

The Process of Pre-School Grammatical Mastering

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ABSTRACT

The article discusses the issues of teaching the grammatical structure of speech for preschoolers. The author is pointing out the difficulties that appear during the process of teaching grammatical structure of speech. In addition, the article provides an explanation for each stage of development of preschoolers. And also the author gives examples of games, games - dramatizations that teach the grammatical structure of preschoolers.

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Grammar is the science of the structure of a language, of its laws. The great Russian teacher Konstantin Dmitrievich Ushinsky called grammar «The Logic of Language». The grammatical structure of speech is the interaction of words with each other in phrases and sentences. The grammatical structure, being one of the mandatory components of any language, is determined by the system of rules for changing words, combining them into sentences, rules for constructing different types of sentences. As you know, distinguish between morphological and syntactic systems of grammatical structure. If the morphological system is the ability to master the methods of inflection and word formation, then the syntactic system is the ability to make sentences, grammatically correctly combine words in a sentence, and use prepositions correctly. Everyday communication of a child with close adults, joined activities with them is the basis for the formation of the grammatical structure, and at the same time, favorable conditions for upbringing, an adequate level of vocabulary development, phonemic hearing, the state of the child's nervous system, and the presence of active speech practice are important. Language and speech are the main means of manifestation of the most important mental processes. Konstantin Dmitrievich Ushinsky said: «The process of mastering the grammatical structure is a mirror of the child's intellectual development» The timely formation of the grammatical structure of the child's language is the most important condition for full-fledged speech and mental development, since language and speech perform a leading function in the development of thinking and verbal communication, self-organization of the child's behavior. It is necessary from an early age to provide the child with the possibility of full-fledged speech development, which is impossible without rich speech communication with peers, with adults, as well as acquaintance with oral folk art and fiction. Undoubtedly, oral folk art is an inexhaustible source of folk wisdom. Oral folk art introduces children to the world of folk thought, folk language, folk life, folk spirit. Wonderful folk tales, tongue twisters, riddles, epics, lullabies, jokes not only have educational value for kids, but also enrich their vocabulary, develop speech, awaken love for a rich native language. If riddles enrich vocabulary, then folk tales give moral lessons, develop thinking, expressiveness of speech. Tongue twisters develop the vocal apparatus, make speech correct, expressive and clear. Proverbs help to break

the children's language into the Russian way and develop in children a flair for the sonic heights of the Russian language. In the book «From Two to Five» Chukovsky wrote: «Folk tales, songs, proverbs, sayings, riddles that make up the mental food of children, best of all introduce the child to the basics of folk speech.

The difficulty in mastering the grammatical categories of the native language is that, having mastered them in the process of natural perception of the native language, the child himself does not realize the meanings of words and uses them intuitively. Mastering the grammatical meanings of a word makes a person a thinking creature. In the second year of life, the child begins the process of mastering the grammatical structure of the language. A baby at the age of 1.5 – 2 years has the first phrases, he begins to associate words with each other. By the age of 4, the kid begins to master the semantic meaning of words and his vocabulary is already 2000 words. At this age, the child begins to use complex sentences in speech. He makes mistakes when using words in the plural, (house-houses, ear-ears), in the organization of various forms of the verb (play – I play), in the coordination of nouns with an adjective and number (yellow ball, fifth finger), in the use of prepositions (the book is on the table). In many cases, the speech of a child of this age is dominated by nouns, adjectives and verbs. Now the child already has enough command of speech, expresses his thoughts and requests in words, expresses his attitude to what he saw, asks questions. At this age, the baby needs to provide rich verbal communication and the right role models for his intellectual and speech development. But if the kid incorrectly uses a preposition or a verb, he does not need to bother him with corrections, but on the contrary, it is necessary to pronounce the correct form of the word several times so that he remembers. And the next four-year period for the baby is a period of active word-creation. Therefore, during this period, the child not only begins to use new words, but also begins to create new words himself. In the fifth year of life, the child masters a coherent speech, can tell small literary works, not big fairy tales, talk about a toy, a picture, about some events from his life. If at the age of three a child is completely satisfied with the society of dolls, then a four-year-old baby needs meaningful contacts with peers. Children can communicate at this age with peers about toys, joint games and speech contacts become longer and more active. At 6-7 years of age, a child's vocabulary reaches 3000-3500 words. Now the child is already fluent in speech and can express thoughts and feelings in his own words, expresses his attitude to what he saw. The child easily selects the right words, defends his opinion, tries to convince, uses complex and common sentences instead of simple sentences. But an increase in vocabulary leads to inaccurate understanding of new words and their incorrect use. At preschool age, in the speech of a child, abnormal variants of inflection and word formation errors can be observed. In teaching inflection, an adult must give an intonational comparison of the initial and indirect forms of the word. The grammatical structure, despite the complexity, the child must learn in preschool childhood to prepare for school, full communication, correct awareness of the world around and didactic games play a large role in the formation of the grammatical structure. To assimilate grammatical norms, special games and exercises can be included at any stage of the child's activity. These games can be used for a walk, in the morning, and in the afternoon and during classes. In the process of playing, the child himself, without knowing it, naturally begins to master the grammatical structure, memorizes words and word forms, the correct use of words, associate words into sentences, build complex and common sentences, etc. To master the grammatical structure, along with the games and exercises already familiar to children, you can perform new games. You should not study grammar for a long time, so the child can get bored, tired. The duration of the speech development lesson for children 2-3 years old is 5 minutes, for children 3-5 years old 10 minutes, and for children 5-7 years old 15-20 minutes. With children of younger and middle preschool age, it is necessary to play games – dramatization. And exercises for the development of speech mainly with children of older preschool age. Games – dramatizations differ in that they play out scenes, for example, mini – scenes with toys. Initially, the leading role or the words of the author is assigned to the adult, then these roles can be played by the children themselves. Theatrical games give children the opportunity to play out some life states in which they exercise in transforming verbs, give the right to express life states in which children practice using prepositions, harmonizing nouns with adjectives. Theatrical games improve the articulation apparatus of children, stimulate active speech. In the process of theatricalization playing, the preschooler learns the richness of his native language, tries to speak clearly, clearly. Playing the role of children, they better assimilate the content of the work, the logic and sequence of events, their development. In the

process of theatricalization, children are enriched with new impressions, knowledge, emotions. Theatricalization solves many problems of pedagogy and psychology. Children retelling short stories and fairy tales is a valuable tool for teaching children how to build sentences. These lessons on teaching retelling of works enriches the language, develops the consistency and consistency of thinking and speech. Any activity and classes or didactic games and exercises, or theatrical games should create positive emotions in children, be interesting and original.

Full mastery of the grammatical structure of the language occurs by the age of eight years of a child's life. At younger and middle preschool age, children master the inflection system, the rules of declension and conjugation, and the variety of grammatical norms. The formation of word-formation skills and abilities occurs in the middle and senior groups.

The formation of the grammatical structure in preschool children is the key to successful speech training and it has a positive effect on the increase in the volitional factor in statements in children, creates the preconditions for the appearance of the planning function of speech, for the introduction of the concept of the norm. A child who has a developed grammatical structure of speech, is liberated in communication with peers, is not shy, not fearful in speech statements, in expressing his thoughts, feelings, moods, he painlessly enters the school collective, feels like a full-fledged and equal member of the team. Although, in kindergarten, the task of studying the laws of grammar is not posed, but at preschool age you need to educate the child in the habit of speaking grammatically correctly. The content of the activity on the formation of the grammatical structure of speech in preschool children, the main task of which is not only to increase the vocabulary of words, but also to form in children an accurate understanding of the meaning of these words and to achieve the correct semantic use of their use.

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