

Classification Of Speech Difficulties Of Preschool Children

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Abstract: in the article, the author made an attempt to classify and explain some of the difficulties and peculiarities of communication of children in the preschool period, which will allow teachers, parents and educators to determine the causes of difficulties and problems in communication in a child.

Key words: preschool childhood, speech difficulties, situational speech, contextual speech, communication, contextual speech.

Introduction:

Preschool childhood is a period of bright and unforgettable discoveries. And in this seemingly not such a large piece of time, children acquire a huge store of knowledge, thereby building a foundation, a fulcrum for their further maturation of development. Everything that is acquired during this period is volumetric. After all, a child even before school masters speech, learns to think and is already trying to reason, learn to communicate and build relationships with the world around him. Therefore, it is inevitable that, along with the acquisition of new sensations and knowledge, the child experiences various kinds of difficulties.

The theoretical basis of the study was the work of V.S. Mukhina, most of whose works are devoted to the peculiarities of the development of children and the phenomenology of personality development, L.F. Obukhova, whose research was devoted to the mental development of the child.

Speech difficulties.

The communicative function of speech (communicative competence). In preschool age, one of the main functions of speech develops - communicative (communication function). From early childhood, the child uses speech as a means of communication. However, his communication is limited.

Everything that surrounds him is familiar to him, and he communicates with loved ones. In a certain case, about any action or object, there is a corresponding communication between the child and the adult. This communication is carried out using situational speech. Such speech is questions, emotions, answers that arise in connection with some event, object, or with an acquaintance with a new phenomenon.

Situational speech is quite clear to the interlocutors, but usually incomprehensible to an outsider who does not know the situation. Typically, in situational speech, the subject drops out, it is replaced by a pronoun - "he", "she", "it". And the child's speech is filled with such words. And sometimes it is very difficult to relate to what "he" or "she" refers. Frequently used adverbs and verbal templates can emotionally decorate a child's speech: "... and he took it so hard and far with all his might as he throws a stone ..." And it is obvious that these abundances rarely help to grasp the meaning. Most often, the indication "there" acts as an indication in form, but not in essence. The child's dialogue partner expects from him clearly expressed thoughts, logically laconic. Thus, the child, realizing the lack of understanding by his partner, is forced to restructure his speech, making it more understandable and meaningful. Over time, instead of "favorite and simple" pronouns, nouns appear in the preschooler's speech, which in turn help to convey the essence of the statement. Therefore, in older preschoolers, a complicated structure of "clarification" is observed in speech. The

child in speech initially introduces a pronoun, and then specifies the noun what he meant. "She (the butterfly) flew away very quickly ...", "They (the puppies) ran up to their mother ...". This is an essential stage in the child's speech development. Thus, the situational conversation is interrupted by the child in order to clarify and detail the story. And clarifying questions about the content of the proposed story cause the need and desire to tell in more detail and understandably. And with the growth of cognitive interests, the preschooler already masters contextual speech. Contextual speech allows you to clearly and clearly describe and express your thoughts, and then the speech becomes understandable and accessible to the interlocutor. The child wants to be understood and praised, and this makes him raise his bar, make demands on himself, which help him to make his statements intelligible and interesting. The child makes attempts to master contextual speech. And using it, he does not stop using situational speech. Just growing up, expanding his vocabulary, the child tries to appropriately use situational speech. Attending children's educational institutions, a preschooler is familiar with joint activities, where he is taught to speak clearly, correctly. The child develops a need for the constant assimilation of new speech means and forms, which children draw from communication with adults.

Practical mastery of language and meaningfulness of speech. The child becomes more independent and his social circle expands, which requires him to master the means of communication. Speech becomes the main means of communication. Constant communication with other children and adults contributes to the development of speech, speech means, improvement of the practical use of speech. Here speech becomes a kind of tool for thinking. And under certain conditions, the child not only uses speech, but also understands and realizes its structure and structure. During the preschool period, the child's vocabulary is constantly growing, and by the end of this period it increases on average three times. However, it is necessary to take into account the following aspect that the growth of vocabulary luggage directly depends on the lifestyle of the child and his environment, on the conditions of his life and the level of upbringing. Here, such features are most pronounced and noticeable than in any other area of the child's mental development. The child's operational memory grows, his vocabulary is enriched with verbs, adverbs, adjectives and connecting words and ligaments. During preschool childhood, the child practically learns the types of declensions and conjugations, the morphological system of the native language is assimilated. Children try to build complex sentences in their speech, use connecting words. Guys, and especially those who attend preschool educational institutions, are familiar with suffixes that help determine the sex of baby animals or make a small and affectionate one out of a large one. Preschoolers are very addicted to creating words, and they are great at it. They add suffixes, prefixes to words. During this period, many children are going through a stage, so to speak, of "word creation" - they come up with new words and phrases, trying to contribute to the immense world of words. Language acquisition is determined by the child's activity and interest in language. It is in the preschool age that sensitivity to linguistic phenomena is found. Along with the semantic coloring of words, children turn their interest to the sound side of the word. And a new stage begins - "rhyme". So one 5-year-old boy very often rhymed verbs: "Oh, I was tired, and then I completely fell." The child's extraordinary activity in relation to language only pours out into a poetic form. Such an orientation towards the sound form of words contributes to the assimilation of the morphological structure of words in their native language. By school, children learn complex morphological structures of words, to a certain extent they also master grammar, intuitively feeling the patterns of the syntactic order. And this language becomes truly native for them. However, we cannot talk about the awareness of speech until the child has an awareness and assimilation of the relationship between the sound and the meaning of the word. But over time, linguistic understanding, flair comes, the development of phonemic hearing occurs. Phonemic hearing is formed in a child on the basis of direct speech communication. By the end of early childhood, children skillfully identify and separate words that differ from each other in sound, deaf or voiced, hard or soft. Thus, primary phonemic hearing is acquired at an early age. However, in order to make a sound analysis of a word, to be able to divide it into its constituent sounds, and to establish the order of sounds in a word, it takes time and work. A child in preschool age is not yet able to do this. Verbal communication does not require him to solve such problems. Therefore, it is difficult for a child of five or six years old to analyze the simplest words. Teaching children to analyze the sound of a word has shown that under certain conditions even younger preschoolers can

distinguish the first and last sounds in a word, and for children of middle preschool age this task does not present any particular difficulties. In preschool, children are introduced to both consonants and vowels, hard, soft, voiced, voiceless. And children can distinguish sounds, break words into syllables. This technique allows children to freely navigate the sound composition of the word. At this age, when the phonemic foundations of the native language are formed, it is possible and expedient to start learning a foreign language.

Awareness of the verbal composition of speech. At preschool age, the child successfully masters practical speech. However, the awareness of speech activity, as such, lags far behind. Children perceive sentences as a single semantic whole. In communication, the child is guided by the situation that determines his understanding of words, and not by the verbal composition of speech. Only when learning and starting to read, the preschooler begins to see and become aware of the verbal structure of speech. To master the literacy, he needs to understand and learn to see the verbal composition of speech. Special education helps to accelerate the formation of this ability, thanks to which, by the end of preschool age, children begin to clearly isolate words in a sentence.

Features of communication.

Emotional family communication.

At three years old, when a child is no longer a toddler, he experiences a kind of stress. After all, he begins to see, to realize that, it turns out, he is not the center of the universe, that there is a mom and dad who still love each other, and maybe even a brother or sister, and not just him. Previously, all outbursts of emotions, it seemed, were directed only to him, but now he sees that parents can communicate with each other without his participation. In fact, the child has become more independent. And on the one hand, she makes him happy, however, on the other, it is not easy to come to terms with the fact that his mother belongs not only to him. The child is given to understand that now communication will be built differently. And it is natural that at first the child is not satisfied with this, he is jealous, worried. However, it accepts changes - a new form of communication. It is not so easy, as it seems, to respect a child, to hear him, to cultivate in him a conscious attitude to his actions, to give him high-quality attention, to create a favorable micro climate. But this allows the child to feel comfortable and protected. If the child is healthy and developed by years, they begin to take him to kindergarten. There he will have to learn new forms of communication with new adults and children.

Verbal and emotional communication. At preschool age, speech for the child becomes a means of communication. With the help of speech, the child tries to talk about what is happening, what is important to him. Now he can share his impressions not only with facial expressions, but also with the right word. The child learns to build relationships with those around him, to choose a suitable interlocutor for himself, begins to realize his place in human relations. The preschooler learns to memorize the names of people and refer to them by name. And that it is advisable to smile at the same time and look into the eyes of the interlocutor. Then a positive attitude will be evident. Children are taught that good manners are an important part of communication; and when you meet, you need to say hello, and when leaving, you must say goodbye. He learns to be grateful for the attention rendered and to experience not playful, but real gratitude for this. It should be noted that speech as a means of communication is not only a way of exchanging information, but also contributes to the emotional development of a child. Thus, an emotionally informative exchange takes place. Our emotions are conveyed not only by words chosen for the situation, but also determined by gestures and facial expressions, our postures and, sometimes, appearance. So a child, communicating with peers or with an adult, adopts the communication style of the adults around him. After all, he identifies himself with mom, dad, aunt, etc., and thus imitates them. And if the family is educated, restrained in emotions, disciplined, then the child in communication will most likely be like that. But if the family's speech culture and discipline are "lame", then the child will also be a reflection of the disadvantages of adults.

Some children face a new difficulty - the authoritarian type of communication on the part of their parents. Where everything is tough and strict, and that over time this type of communication becomes the norm for the child. And the child in this case solves any difficulties with a conflict. With goodwill and love for the child, parents teach him to imitate, use suggestion and persuasion. It is noted that by the age of 5-7 the child becomes more balanced. He found, defined his comfort zone

and feels at ease in his society and is happy with what is happening. But even in a happy, loving family, children have to overcome barriers and difficult situations. One such difficulty arises when a child ceases to be the only one in the family - he has a younger brother or sister. In this case, the child may feel abandoned and unnecessary - it seems to him that he has been forgotten. Parents need to pay attention and sometimes even doubly to their first child, talk with him, ask for advice, in order to avoid experiencing the trauma of alienation. In this case, he will not only not be jealous, but will also feel like an older brother (sister). She will feel responsibility for the younger and his new role - the older child in the family will delight him.

Another difficulty is associated with attending preschool organizations such as kindergarten. If a child has not yet gone to kindergarten, and now he is being sent there, he will think that this is due to the appearance of a new family member. In order to make the visit to the group as joyful and comfortable as possible, you should start taking them to kindergarten in advance of the appearance of another baby in the family. At this time, you can more naturally help your child get used to the new environment, children and educators: pick him up early, listen to his experiences, help him be independent, help him cope with new obligations. The educator in this case plays a very important role. He helps through games, conversations, replaying various situations to survive difficulties and overcome emotional discomfort. The experience of working with children makes it possible to conclude that the most effective style of communication in a group is cooperation and mutual assistance. Then each participant in communication feels in this comfortable atmosphere necessary, irreplaceable. This allows children to develop independence and responsibility for their actions, develops the skill to independently establish relationships within the group. At the same time, the educator constantly monitors and monitors joint activities and, if necessary, corrects certain actions of the pupils.

The emotional well-being of a child in a peer group. Communication with peers even for the luckiest, funniest preschooler is not always successful. After all, everyone experiences ups and downs, and praise and censure in society. And when you are so open to the world, open with your emotions and soul, you most sensitively and subtly feel "acceptance" or "rejection" of you by the environment. As you know, communication among peers has an impact on the development of a child as a person. The child is trying to master new knowledge for himself, what is the norm of relations with his peers around him. And it also depends on how children communicate in their circle, what behavior they adhere to, and how comfortable the child feels there is protected. Children usually quickly enter this or that "mini-society", find mates with the same interests and build relationships. That "mini society", where the child observes or collides with preferred peers and rejected ones. Everyone has heard that "children are cruel." And communication with peers is a kind of test and a school that forms the skills of building relationships.

It is natural that the child is emotionally tense when communicating with peers. After all, he is vulnerable and still emotionally unstable. The joy of friendship and the bitterness of quarrel are inevitable. The interaction and cooperation of a child with children of his own age gives him an impetus to develop, go forward, try to stand out. Communicating together, children learn about the world, the surrounding reality, and they are given the opportunity to communicate with both boys and girls. During the preschool period, children are very active. They want to touch everything, watch, observe, and, of course, share their impressions with their peers. Children crave companionship. In conditions of upbringing in preschool institutions, the child is always with other children.

They play together, experiment and even play pranks. In addition, the teacher creates conditions for the interaction of children with each other. And pupils, thus, acquire communication and behavior skills among equal participants. The community, the group of peers in which the child is, in one way or another, affects his development. The child needs to apply his knowledge and skills of communication and behavior in practice.

Gender. In relationships, children begin to pay special attention to the relationship between boys and girls, to the peculiarities of communication and behavior. Children, however, are not yet fully aware of what the word "boy" and the word "girl" fill in. Adults teach preschoolers how to behave according to their gender and social norms.

Parents in significant cases do this unconsciously. Girls are expected to be tender, emotional, sincere and sensitive. And from the boys - strength, confidence, courage and resilience. The child is

guided every day by the values of his gender. They tell how a boy and a girl should behave. The boy is often told: "Be strong,

be patient, don't cry! you're not a girl! " And to the girls: "Be neat! Well, where did you go, you're a girl! " etc. And the boy is holding back tears, like a real man, and the bully is trying to curb herself and be a lady. In accordance with the perception of himself as a boy or girl, the child begins to choose play roles. At the same time, children are often grouped in games based on gender. At this age, most often girls are emotionally disposed towards girls, boys towards boys. This determines the development of self-awareness according to gender identity. Children also try to reflect the social roles of adult men and women. They behave accordingly, choose intonations that are characteristic of men or women, choose a profession that suits the gender. What the child compares identifies with a full-fledged adult, with his physical and psychological gender, and is gender identification. As you know, the acquisition of sex occurs in preschool childhood, but develops throughout life. Realizing their gender, the child develops behavioral norms and values of his gender.

Research by scientists has shown that a four-year-old child begins to form a gender identity. He chooses toys according to his gender. This reflects children's understanding of the specifics of the activities of men and women. Boys know and understand more in the technical field, and girls - in the household. The child realizes that he is a representative of one sex or another. Awareness of one's gender is of the utmost importance for personality development.

Therefore, it is vital that the boy has an example to follow - a man, and the girl saw in her mother a representative of the fairest sex. And both: both the boy and the girl should have a desire to be a part of their sexual community.

Negative personality formations. So V.S. Mukhina named lies, envy, despondency, annoyance and other similar negative manifestations. In her opinion, the development of children in communication cannot be full and fruitful if the child has no need to be recognized in his society. However, realizing the desire to gain recognition, negative formations often appear. This envy and anger is the reason for the success of another, lie is a deliberate distortion of the truth. The reason for this is the unfulfilled, unmet need for the recognition of an immature child by society. Difficult situations and problems are inevitable in everyday life. And some children with dignity and in accordance with the moral order of society overcome them, while others cause indignation in him and provoke deception, violation of generally accepted rules.

These are just those situations where the child's vivid desires do not coincide and, thus, do not correspond to moral standards.

Thus, having found himself in such a difficult situation, the child has a choice of what to do:

- comply with the rule;
- break the rule by satisfying yourself and your need and be honest by telling adults about what happened;
- break the rule by satisfying your need and hide your real behavior in the situation, fearing censure.

Choosing the latter, the child resorts to deception - a lie arises.

Thus, teachers and parents, referring to the classification of communication difficulties of preschool age, have the opportunity to determine the cause of the problem in the child and, accordingly, help him cope with it.

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