



Methods of Formation of the Grammatical Structure of Speech in Preschool Children

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Abstract: The article is devoted to the study of theoretical aspects and methodological features of the formation of the grammatical structure of speech of preschool children. The paper presents the main approaches of researchers regarding the problem of research, examines the essence of grammatical development of older preschoolers and the ways of its implementation in the conditions of preschool educational institutions.

Keywords: senior preschoolers, preschool children, grammar, thinking, intellectual development, speech, communication, grammatical structure of the language, speech development of children, pedagogical conditions.

INTRODUCTION

The most important creative mental function of a person is speech, being an area of manifestation of the inherent ability of all people to cognition, self-organization, self-development, to build their personality. The language (speech) of a person is not only a means of communication, but also a way of expressing thoughts: the clearer and more correct the speech, the more accurately the thought is expressed. The development of speech entails the development of mental operations, and vice versa – the development of thinking contributes to the development of speech. If a person has a high level of speech development, then he not only reads well and writes competently, he perceives and understands what is being studied better, clearly states his thoughts. The formation of different aspects of language competence (vocabulary, phonetics, grammar) proceeds unevenly, at different stages of development one or another of them comes to the fore. Depending on this, at each stage of the child's personality development, the formation of the grammatical structure of the language differs in specific trends and new relationships. Preschool age is one of the main periods in a child's life. It is connected with the formation of speech. The formation of the grammatical structure of speech is one of the problems of speech development of a preschooler. A person acquires the ability to speak correctly precisely through the development of grammar.

MATERIALS AND METHODS

Older preschoolers are distinguished by great physical and mental capabilities. The physical development of older preschoolers is interconnected with the mental one. It is a necessary condition for the versatile development of the child. At this time, mental, aesthetic, moral development is gaining a high pace. There is a versatile improvement of the child's speech: he must correctly pronounce all the sounds of his native language, clearly and clearly reproduce words, have the vocabulary necessary for free communication, correctly use many grammatical forms, his statements should become more meaningful, expressive and more accurate. The thinking of an older preschooler is formed through the assimilation of grammar.

So, within the framework of this study, the concept of "grammatical structure of the language" will be understood as a product of a long historical development, without the formation of which the thinking

of preschool children will not be improved. This is due to the fact that it is the grammatical forms of language that are the material basis of people's thinking. So, the higher the level of mental development of a preschooler, the better his grammatical speech system is formed. The formation of the phenomenon analyzed by us is an indispensable condition for the timely and successful development of monological speech as one of the leading types of speech activity. The process of developing the grammatical structure of speech occurs in parallel with the process of general speech (language) development of the child. Speech development is carried out in stages: from the verbatim, semantic semantic system to situational phrasal involuntary speech, and then to the development of the dialogical form of speech and, finally, reaches the level of mastering the monological form of coherent speech. The sequence of periods of this process should be taken into account when choosing educators forms and methods of pedagogical guidance. The basis for mastering the grammatical side of the language is the child's knowledge of the relations and connections of the surrounding reality, expressed in grammatical forms of the language. Grammatical meanings of words express the relations that exist between words, or indicate the subjective attitude of the communicant to the so-called objects or phenomena.

The essential connections between objects and phenomena of the surrounding reality are recognized by the child primarily within the framework of objective activity. Provided the proper organization of subject activities, daily communication of children with peers and adults, special speech classes, didactic games and exercises, the grammatical structure of speech will be formed successfully. Such an approach will contribute to the emotional health of a preschooler: he will not be constrained in communicating with peers, he will not be afraid to express his thoughts and feelings in front of others, he will adapt quite smoothly and quickly in the school team, where he will feel like a full and equal member of this social group.

The formation of the grammatical structure of oral speech of a preschooler includes work on morphology, studying grammatical meanings within a word (changing it by gender, numbers, cases), word formation (creating a new word based on another using special means), syntax (compatibility and order of words, construction of simple and complex sentences).

Tasks of grammar work in kindergarten:

1. Enrichment of a preschooler's speech with grammatical means based on active orientation in the surrounding world and the sounding speech of surrounding people; correction of morphological and syntactic errors in children's speech.
2. Formation of elementary awareness of the morphological and syntactic structure of language in children, education of sensitivity and interest in linguistic phenomena. This is the only way to ensure the successful practical assimilation of the rules, the system of morphological and syntactic means by children.
3. Expanding the scope of the use of grammatical means of language in various forms of speech and speech communication. Prevention of grammatical errors in children's speech - their exercise in the use of difficult forms, exceptions to the rules.

Preschoolers learn the grammatical forms of their native language in a certain sequence dictated by the needs of communication with adults and peers, as well as the ease or difficulty of their assimilation. Children move from concrete forms to more abstract ones, from a simple transfer of external features of objects (plural, size) to a complex, correlated with the subject situation (for example, case forms that help express knowledge about the orientation of objects in space: at the table, above the table, on the table, etc.). In the process of learning, children master the skills to use other parts of speech correctly: adjectives, pronouns, adverbs, numerals, conjunctions, prepositions. Children are taught how to combine words into phrases and sentences of different types — simple and complex. It is necessary to teach children the ability to think over phrases, then correctly connect words into sentences. Children learn different ways of combining words in a sentence, master the ability to form it intonationally.

During the training, children are brought to the ability to create new words based on another root word — to derive one word from another in meaning and form — with the help of suffixes (teach — teacher, house — house), prefixes (write — rewrite, write off, write out; run — run, run, run), mixed in a way (table — table, table; run — run, run).

Mastering different ways of word formation helps preschoolers to correctly use the name of baby animals (rabbit, fox), tableware items (sugar bowl, candy bowl), direction of action (drove — drove — left), etc.

Children learn the grammatical structure of speech practically, based on the perception of speech patterns that preschoolers unconsciously analyze, and in the process of specially organized learning.

The teacher has the opportunity to give speech samples to children in the process of daily communication and learning coherent speech. The leading methods in this case are observation and conversation in their combination. In the process of observation, the teacher takes care that children are able to establish significant connections between phenomena, causal, temporal relationships and express them in speech. In this case, speech activity acts as an indirect link in the child's activity (cognition, communication). For the assimilation of the grammatical structure of speech, the actual speech activity of the child plays an important role. The main role belongs to the retelling. In the process of retelling, children borrow complex grammatical constructions from the author's text. Didactic games and exercises allow purposefully introducing children to certain morphological and syntactic constructions, forming their ability to arbitrarily use grammatical means in their own speech. So, in order to form the ability of preschoolers to correctly use plural nouns in the genitive case, games are held "What is gone?", "What is missing for Tanya to go for a walk?". In order to form the ability to build sentences with homogeneous terms, you can use the plot-didactic game "Who will we drive by car". The formation of complex syntactic constructions in children's utterances is carried out in a "writing situation" when a child dictates and an adult write down his text. Word formation training is carried out in games such as "Who has whom?" (for the formation of names of baby animals), "What do we call a pet?" (for the formation of animal nicknames depending on their appearance), etc. Within the framework of these methods, such active teaching techniques are used as a sample of the teacher's speech, a direct indication of a complex grammatical form (One should say: "Put on a jacket?"), a comparison of grammatical forms, conjugated speech ("Standing near the window... piano. Kolya plays on ... piano"), reflected speech ("Ask Seryozha: does your coat have buttons?"), correction of an error, a hint ("What are the names of cars that fly in the air? - Airplane, helicopter"), didactic exercises, disclosure of word-formation connections ("The refrigerator creates cold, the table lamp is on the table"), etc. It is necessary to offer preschoolers and tasks of an evaluative and cognitive nature: is it possible to say so? Why is it called that? How to say it correctly? (Can a wolf be called Toptygin? Why was Robin-Bobbin called a glutton?)

The formed grammatical skills are realized in the speech communication of children with peers and adults, in coherent speech. The teacher monitors the correctness of the pupils' speech, corrects mistakes, recalls the necessary analogies ("It is necessary to say an elephant, like a mouse, a chicken").

RESULTS AND DISCUSSION

In everyday conversations with children, in classes in other educational areas, the educator non-intrusively draws children's attention to the names of objects, objects, people, explains why they are given such a name: "cleaner - cleans, builders crane - lifts loads," etc. Introducing children to the names of objects, it is necessary to show difficult forms of changing words, use them in combination with prepositions, pronouns. An important condition for the formation of grammatically correct speech in children is the tactful correction of grammatical errors. Do not repeat the mistake: it is better to pronounce the correct form several times, drawing the child's attention to it: "Listen to how to say: cleaner, longer, more beautiful." It is very important to awaken in children the desire to speak correctly, interest in the norms of literary speech. Therefore, it is important to encourage children to ask questions about how to speak correctly, to invite the child to think. Children of senior preschool

age can be brought to a conscious choice of the correct form from several options, to interest them in what form of a word or phrase is correct.

CONCLUSION

Summarizing the above, we conclude that the grammatical structure of speech is the product of a long historical development, and grammar, as one of its most stable parts, determines the type of language. The need for the development of grammatically correct speech is an urgent task of the education of older preschool children. From the moment when a child begins to freely use all grammatical means in communication with peers and adults, there is a genuine mastering of grammar. In this context, the communication of a child with other children is of particular importance, since it most fully reveals the potential of an older preschooler. Thus, mastering the grammatical structure of speech has a major impact on the overall development of an older preschooler, providing him with a transition to the formation of language competencies at a more in-depth level at school.

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