



## DEVELOPMENT OF VARIOUS ASPECTS OF PRESCHOOL CHILDREN'S SPEECH THROUGH SPEECH MANIPULATION

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**Annotation:** The article raises the question of the development of various aspects of preschool children's speech through speech manipulation. The author of the article substantiates the opinion that the use of speech manipulation creates the most favorable conditions for the development of children's speech. Speech manipulation is most often represented in various types of games, since it is the game that is the main activity of preschool children. The article makes a certain contribution to the development of onto linguistics.

**Keywords:** children's speech; speech manipulation; sound culture of speech; vocabulary; grammatical side of speech; dialogic speech; monologue speech.

### INTRODUCTION

Children's speech has always attracted the close attention of scientists from various fields of knowledge, but today this phenomenon remains not fully studied. Children's speech reflects the formation of human speech abilities. From the moment the child is born, a continuous process of speech development begins. It is well known that each child's speech develops individually and depends on many factors, in particular on the psychophysical state, the environment that affects the formation and development of various aspects of speech, the emotional climate in the family, etc. However, researchers have found that there are specific features, patterns in the development of speech that are common to all children of a certain age period, for example, by the 1st year a child should know an average of 10-15 words, and by the time he enters school (by the age of 6-7) - about 3,500 words.

One period gradually replaces the other, gradually improving the speech abilities of children and their associated communication skills. The purposeful process of a child's speech development begins during preschool age. The purpose of this article is to consider the specifics of a child's speech development, and then to identify the features of the development of various aspects of the speech of preschool children through speech manipulation. The process of formation of speech activity and assimilation of the native language system in ontogenesis was studied by such researchers as A. A. Leontiev, A.M. Shakhnarovich, A. N. Gvozdev, P. M. Boskis, G. A. Kashe, F. A. Pay, E. M. Vereshchagina, D. Slobina, V. M. Belyanin, etc. Scientists have found that the most favorable and intensive period in the development of a child's speech is the first 3 years of life, since it is during this period that all the functions of the central nervous system are formed, ensuring the adequate operation of the system of conditioned reflex connections underlying the gradually forming speech and language skills. If the conditions of development at this time are unfavorable, then the formation of speech activity may be delayed or even proceed in a "distorted" version.



## **MATERIALS AND METHODS**

One of the principal tasks of a teacher in the development of speech abilities of a preschooler is the organization of such conditions under which a child acquires skills and abilities corresponding to a high level of his speech development. The main source of acquiring speech development skills for preschoolers is the experience of interpersonal communication. It is from communication that a complex set of speech knowledge and skills is formed.

The preschool stage is characterized by the most intensive speech development of children. During this period, there is an active formation of all aspects of children's speech: lexical, grammatical, phonetic, etc. At this time, the active vocabulary of children is quickly replenished with new words; children acquire the skills of inflection and word formation, while very often elements of children's word-making can be found in their speech, which is the norm for them. The process of language acquisition is so active that after three years, children with a good level of speech development freely communicate not only with the help of grammatically correctly constructed simple sentences, but also some types of complex sentences.

In the preschool period, there is a fairly active formation of the phonetic side of speech, children master the ability to reproduce words of various syllabic and sound structures. If individual errors are noted, they are usually present in the most difficult to reproduce, little-used or unfamiliar words to children. At the same time, it is enough just to correct the child once or twice, to give a sample of the correct pronunciation, as he will be able to quickly introduce a new word into his speech.

The developing skill of speech-hearing perception helps to control your own pronunciation and hear mistakes in the speech of others. During this period, children develop a "sense of language", which ensures the correct use of all grammatical categories and forms of words in independent utterances.

By the end of the preschool period, children normally master detailed phrasal speech, phonetically, lexically and grammatically correctly construct their statements. Deviations from the orthoepic norms of oral speech do not have a stable fixed character and, with appropriate pedagogical correction, are eliminated quickly enough. Children during preschool age easily come into contact with people around them. One of the main tasks of a teacher during preschool age (from 2-3 years to 6-7 years) The goal is to pay as much attention as possible to the speech development of the child: to activate his vocabulary, to form the grammatical side of speech, to develop norms and rules of dialogical and coherent monological forms of speech, etc.

From our point of view, the most effective organization of the development of speech skills and abilities of preschool children will be facilitated by the use of various methods of speech manipulation in the process of communication between a teacher and children. To date, there are various definitions of the concept of "manipulation". Most researchers, in particular E. A. Shcheglova, L. I. Ryumshina, E. L. Dotsenko, A. O. Ruslina, E. V. Sidorenko, etc., understand manipulation as a certain psychological effect of the speaker on the interlocutor



in the process of communication, in which manipulative intentions for the interlocutor are hidden, in the process of communication, under the influence of hidden speech intentions, the interlocutor begins to commit certain actions planned in advance by the speaker.

During preschool age, as noted earlier, the child has already formed a certain set of skills and abilities, including speech. In order for a child to realize these skills and abilities in his speech practice, certain conditions are necessary that the teacher creates [2, p. 65]. Speech manipulation, in our opinion, can contribute to the more effective development of various aspects of children's speech. We can often observe situations when a child takes the initiative during communication: talks about something, asks questions, shows interest in certain facts of reality, etc. While communicating with people around you, you can also observe such speech situations in which the child wants to be or appear to be an "adult" to others. At this time, it is necessary to support him in every possible way, to be attentive both to him and to his speech: if necessary, correct his speech, the course of thoughts, actions, deeds, etc. Special attention should be paid to speech development, the formation of a full-fledged, communicatively developed personality.

In our opinion, speech manipulation can be used at various stages of the learning process in preschool educational institutions: at the stage of educating the sound culture of a preschooler's speech, in the process of enriching the dictionary, at the stage of development of dialogical and coherent monological forms of speech, etc.

## **RESULTS AND DISCUSSION**

Let's consider concrete examples of the use of speech manipulation in the process of working on the development of various aspects of children's speech. So, at the stage of educating the sound culture of speech of a preschooler, the following types of tasks containing speech manipulation can be used.

Let's play. You need to say tongue twisters. The winner is the one who does not make a single mistake when pronouncing them.

Tongue twisters:

There is grass in the yard, firewood on the grass.

The eagle King.

Four turtles have four turtles.

Two puppies, cheek to cheek, pinch the brush in the corner.

Skinny feeble Koschei drags a box of vegetables.

Sasha was walking on highway, and sucked bagel.

The task of the speaker, in this case the teacher, is to encourage the child to carefully complete the task, correct pronunciation of all sounds in words. A phrase containing speech manipulation is obvious to an adult (the one who does not make a single mistake will win), and for a child it is a kind of incentive. In this situation, it is important for the child not to make mistakes in order to win, because victory for him is a source of joy, superiority over other children.

Speech manipulation is represented in the phrase the one who has more chips will win. After completing the task, the child will receive encouragement. The task of the teacher is to



encourage children to active speech activity, to the desire to enter into a dialogue with an adult and prove their point of view.

Here is an example of using speech manipulation to develop the monologue speech of preschool children: And now we will compete with you who will come up with the most interesting autobiography for a fairy-tale hero (Dunno, Little Red Riding Hood, sister Alyonushka and brother Ivanushka, etc.). Or another example of a task: Who will come up with the most interesting fairy tale with fictional characters (for example, a knot, a button, a thread, etc.).

Speech manipulation is represented in the phrase And now we will compete with you. Competition always arouses lively interest not only among the participant of the speech act, but also among others, so it is also one of the effective means of developing coherent monological speech based on speech manipulation.

The speech development of a child is a complex, diverse and rather lengthy process. Children do not immediately master the lexical and grammatical structure, inflection, word formation, sound reproduction and syllabic structure. Some groups of language signs are assimilated earlier, others - later. Therefore, at various stages of the development of children's speech, some elements of the language are already mastered, while others are only partially mastered. At the same time, the assimilation of the phonetic structure of speech is closely related to the general progressive formation of the lexical and grammatical structure of the native language. In general, the ontogenesis of language ability is a complex interaction, on the one hand, of the process of communication between adults and a child, on the other - the process of development of subject and cognitive activity.

## **CONCLUSION**

In the period of preschool age, in our opinion, forms of work based on speech manipulation are very effective, especially those that are focused directly on the development of various aspects of the child's speech: the sound culture of speech, vocabulary, grammatical norms, dialogic and monological forms of speech, etc. Speech manipulation in the process of organizing various forms of children's activities aimed at the development of their speech is most often represented in various types of games, since the game remains the main activity of children throughout preschool age.

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