



AGE AND PSYCHOLOGICAL AND PEDAGOGICAL BASES OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN

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Abstract:

The current stage of development of society sets new tasks and goals for the development of preschool children. A huge role is given to the formation of a culture of children's communication, in the resolution of which the main role is played by the formation of communicative purposes of speech, as a key element in the development of the child.

Keywords: preschool age, speech, speech development, psychological and pedagogical foundations.

One of the most serious aspects of personality formation is communication. Beliefs that communication plays a huge role in the upbringing of the individual, gave their advancement in the scientific work of domestic teachers: V.G. Anan'eva, A.A. Bodaleva, L.S. Vygotsky, A.N. Leontiev, B.F. Lomov, A.R. Luria, V.N. Myasishcheva, A.V. Petrovsky and others [1].

The full development of older preschoolers lies in meaningful communication with peers and adults.

A.A. Leontiev identifies the following forms of communication: cognitive communication with a teacher about cognitive problems that concern the child. This communication contributes to the activity of children, deepens cognitive interests; business communication, entering into which the child learns something from an adult. Cooperation with adults contributes to the development in the child of valuable qualities of social behavior, the ability to accept a common, single goal, promotes inclusion in joint planning, interaction in the process of work, and discussion of the results obtained; personal communication with adults, entering into which the child aims to discuss with them problems related to the moral, emotional world, experiences, actions of people. A preschooler shares plans, thoughts, and impressions





with adults. This communication contributes to the social maturation of the child, the formation of his social value orientations, awareness of the meaning of events, the development of the child's readiness for a new social position in the future - the position of a schoolchild.

Prominent psychologists L.S. Vygotsky and A.V. Zaporozhets noted in their works that for senior preschool age, the priority among all types of communication is the personal type, instead of the cognitive type of communication (the questions "What is it? What is it made of? What is this thing for?").

At the center of the personality type is an interest in relationships between people. However, this type of communication does not replace the cognitive one, it must be combined with the cognitive type of communication. From the point of view of pedagogy, communication is seen as the process of appointing and maintaining purposeful, direct or predetermined in one way or another way of communication between people, one way or another united among themselves in a psychological relationship.

A lighter formulation is shown by M.I. Lisina: communication is the interaction of 2 or more people, focused on coordinating and organizing efforts in order to resolve relationships and achieve common success [3].

Communication is the direction of the unified activity of children and is determined by the properties of this activity [5]. Communication is only one of the aspects of the collective activity of the participants, however, there are cases when communication is presented in the best possible way, using all the interaction that is currently taking place between people [6].

In communication, the need changes in meaning depending on the image of the collective activity of the child with the elder. At any level of formation, the need for communication is defined as the need for such complicity of an adult, which is necessarily and quite sufficient for the child to resolve the leading tasks characteristic of his age [9]. The four stages of development of the need for communication between a child and an adult are analyzed.

Stage 1 - the need for care, affection and favor of an adult.

This is quite a sufficient circumstance of the well-being of the baby in the first half of life.

Stage 2 - the need for cooperation or assistance from a senior.

Such a value of interest in communication arises in a child after he comprehends it by free grasping.

Stage 3 - the need for polite treatment by an adult. It is created against the background of the activities of children that contribute to the cognition, aimed at creating





sensually unconsidered relationships in the material world. Children are drawn to individual cooperation with an adult, who manifests manifestations and cases of the real world in a collective reasoning. Only adult awareness of the significance of these tasks for the child guarantees such cooperation.

Stage 4 - the need for understanding and empathy of an adult. This need arises in connection with the interest of children in the world of universal human relationships and is determined by the assimilation by children of the conditions and principles of their relationships. The child tries to achieve unity of views with the adult. This will enable the child to use them as instruction in their actions[2].

Psychologists say that successful communication is formed from several factors:

- the desire to communicate (effective communication is impossible without motivation);
- the ability to hear and listen to the interlocutor (it is important to be interested in other people and understand their messages);
- emotional interaction (without compassion and empathy, effective communication is impossible);
- the ability to use the rules of communication (there are established unwritten norms of communication that may differ in different societies, the child must master these norms, otherwise he will have inevitable difficulties in the future) [4].

For the formation of the independence of a preschool child, a special role is played by the nature of communication with adults, the degree and timeliness of their help. An independent child is a child who is in search, he has the right to make a mistake and a pedagogically competent attitude of an adult to a mistake: not as a failure of a preschooler, but as a normal initiating moment of development. Responsibility for one's own actions, for this or that activity by a child, should be determined by the degree of his independence in it and be formed already at an early age.

Responsibility appears and is expressed in a situation of choice between "good" and "bad", "possible" and "impossible", "I want" and "must". It is associated with volitional efforts that a preschooler shows. One of the forms of manifestation of volitional behavior is the arbitrariness of behavior, i.e. the ability to manage one's own behavior in accordance with the assigned rules and norms. Freedom of behavior and security are important components in the development of a person's personality. The freedom of behavior of an older preschooler depends on the level of his competence and upbringing.

Freedom of behavior presupposes the preschooler's mastery of the ways of self-limitation of the sphere of his activity.





When educating in a preschooler a sense of freedom of behavior and security, one should be based on the formation of an understanding in him of cause-and-effect relationships that arise in different life situations. The formation of freedom of behavior occurs in the initiative, free, vigorous activity of a preschooler. He independently determines the ways to achieve the goal, chooses the means of activity (game, theatrical, visual, constructive, etc.), etc. All this is one of the main points that provide freedom of behavior and independence.

Thus, a significant role in the development of the child is played by the senior preschool age: this period of life is characterized by the beginning of the formation of new psychological mechanisms of activity and behavior. At this age, the foundation of the future personality is laid.

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