds, which serves to differentiate them.

When articulating the sounds of native speech, the movements of the speech organs in children are automated. They do not feel and do not even think about how the speech organs work to produce sounds. Perceptible moments of articulation is the position of the organs of speech, which can be felt, and in some cases even seen. These include the movement of the lips, the tip of the tongue, the movement of the entire body of the tongue forward or backward, the strength and duration of the air stream. For example, in the formation of sounds, some organs of the oral cavity play an active role, while others play a passive role. So, with articulation [н], the lower lip is active, and the upper lip is passive, with articulation [й], both lips are active, and with articulation [а], both are passive. The lower lip has great mobility. It can merge with the upper lip (when forming [п], [б], [м]), approach the upper teeth (when forming [с], [ф]). Lips can be rounded and stretched into a tube (as in the formation of [й], [о]). If difficulties arise in the conscious control of articulation, it is possible to use helper sounds. A necessary condition for successful work is a long and intense pronunciation of helper sounds. In this case, they contribute to the development of articulation skills in relation to the main sound.

The comparative method is closely related to the articulation method in Russian. Since the position of the organs of speech during the pronunciation of sounds is different, this method is of great importance in the formation of a sound culture of speech. The main characteristic of this method is the concentration of children's attention on the phonological features of the language, which helps to consciously acquire the language and delve deeper into their native speech. The comparative method allows you to better recognize objects, learn new information about the phenomena of objective reality, and differentiate similar sounds. The use of this method helps to visually explain linguistic phenomena, to more consciously perceive the phonetic and phonological features of Russian language and on this basis competently and appropriately use its capabilities. However, we do not recommend constantly comparing the phenomena of language in the lesson. This is irrational, since the time necessary to create the basis of speech actions is wasted. A large amount of work on comparison prevents the student from quickly mastering linguistic phenomena, constantly leaving them in the sphere of one language problem.

Based on the foregoing, for methodological purposes it is advisable to compare the following groups of sounds:

- 1) identical in articulation, for example, [y] [o], [э] [и].
- 2) identical in sound, for example, [с] [ш], [и] [й].
- 3) differing in hardness-softness, for example, pairs of sounds [с] [ш], [и] [й].
- 4) differing in sonority-deafness, for example, [ж][ш]; [э][с]; [г][к]; [д][т], etc.

The next method recommended technique is the analytic-synthetic method for the development of the pronunciation culture of children of primary classes. It is a more advanced method than those described above and consists in using techniques based on the analysis and synthesis of the studied linguistic phenomena. As sound analysis techniques, it is possible to carry out the following types of work:

- a clear pronunciation of the word by syllables when studying difficult sounds, for example, ра-ма, са-жа, ма-ма;
- self-observation of their own pronunciation and the pronunciation of other children;
- selection of words with a difficult sound being studied to improve pronunciation skills, for example; [т] - труд, тетрадь, трава; [р] - работа, ручка, ружьё;
- comparison of words by pronunciation and style. It is advisable to start such work with those words in which the sounds and the letters denoting them basically coincide, for example, car, viburnum, sundress. For comparison, one should also recommend such words in which it is possible to show children the semantic role of vowels, for example, рука-река, рама-Рома;
- negotiating a word using the object depicted in the picture, while it is also necessary to create an opportunity for children to compare their pronunciation and observe the pronunciation of other children, for example, жук-жуки, рука-ручка, рот-крот;
- sound analysis or phonetic analysis.

We think, the most effective methods can be considered the following:

- exemplary pronunciation of the teacher;
- carrying out articulation exercises and phonetic exercises;
- finding differences in sound and in the semantics of words that differ in one sound;
- selection by children of individual words with the studied phoneme;
- the perception of sound is isolated in the word;
- correcting the pronunciation of children and re-playing the sound after the teacher;
- reading specially selected words and sentences with the studied phonetic phenomenon;
- demonstration of phonetic tables;
- answers to the teacher's questions to consolidate the correct pronunciation;
- negotiation of words with the studied sound;
- pronunciation of tongue twisters, tongue twisters, counting rhymes, poems, riddles.

Conclusion

To conclude, teaching focused on the development of the pronunciation activity of primary school children should be based on the use of a variety of methods and techniques as we discussed above.

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