

Sequence of formation of contentive speech skills of a child

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Abstract: This sequence of skills is determined by their degree of complexity. First, simpler skills are mastered, and then more complex speech skills “grow” from them.

Keywords: speech skills, graphic text, speaking, understanding spoken words

Speech skill is a speech action that has reached a degree of perfection. Speech action is a unit of speech activity. Speech activity is an active and purposeful process of issuing and receiving formed thoughts, aimed at satisfying communicative and cognitive needs.

At the same time, a significant part of the operational composition of writing activities should be formed as part of other activities at the pre-writing stage. Likewise, most grammatical skills should be formed in the depths of activity even before the introduction of grammar into the content of training.

1. That is why we began to consider the problem from the substantive side.

The correct sequence for developing a child’s meaningful speech skills is as follows.

1. The very first and simplest speech skill that a child develops is the ability to understand spoken text, spoken speech. When parents of a one-year-old baby are asked “How many words does your child know?”, most often they name the approximate number of words that the baby can reproduce. But it is obvious that if this baby has a name that is difficult to pronounce, then he responds to it, even without being able to pronounce it (reproduce it). When a child is told “Bring the bucket,” and he accurately performs this action, it is not at all necessary that he be able to pronounce (accurately reproduce) the words “bring” and “bucket.” Understanding a spoken word is a simpler speech skill than the ability to pronounce the word. And mastering a simpler skill precedes mastering a more complex one. Understanding a spoken word means being able to associate the image of an object (bucket) or an image of an action (bring it) with the word sounding from the mouth of an adult. The connection “image of an object/action + sounding word” forms the child’s first and simplest speech skill.

2. The second speech skill consists of a well-developed ability to coherently reproduce a spoken text. This skill is more complex than the first, and it is called speaking. The number of words a child understands is many times greater than the

number of words he can pronounce. Understanding the sound of a word is significantly ahead of speaking. This is obvious and does not require proof.

3. The third speech skill is the skill of reading text depicted in block letters. Here we will not dwell long on approaches to teaching reading, since this has been described many times. We focus only on the seemingly obvious statement that the ability to read is the ability to understand graphic text (printed or handwritten). Alas, the experience of working with kindergarten teachers and primary school teachers in advanced training courses convinces us that by the ability to read they most often understand something else (the ability to merge letters and sounds into syllables, the ability to combine syllables into words, the ability to articulate and etc.), but not the ability to understand graphic text. The third speech skill consists of the developed ability to understand the printed word and printed text. Understand the printed word - this means being able to connect the image of an object/action not only with the word coming from the mouth of an adult, but with its graphically depicted printed image. The triple connection "image of an object/action + sounding word + printed word" forms the child's third speech skill – reading printed texts.

4. The fourth speech skill is coherent reproduction of printed text. Acquiring this skill cannot in any way be ahead of reading printed text. Writing in block letters or reproducing (typing) text on the keyboard that the child does not understand (does not read) is pointless. But it is quite obvious that this requires some additional motor skills combined with the skill of reading as understanding printed text. And this is already a rather complex synthetic skill and therefore it is only fourth in the series of speech skills.

6. Based on the ability to read handwritten texts, the sixth skill is formed - calligraphic writing as the ability to graphically reproduce handwritten texts.

7. On the basis of these six stages, the seventh skill is formed - competent writing.

This is the general algorithm for moving from simple to complex speech skills. Neglecting any of the stages leads to defects in the child's speech development.

Let's depict it as a chain of sequential speech skills:

1) the ability to understand spoken text → 2) the ability to coherently reproduce spoken text → 3) the ability to read printed text → 4) the ability to reproduce printed text → 5) the ability to read handwritten text → 6) the ability to reproduce handwritten text → 7) the ability to write correctly.

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