



# TEACHER TRAINING FOR THE IMPLEMENTATION OF THE PRINCIPLE OF CONTINUITY IN THE WORK ON THE DEVELOPMENT OF SPEECH OF PRESCHOOL AND PRIMARY SCHOOL AGE CHILDREN

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**Annotation:** The article deals with the problem of teacher training for the implementation of the principle of continuity in the field of speech development of preschool and primary school children. Modern approaches to solving the problem of continuity between these educational stages are identified. Psychological and pedagogical conditions for the implementation of continuing education, as well as methodological conditions for the implementation of the principle of continuity in the process of language and speech development of students are highlighted. The content of the textbook "Speech task book of a preschooler" is revealed, aimed at improving the effectiveness of improving the speech activity of preschoolers and younger schoolchildren based on the implementation of the principle of continuity.

**Keywords:** continuing education, the principle of continuity, speech activity, lexical level of speech, grammatical level of speech, coherent speech.

## INTRODUCTION

One of the important tasks of the modern educational system is to ensure the continuity of the educational process. The solution of this problem is connected with the implementation of the principle of continuity, which increases the effectiveness of the educational process due to the unity and consistency of the content, forms and methods used at different stages of education. At the same time, at each new stage of training, the teacher should rely on the knowledge and skills that were acquired by children at the previous educational stage, and prepare students for the development of new material, for the transition to a higher level of development of their intellectual, linguistic and speech abilities. The problem of continuity becomes particularly important during the transition of children from preschool educational institutions to primary school.

In a single educational space, language education is of particular importance, which assumes a certain level of language proficiency, the formation of the ability to solve practical tasks in various kinds of educational situations (grammatical, speech, communicative, etc.), the willingness to apply language knowledge in the conditions of speech communication. An important area of preschool and primary language education is the speech development of children. In order to increase the effectiveness of improving the speech activity of younger schoolchildren, the teacher should be guided by modern approaches to solving the problem of continuity between these stages of education.



## MATERIALS AND METHODS

In modern studies of scientists-psychologists (N. F. Vinogradova, V. V. Davydov, V. T. Kudryavtsev, E. E. Kravtsova, G. A. Zukerman, etc.), the problem of continuity is considered from the perspective of developing education. Scientists suggest that it is necessary to create psychological prerequisites for educational activity at the preschool stage of education. In this regard, it is recommended to pay special attention to the development of the creative potential of preschoolers, in particular, the development of their productive imagination. Such an approach, according to scientists, will contribute to the formation of prerequisites for children's ability to learn, the creation of a psychological foundation for readiness to study in primary school and will have a positive impact on the process of forming theoretical thinking of children at the next stage of education. V. T. Kudryavtsev believes that with this approach, preparation for school becomes natural and relaxed.

In the Concept of the content of continuing education (preschool and primary level), the following bases of the principle of continuity are distinguished: a) significance ("self-worth") of each age period; b) ensuring the connection and consistency of all components of educational work that are used at each educational stage; c) compliance with consistency and perspective in the selection and arrangement of educational material, in the ways of its study and comprehension.

The authors of the Concept (S. A. Amonashvi-li, M. M. Bezrukikh, R. N. Buneev, N. F. Vinogradova, A. A. Leontiev, V. V. Rubtsov, G. A. Zukerman, etc.) defined the psychological and pedagogical conditions for the implementation of continuing education. These include: a) the use of a personality-oriented approach to the process of teaching, upbringing and development of preschool and primary school children; b) the use of pedagogical technologies that allow each child to choose ways of educational and cognitive activity, a partner for joint activities, etc.; c) the implementation of pedagogical assessment of indicators of children's success based on a comparison of achievements a child at this stage of education with his previous achievements); d) creation of an educational environment conducive to the emotional and value, social and personal, cognitive, aesthetic development of the child and the preservation of his individuality; e) use as a leading game activity as the most important factor in the development of the child and his preparation for educational activities; f) the ratio of reproductive and research, creative activities of students.

Of undoubted interest, in our opinion, is the position of A.V. Beloshistaya. According to the scientist, the formation of a preschool child's readiness to study in primary school should be carried out not at the content, but at the activity level. In this regard, she believes that the successful self-realization of the child will be promoted by a personal-activity approach to his upbringing and development. A.V. Beloshistaya expresses the idea of the need to use at the preschool educational stage as a leading cognitive activity, which is the basis for the formation of cognitive motivation in children.





Compliance with the methodological conditions for the implementation of the principle of continuity between preschool and primary education will contribute to improving the level of professional and methodological training of a teacher. Firstly, in the process of improving the speech activity of younger schoolchildren, the teacher needs to have an idea of the trends in the language and speech development of students from preschool age to grade 11. Secondly, the teacher should be able to identify and take into account the new speech skills that students acquire at each subsequent stage of learning. Thirdly, at each stage of training, special attention should be paid to conducting propaedeutic work aimed at the development of all levels of speech of students (pronunciation, lexical, grammatical and level of coherent speech). Fourth, it is important to systematize and generalize the knowledge and skills acquired by students at previous stages of training.

According to M. R. Lvov, one of the important conditions for continuity is long-term work planning, the ability to organize educational and cognitive activities of students taking into account the long-term perspective. At the same time, the scientist notes that continuity should be observed taking into account the age capabilities of students, without overloading them.

## RESULTS AND DISCUSSION

Teaching children to speak as a type of speech activity involves solving creative speech tasks aimed at creating children's own statements. An important unit of learning, a source of intellectual, aesthetic and cultural development of a child's personality is the text. In the process of working on the text, it is necessary to teach children to listen carefully and comprehend the text they have heard, as well as answer questions that allow them to understand the author's intention, create a statement, justify their own point of view, actively master the vocabulary of the Russian language, as well as a variety of syntactic constructions, when answering questions.

The manual implements the idea of maximum approximation of didactic material to the conditions of speech communication, to natural speech practice. For this purpose, modern personality-oriented technologies are used: technology of educational cooperation, game technology, technology of rhetoric, which allow children to acquire communicative experience of communication in vital situations.

The development of positive motivation and cognitive interest in the practical development of the laws of the Russian language is facilitated by the tasks of such headings as "It's interesting!", "The world around us", "The secret of the word", "With a smile", "Folk wisdom", "Attention: cartoon!". The process of speech development of preschoolers and younger schoolchildren involves the active participation of parents in it. For this purpose, the manual includes tasks under the heading "Together with the family". A child together with adults can discuss various communicative situations, learn poems, solve speech tasks, perform tasks in pairs, take part in play activities.

The structure and content of the textbook are determined primarily by the thematic principle, which involves the organization of work aimed at the development of the child's speech in



accordance with a single topic. The main criterion for the selection of educational material within each topic is the relevance of language units in the process of communication. This principle ensures the inclusion of a cultural component in the process of language education of preschoolers and younger schoolchildren, promotes the spiritual, moral and civic education of children.

## CONCLUSION

Thus, the system of tasks within each topic allows you to organize work on the pronunciation, lexical, grammatical levels of the language, the level of coherent speech, as well as to help adults form children's understanding of what role communication plays in our lives.

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