Fostering a Sound Culture of Speech in Children

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A B S T R A C T
This article discusses the culture of children's speech, the ability to speak correctly and the process of communication.

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INTRODUCTION

Speech culture is the ability to speak correctly, that is, taking into account the conditions of speech and the purpose of expression, and using all language tools (including language tools, including intonation, lexical resources, grammatical forms) The child is learning to speak. But for this he must first say all the phonemes peculiar to this language; to pronounce sounds and combinations of sounds in a certain position in a word in accordance with tradition, ie according to the rules of orthoepy; master the modeling of intonation-creating procedures.

From the experience of teaching children to speak in their native language, it is known that mastering the articulation of individual sounds is the most difficult task for a child. OISoloveva outlines the main directions of work on the development of sound culture of speech. good diction), they have the task of cultivating expressive speech ”[1].

MATERIAL AND METHODS

Sometimes the educator's work on the formation of correct speech in children is compared to the work of a speech therapist, who eliminates the shortcomings of pronunciation. However, cultivating a sound culture of speech is not just about forming the correct pronunciation of sounds. The formation of the correct pronunciation of sounds is part of the work on cultivating the culture of sound in speech. The educator teaches children to breathe correctly, to pronounce all the sounds in the native language, to say the words clearly, to use the sound, to teach children to speak slowly and expressively. At the same time, the educator uses some speech therapy techniques , that is, like a speech therapist, can work to prevent speech defects. Acquisition of sound articulation is a long and complex process, often lasting five years, and sometimes up to seven years: If the work is successful, the child will be able to speak clearly from the age of five. The Kindergarten Curriculum aims to ensure that children are fully mastered the articulation of all sounds by the seventh year of life - that is, when they begin to teach children to read and write. The task of mastering the pronunciation is very easy to solve if they are growing in individuals with orthoepic pronunciation (in which case they have the correct articulation base from the first day), and at the same time it is more dialectal or folk than adults. This process can be very difficult (more precisely, it cannot absorb anything) if you hear the words in the pronunciation.

In the science of language, the intonation of different types of sentences and, by itself, prosodemas, their participation in the modulation of articulatory organs are rarely studied.

Experiments show that children learn all the procedures without difficulty, especially when it is very easy for them to master the modulation of tone of voice, most children learn the procedures almost without practice. However, teachers (parents, educators, teachers) do not notice this, because they have an excellent command of the intonation of the native language. If the child is not able to master certain procedures "independently", adults usually do not pay attention to this defect in speech, do not help the child, and he goes to school with this defect. There, it is more difficult to eliminate intonation defects than to eliminate defects in the articulation of speech sounds. Children learn to understand the sentence itself (complete idea) depending on the intonation. They master two complete intonations: narrative and interrogative intonations.

RESULTS AND DISCUSSION

Simultaneously with the completed intonations, children are shown logical accents (actual reading of the sentence) and they practice performing incomplete intonation in the semantic sections of the extended sentence. It is known that there are six such intonations (A.N. Gvozdev): counting intonation, contrasting intonation, call intonation, warning intonation or two-point intonation, introductory intonation, separate separation intonation.

The phonetic and phonological means of the Uzbek language described above are used simultaneously in fluent speech. A child’s fluent speech style depends on how emotionally he or she pronounces the sounds of speech (pronouncing articulations diligently and clearly or slowly and incomprehensibly) and which of the existing procedures to choose (low-pitched, frequent, positive with a timbre, or depiction of negative emotions).

LVSherba draws attention to the fact that there are two main pronunciation styles in Russian. It is also mandatory for the student, and for anyone who wants to understand himself better and strives to make it easier for the audience to understand him. Full-style speech is characterized by clear pronunciation, moderate speed, and the volume corresponds to the size of the room and the timbre of the voice. In speech, a person's self-esteem, that is, respect and attention to those who listen to him, is clearly expressed. The style of speech (or speech) is used in everyday communication. It is possible to say the sounds in words a little lower and slower, and to say them faster, or, conversely, to say and whisper phrases more slowly; There are different forms of tone (emotional) processing of speech: all emotions are fully reflected in the tone of speech.

CONCLUSION

In short, anyone who has enough cultural speech can always use speech techniques without special training, depending on the situation. That’s why kids need to be prepared for this from a young age. More fairy tales, stories, works of art should be discarded

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