

SPEECH DEVELOPMENT OF PRIMARY SCHOOL CHILDREN

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ABSTRACT

In this article the author contemplates certain peculiarities of organization of work on speech development in the process of education in primary school. The speech development of primary schoolchildren is the entire work undertaken by the teacher specifically for the pupils to master the language rules, as well as to have the ability to express their ideas orally and in written form, by using appropriate language means in accordance with the purpose, content and conditions of speech communication.

KEYWORDS: Language Development, Brain Building, Language Learning, Clear Articulation, Pronouncing Distinct Sounds, Compliance with Proper Rules of Orthoepy, Oral and Written Expressions, Speech Impediments

INTRODUCTION

In order to become highly educated person, one should possess all the riches of his native language. Therefore, one of the main tasks of primary school is the formation of correct speech of primary schoolchildren [1].

Definitely, the development of a child's speech is a complex and varied process. It occurs with periods of rapid splash and a temporary lull, and includes many psychical processes, and in its turn influences to the development of thinking, cognitive processes (memory, attention, sensation, perception), on cognition in general.

That is why the most important supposition for the solution of the speech tasks in primary school is proper organization of setting in which the children would have a desire to talk, to call the surroundings, to enter into verbal communication.

According to the guiding principles underlay the CoE language education policy:

- Language learning is for *all*: opportunities for developing their plurilingual repertoire is a necessity for all citizens in contemporary Europe;
- Language learning is for the *learner*: it should be based on worthwhile, realistic objectives reflecting needs, interests, motivation, abilities;
- Language learning is for *intercultural communication*: it is crucial for ensuring successful interaction across linguistic and cultural boundaries and developing openness to the plurilingual repertoire of others;
- Language learning is for *life*: it should develop learner responsibility and the independence necessary to respond to the challenges of lifelong language learning;

- Language teaching is *co-ordinated*: it should be planned as a whole, covering the specification of objectives, the use of teaching/learning materials and methods, the assessment of learner achievement, and the development of appropriate convergences between all languages that learners have in their repertoire or wish to add to it;
- Language teaching is *coherent and transparent*: policy makers, curriculum designers, textbook authors, examination bodies, teacher trainers, teachers and learners need to share the same aims, objectives and assessment criteria;
- Language learning and teaching are *dynamic* lifelong processes, responding to experience as well as changing conditions and use [7].

Language learning in primary school is a controlled process, and the teacher has a tremendous opportunity to significantly accelerate the speech development of primary school children by means of a special organization of speech activity. Considering that the speech is an activity, it is necessary then to teach as the speech activity. One of the significant differences between content of educational speech activity and the speech activity under natural conditions is that the goals, motivations, content of educational speech do not derive directly from the desires, motivations and activities of the individual in the broadest sense, but they are set artificially. Therefore, one of the main problems of improvement system of speech development is to correctly set the topic, to get interested by it, to cause a desire to participate in its discussion, to intensify the work of primary school children [2].

Of course, in daily life children independently use the speech, but if they are left without adult supervision, there can be fixed negative qualities of speech: slang, expletives, rude intonations, primitive vocabulary, grammatical mistakes, etc. At the same time ill-structured activity, occurring in the silence or passive auscultation of instructions of teacher also will not have noticeable effect on the speech of children.

Leading means of formation and development under the conditions of social upbringing of a child's speech is training.

Let's conceive the general tasks of the teacher in the speech development of primary school children:

- To provide good speech (language) ambiance (adult speech perception, reading books, etc.);
- To create communicative situations, speech situations at the lessons, determining motivation of own speech of children, to develop their interests, needs and opportunities of independent speech;
- To provide pupils proper digestion of sufficient vocabulary, grammatical forms, syntactic constructions, logical connections, to intensify the use of words, forms of education, building of structures;
- To maintain a permanent special work on speech development at different levels of pronunciation, vocabulary, morphology, syntax at the level of connected speech;
- To create in the class an atmosphere of struggle for the high culture of speech, for the implementation of the requirements for a good, correct speech;
- To develop not only speech-speaking, but also listening comprehension.

It is important to take into account the differences of oral and written speech. Written speech is a fundamentally new kind of speech that the child masters in the learning process. Acquisition of written speech with its properties (uncoiling and connectivity, structural complexity) constructs the ability of premeditated exposition of one's thought, i.e. contributes to arbitrary and conscious performance of speech. Written speech principally complicates the structure of communication, since it opens up the opportunity to contact with the absent interlocutor. Language development requires a long, painstaking systematic work of primary school children and teachers.

The quality of further training and education largely depends on the success of the implementation of the tasks of speech development.

There are a number of requirements of pupils' speech.

The first requirement is the requirement of content-richness of speech. One can speak or write only about what itself well knows. Only then the story of pupil will be good, interesting and useful to himself and others when it will be constructed on the knowledge of the facts, upon observations, when it will be transferred a deliberate thoughts and sincere feelings.

Content for the conversations, stories, written compositions are given by books, pictures, excursions, special surveillance, own thoughts, experiences - all surrounding of a child life. Teacher helps primary school children to prepare collected material, select it in accordance with a distinct theme (as the topic is limited, the more can reveal its contents). Very important task of primary school teachers is to teach children to speak meaningfully [3].

The second requirement is the requirement of consistency, sequences and clarity of speech production. Good knowledge of what the schoolchild speaks or writes, helps him not to miss anything of substance, logically move from one part to another, do not repeat one and the same for several times. Correct speech presupposes substantiation of the conclusions and the ability not only to start, but also to finish and complete the statement.

These first two requirements relate to the content and structure of speech; the following requirements relate to the speech registration of oral communications and written essays.

The accuracy of the speech realizes the speaker's and the writer's ability not to just pass the facts, observations, feelings according to reality, but also to choose for this purpose the best language tools - such words, combinations that convey precisely those traits that are inherent in the depicted object. The accuracy requires wealth of linguistic resources, their diversity, the ability to choose the words in different cases, synonyms, which are most appropriate to the content of narrator [9].

Only then the speech affects on reader and listener with the required force when it is expressive. Expressiveness of speech is the ability to clearly and convincingly, constrict convey a thought, it is the ability to influence people by intonations, selection of facts, construction of the phrase, word choice, the mood of the story.

The clarity of speech is its accessibility to those people to whom it is addressed. The speech always has a destination. The speaker or writer should consider the intellectual capacity, spiritual interests of the recipient. Unnecessary complexity, congestion of terms, quotes, prettyism always harm the speech. Selection of language means depends on the situation, the circumstances of speech: so that friendly conversation of boys will differ significantly from their own writings.

Extremely important and enunciative aspect of the speech is: clear articulation, distinct pronouncing of sounds, compliance with proper rules of orthoepy - pronunciation norms of the literary language, the ability to speak (and read!) expressively, to possess intonations, pauses, the logical stresses and etc. The speech impediments, generally poor pronouncing of individual speech sounds like p, л, с, ш, й (r, l, s, sh, i) and some others are not uncommon through the primary school children. Therefore the technique of speech development is closely connected to speech therapy by pronunciation practice of correct deficiencies.

Expressiveness and clearness of speech also suggest its purity, i.e. absence of unnecessary words (the so-called expletives: so, then, you know, so to speak, etc.), coarse colloquial words and phrases, unnecessary foreign words and etc. When students are involved in immediate creativity we ask them to produce sentences of their own using the new language. But we tend to stop there. In other words, students often produce language one sentence at a time. In personalisation and localisation for practice purposes, however, we will want to be a bit more realistic about the way in which language is used [10].

Particular importance for the school is correctly speech, i.e. compliance with the literary norm. Distinguish correctness of grammar (sentence structure, construction of morphological forms), spelling and punctuation for writing, and for oral - orthoepical, pronunciation. All these requirements apply to the speech of primary school children. A good speech can be obtained only at observance of whole set of the requirements [4].

To develop speech of school children means to instil in them a number of specific skills, teach them. Spontaneity in the development of speech is unacceptable. Let us call those skills that relate to the speech of pupils.

First, there is the ability to understand and interpret the theme, to subordinate theme and design its disclosure collecting material, its selection and arrangement, language tools, the ability to write on the topic, without departing from its scope and adequately disclose the subject, and at the same time to express their own attitude to subject.

Secondly, it is the ability to collect the material, to select what is most important, which applies to the topic and best implements the concept, and discard secondary. Collection and selection of material sometimes continues for a long time, requires systematic observations and even records.

Material selection takes place not only in preparation for composing, but also in work on outlining. Although in the latter case is given prepared text sample, but also the choice of material is important here: one needs to allocate the main thing, select the items that will be used in the presentation, correctly and in the correct sequence convey the contents of the text.

Third, it is the ability to plan the work - first in general terms (silently or aloud), then make a plan, write it down and place the accumulated and selected material in accordance with a plan to build your own story, your exposition or essay on the plan.

Fourth, prepare language tools - vocabulary, phrases, sentences and text fragments, reconcile spelling of difficult words, etc.

Fifth, to compose the entire text - correctly allocate the time for composing, to focus and do not miss something substantial, gradually and consistently deploy own idea to build sentences and connect them to each other, to watch out for spelling and punctuation, write text in compliance with fields and red string, requirements of calligraphy.

Sixth, it is the ability to improve the written, to correct mistakes, to supplement the text, replace the words with more accurate, to eliminate repetition, to remove unnecessary and etc. This requirement applies only to written work, in oral stories corrections make the listeners - teacher and pupils.

Each exercise in a coherent text involves the use of all these complex skills. But to teach to all the skills at once is equally impossible. Therefore, every lesson where students make up one or another form of text, whether exposition or story, retelling or essay, a letter or a review of the book that they have already read, should clearly define the task of teaching.

The speech development is the formation of defined speech ability;

- The ability of being conversant in situation of talking, i.e. to define for whom, why, what about I will speak or write;
- The ability to plan the expressions, i.e. realize how will I speak or write (in short or in detail, emotionally or in a businesslike manner), in what consequence I will expound the opinions;
- The ability to realize one's conception, i.e. speak or write strictly on the theme, providing development of opinions, using various facilities of expressiveness;
- The ability to implement the control of the speech, contribute necessary corrections in created expression;

In order to effectiveness of work on the development of speech, it must go through a several stages:

- Accumulation of speech experience through realized analysis of ready texts,
- Creation of oral and written expressions of examples for conceptualization and fastening of theoretical details,
- Independent implementation of creative works [5].

In that way, the speech development of primary school children is all the work, conducted by the teacher, especially for school children to become proficient in standards of languages, as well as the ability to express own opinion in oral and in written form, by using necessary facilities of language in accordance with aim, maintenance of speech and condition of conversation [6].

Language teachers who want to promote the development of learner autonomy must do three things. First, they must involve their learners in their own learning, giving them ownership of learning objectives and the learning process. Secondly, they must get their learners to reflect about learning and about the target language. Self-assessment plays a central role here, for unless we can make reasonably accurate judgements about our knowledge and capacities against stated criteria, our planning, monitoring and evaluation are bound to be haphazard and uncertain. Reflection is made much easier when we write things down – learning plans, lists of vocabulary, drafts of work in progress, reminders of things we need to look into; for in this way we make our thoughts and our learning available for inspection and analysis. Thirdly, teachers must engage their learners in appropriate target language use, which includes the language of reflection and self-assessment. This entails that they model and scaffold the different kinds of discourse in which their learners need to become proficient [8].

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