

Research Article

## Education of the sound standard of speech at children of an average preschool age

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**ABSTRACT:** The preschool age is time of intensive development of the speech when the lexicon of children and sound execution of words and sound combinations is replenished every day. Education of sound culture shall be carried out systematically in the child care educational institutions (CCEI) together with parents.

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The preschool age is time of intensive development of the speech when the lexicon of children and sound execution of words and sound combinations is replenished every day. Education of sound culture shall be carried out systematically in the child care educational institutions (CCEI) together with parents. The predominating role is played at the same time by the tutor: he holds consultation for parents about the organization of work on a pronunciation of each sound, sound combination, the word since in sound combinations sounds can be said differently depending on a line item. Certainly, it is necessary to create and develop the sound standard of speech of preschool children as marks out N. A. Starodubov since even not error correction of children involves lagging in their development, leads to tongue-tie which can turn into a habit. [5, page 169]. Therefore in preschool educational institution it is necessary to give purposeful collective classes which in group of children are optimum and result in positive result as the author of this education guidance believes.

To education of sound culture of preschool children many researchers and methodologists since the sound culture is a component of general speech culture pay attention. As A. I. Maksakov fairly notes, covers all parties of sound execution of words and the sounding speech in general: correct pronunciation of sounds, words, loudness and speed of the speech statement, rhythm, pauses, timbre, logical accent and so forth [4, page 4].

Work on education of sound culture is carried out on all occupations: development of the speech, rhythmic, on musical occupations, the fine arts and in case of regular communication with adults and children. Only in that case it is possible to achieve progress and development of the correct oral speech of children.

Authors of textbooks of M. M. Alekseev, V. I. Yashin "A technique of development of the speech and training in the native language of preschool children", N. A. Starodubova "The theory and a technique of development of the speech of preschool children" draw the attention of students to education of sound culture of preschool children So, M. M. Alekseeva, V. I. Yashina in detail describe work forms, grade levels to the correct sound pronunciation and a technique of training in age

with the detailed description of occupations [1, page 219-241]. On occupations with students as day, so correspondence departments teachers in detail stop on the description of system of work, recommend to constitute the description of the attended classes and occupations developed by students as, e.g., is written in N. A. Starodubova's textbook [5, with. 225]. Thus, education guidances pay much attention to the major methodical questions, being good help in creative activities of the teacher, giving an impetus to his creativity and self-expression.

In formation of the correct pronunciation the crucial role is played by timely training: it isn't necessary to think that the child himself will learn to say correctly speech sounds that over time everything is formed. And understanding it, by means of N. I. Chernyshov's parents, the Honourable educator of the Russian Federation, trains in a sound pronunciation since late training adversely affects intellectual development of the child [5, page 169].

In average group of N. I. Chernyshov (for with No. 27 of Yakutsk), besides use of reception of imitation and a method of games, well explains sound articulations, uses the logopedic exercises offered M. Yu. Karpushina [2]. Such work accustoms children to be attentive, not only to listen and hear the tutor, but also to imitate him, watching his pronunciation. On occupation educational tasks are already set (to teach to say these or those sounds and sound combinations). It is very useful for positive motivation to the correct pronunciation of sounds and their combinations, conscious implementation of instructions of the tutor.

Natalya Ivanovna adheres to grade levels to a pronunciation of system of M. M. Alekseeva and V. I. Yashina. the 1st stage – preparatory when the articulation device prepares for work. To development of motility of the articulation device serves games on an onomatopoeia "Who as shouts?", "What sounds?", "Whose lodge?" etc. The tutor uses breathing exercises, exercises for development of speech hearing therefore we continue work on development of speech hearing in higher education institution.

The 2nd stage – formation of sounds of the speech, i.e. statement of sounds. This work begins with easy sounds and

comes to an end in sounds which children mispronounce, and with them individual work is necessary. Work is facilitated by presence at preschool educational institution of the speech therapist, but, unfortunately, he is not in all kindergartens.

The 3rd stage –fixing and automation of sounds and sound combinations. Hard work not only on a sound pronunciation, but also forming and development of the coherent speech of pupils is carried out to this period.

The 4<sup>th</sup> stage–differentiation of the mixed sounds. Comparison acceptance is used. Rhymes in which the mixed sounds are said nearby are learned: with-sh, in - p-@, z-with, etc. at all grade levels to a pronunciation of sounds effective use of game exercises. [1, page 224] which are an integral part of all occupations of Natalya Ivanovna using a large number of methodical developments from experience of many tutors [1, page 220-224].

Thanks to such exercises children begin to catch more clearly a difference in word meanings.

As far as possible students attend Natalya Ivanovna's classes and describe them. At the same time they learn to constitute abstracts of occupations.

N. I. Chernyshova practices learning a tongue-twister, containing the necessary sounds and their combinations, words, for example: [k] la - la-la – the girl slept. Lo-lo-lo – at a pine a hollow. Lu-lu-lu – give me a saw. Ly-ly-ly – clean floors. It is scarlet-is scarlet-is scarlet – I go to the cellar. Ol-ol-ol – at an aspen a trunk. Ul-ul-ul – here a high chair. Silt-silt-silt – the grandfather on light lived [I]. Lya-la-la – here my earth. Lyo-lyo-lyo – you tell аяэ. Le-le-le – ooze on an oar. Liu-lyu-lyu – I will whitewash walls. Li - whether-whether – we a goat grazed, etc. [3, page 19].

Verses on differentiation of sounds forget:  
The sun clear-eyed rose from a dream,  
And towards Zorenka and red - is red.  
But in the woods shady light doesn't stream,  
Shy pink light inflames.  
It rummy pale faces at birches,  
And birch bark shines from roots to braids. [3]

Work on differentiation of sounds begins when the mixed sounds can be correctly said by the child in any combination and still are used not always truly and one sound is substituted for another, sometimes in a hurry, sometimes, when they are near. Such mistakes are made also by adults.

The IV stage gives great opportunities for work with sounds, their combinations, offers and texts. For differentiation of a sound acceptance of comparison of two articulation ways and establishment of their distinction is effective. By comparison of two sounds aren't compared the correct sound to its distorted option [1, page 223]. Also it, of course, is reasonable: in memory of children there can be an incorrect option of a pronunciation.

Methodologists recommend to give classes in differentiation

of sounds with use of game material available to children. So, it is possible to pick up pictures for categories: clothes, footwear, toys, flowers, vegetables, etc. In names of objects the mixed sounds alternate (cherry – plum). At first children are given two pictures, then, complicating a game, the number of pictures bring to three-four (a fur coat – boots – the heading; a cat – a dog – a horse – a pig). Further offer children separate couples of words which designate the objects which aren't belonging to one group. Phonetic these words differ on one sound (moustaches – ears, a mouse – the cape, a bear – a bowl). In the beginning in the word one of differentiable sounds, then both sounds (a wheel, an eagle, an arrow, Marina), further – the phrase, the offer (The butterfly flies), nursery rhymes, proverbs, verses (The village By the man went, Suddenly from under a dog gate bark. Roofs were frightened, Sat down on crows. The horse drove the Man a whip. The horse ate porridge, And the man oats. The horse got into sledge, And the man carried; Don't spit in a well – it is useful to get drunk waters). It is possible to carry out exercises and without pictures, on only one dictionary material (a nose – a knife, a goat – skin, Yura – a spinning top). Use of these words is possible in a game or a conversation:

The cow lows, and a horse? (hoots with laughter).  
The woodpecker knocks, and a sparrow? (chirps).  
The bear roars and who cackles? (Chicken).

Thanks to such exercises children begin to catch quicker and better a semantic difference between words. Then pass to learning of the verses, a chistogovorok containing these or those sounds necessary for differentiation.

At all grade levels exercises in the form of games are recommended to a sound pronunciation: with pictures, toys, an onomatopoeia, with elements of movements, with singing; reading and learning of verses, humorous catchphrases, nursery rhymes, chistogovorok. Retelling of short stories and telling according to pictures taking into account age of children and the standing tasks of training begins with a stage of automation of a sound.

By the end of stay in preschool educational institution Natalya Ivanovna's pupils everything correctly say sounds and their combinations, coherently introduce the ideas, freely retell texts, describe objects.

Thus, as it was told above, the sound standard of speech, being a component of general speech culture of the child, covers all parties of sound execution of words and his sounding speech.

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6. <http://studopedia.org/1-139804.html> [30.09.2015]