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Инновационные технологии в развитии речи дошкольников и младших школьников

Повышение эффективности использования речевых технологий в условиях дошкольных образовательных организаций и начальной школы, поиск новых, инновационных форм и методов взаимодействия с детьми являются важнейшими проблемами современного образования.

В ходе проведенного исследования были использованы теоретические методы: анализ и синтез, обобщение, систематизация, классификация, прогнозирование.

Спецификой исследования является авторское видение особенностей взаимодействия на занятиях по развитию речи в условиях старшей, подготовительной групп детского сада и во время уроков в начальной школе.

Сделан вывод о роли и специфике внедрения различных инновационных технологий в образовательный процесс развития речи дошкольников и младших школьников.

Перспектива исследования заключается в разработке новых технологий развития речи дошкольников и младших школьников с использованием знаний о существующей классификации и современных направлениях развития.

Ключевые слова: инновация, технология, педагог, речевое развитие, ребенок, дошкольное образование, начальное образование, дошкольник, младший школьник, образовательная организация

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Innovative technologies in the development of speech of preschoolers and primary schoolchildren

Increasing the efficiency of using speech technologies in the conditions of preschool educational organizations and elementary schools, the search for new, innovative forms and methods of interaction with children are the most important problems of modern education.

In the course of the study, theoretical methods were used: analysis and synthesis, generalization, systematization, classification, forecasting. The specifics of the study is the author's vision of the features of interaction in classes on the development of speech in the conditions of senior, preparatory groups of kindergarten and during lessons in elementary school.

The conclusion is drawn about the role and specifics of introducing various innovative technologies into the educational process of speech development of preschool children and primary school children.

The prospect of the study is to develop new speech development technologies for preschoolers and primary schoolchildren using knowledge of the existing classification and modern development directions.

Key words: innovative technology, speech development, preschool education, primary education, preschool child, primary school student, educational organization

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Introduction

The relevance of studying various technologies and the possibilities of their implementation in preschool and primary education is due to the need to strengthen the effectiveness of children's speech development, associated with a growing trend number of children with various speech defections. They are include: sounds, phonetics, phonemics, syllables, lexical, grammatical. In addition to the listed, there are gross defections of coherent speech, when a child cannot correctly say his thoughts; there is low cognitive activity associated with an overabundance of enthusiasm for gadgets. Practicing educators and teachers note an increase in the number of primary school students with dyslexia and dysgraphia (impaired reading and writing skills, grammar problems, and persistent specific mistakes).

In connection with the foregoing, it is very important to use technologies in a timely manner for a modern teacher, due to the current situation and the specifics of the children's team. Finally, it will allow solving problems that contribute to the development of various aspects of speech in preschool and primary school children in a short period more productively.

A large number of researches are devoted to modern innovative speech technologies. Speech development technologies in the conditions of a preschool educational organization were developed by A.S. Vesenina [1], G.I. Dyadyasheva [2], T.V. Dipner [3] and others. The researches actual problems of speech development of primary school students devote to N.K. Kapkaikina [4], I.N. Mishina [5] and others. A number of modern scientific studies develop the specifics of improving speech technologies in various conditions: working with children with various speech disorders [6; 7; 8], using technical innovations [9, 10], etc.

Despite the quite extensive number of scientific works in this area, the research and elaboration of innovative technologies in the development of speech of preschoolers and primary schoolchildren are presented fragmentarily and did not receive sufficient coverage. One of the problems of modern education is the development of technologies, which allows developing the speech of preschoolers and primary school students more effectively in changing conditions. In this connection the purpose of this research is to identify, classify and scientific characterization of innovative technologies used in the development preschool children and primary school students speech in the last decade.

Materials and methods

In the process of the research, theoretical methods (analysis and synthesis, generalization, systematization, classification, prognostication) were used.

Multiple experimental researches conducted by native and foreign scientists in the sphere of speech development of preschoolers and primary school students [2; 7; 8; 11] and others, shows a persistent attention to technologies and their effectiveness. Works appeared in the last decade, introduce us with innovative technologies and reveal their specifics.

In the educational sphere of preschoolers and primary schoolchildren, it is advisable to use inductive and deductive methods. Inductive contribute to the rapid accumulation of knowledges through an adult explanation. This group of methods in the development

of speech helps to gain knowledges about the word, word formation, helps to gain the vocabulary, the assimilation of the rules and patterns of communication. Deductive methods allow the child in preschool and primary school age to learn necessary constructions for the development of speech, rules, and to specify knowledges based on the analysis of the speech situation.

A number of aspects of the research based on the results of scientific and practical conferences: "Youth in the XXI century: philosophy, psychology, law, pedagogy, economics", "Development and education of the personality in the modern educational space"; publications in scientific and periodical editions: "Prospects for science and education", "Preschool education: experience, problems, development prospects", "E-learning in continuing education", "Bulletin of the Humanitarian Institute of THU", "Scientific notes. Electronic scientific journal of Kursk State University"," Modern educational technologies in the world educational space", "Speech technologies", "Actual problems of the present", "Language and culture", "Works of the Bratsk State University. Series: Humanities and Social Sciences"; collection of scientific and methodological articles: "Social sphere, management and education: searching for new formats". The materials presented take into account the experience of educators in regional competitions "Educator of the Year", "Step into the Profession" [12], the results of many years of pedagogical experience.

The results of the research

In the process of the work were analyzed the main theories and advanced pedagogical experience devoted to innovative technologies over the past decade.

All innovative technologies in the development of speech of children of preschool and primary school age, considered in the works of 2009-2019. Conditionally, they can be classified into:

- structurally-oriented,
- technology-oriented,
- health-saving,
- correctivly-directed.

Among the structurally-oriented technologies for the development of speech of children of preschool and primary school age, it is advisable to distinguish modular, sectional, step-by-step and others, aimed at structuring the material into separate interconnected segments of the theme. The taught material is divided into logically interconnected segments, each of which is provided a specific set of tasks, explanations, additional materials etc. At the end of the study of each segment, test is traditionally took place.

Chukhacheva E.V., distinguishing the advantages of structuring and modular technology in the development of speech, notes: "Due to the fact that the number of children and adults who have difficulties in the wording of the statements, understanding the text, consistent presentation of the content of the monologue, expressing their thoughts through a text message, the burden on educational institutions is increasing, and the task for teachers is to master effective ways of developing children’s monologue speech, which is a detailed statement of a certain content, carried out logically, consistently and accurately, grammatically correctly and figuratively" [11, p. 173].

In this regard, it is advisable to develop a modular structure of construction not only in the development of monological speech, but also of its other parties.

The effectiveness of speech development in preschool and primary school age is greatly increased with the use of technical innovations that are rapidly developing in modern conditions. Technology-oriented technologies also have an intricate structure.

The scientific researchers of different authors emphasize the importance of technologizing the work of a teacher in developing the speech of preschool and primary school children. I.N. Mishina notes in her work: "The main element in the implementation of the strategic positions of education is the use of new pedagogical technologies in the educational process, the acceleration of the pace of which leads to the need of developing adequate content, ensures the achievement of the quality of educational services, and therefore contributes to the management of the educational process, allowing thus improve the economic mechanisms to stimulate the achievement of the quality of education" [5].

Information and communication technologies (ICT), developed with a focus on the psychological component by A.A. Petrovsky [9], G. Char and Forman [13] and other authors, are aimed in introducing to the educational aspects of the game component, which significantly increases the efficiency of assimilation of speech material.

The experience described in the work of P.V. Sysoeva [10] on the use of blog technology, which is one example of the implementation of the information and communication school's educational environment in the teachers' activities directly. According to the definition of P. V. Sysoev, blog technology is "one of the technologies of the Web 2.0 service, which allows you to start a personal page or blog, which can be presented in the form of a diary or magazine, open the possibility for recording and broadcasting oral presentations, commenting on blog visitors" [10, p. 115].

In the conditions of a preschool educational organization and elementary school, blog technology can be used, if necessary, with the involvement of parents. This type of communication is difficult for the person of this research.

In some researches of recent years, technologies focused on the Internet and mobile communications are widely used. According to researches results, our deep conviction and many years of experience, the use of this type of technology in kindergarten and primary school should be strictly dosed.

Health-saving technologies are quite widely represented in improving the development of children's speech development, the creators of which were G.V. Dyadyasheva [2], T.V. Dipner [3] and others. Articulatory, respiratory, visual types of gymnastics are widely used by practitioners, the development of general and fine motor skills, massage and self-massage, relaxation.

Gymnastics during lessons in elementary school and in kindergarten contribute to the relaxing of a young, underdeveloped body. Physical activity relieves stress and tension, contributes to better assimilation of the material.

The closest type of gymnastics to speech development is articulation. It is used to ensure the preparation of the organs of the articulation apparatus for the implementation of verbal interaction. Having a different play basis, articulatory gymnastics contributes to the formation and development of sound pronunciation, other aspects of children's speech development.

Respiratory and visual gymnastics as components of health-saving technologies are aimed at shifting the child from a passive exercise in physical development to active exercises. Sports minutes in various degrees contribute to maintaining the child's attention throughout the lesson.

A large number of researches [14; 15; 16] and others have convincingly proved that the development of fine motor skills of the fingers contributes to mental and speech development. The technologies associated with this type of activity in preschool educational organizations and elementary schools have been developing for a long time. In the last decade, they are associated with the development of gaming and information technology [17; 18; 19].

The use of massage and self-massage technologies for the development of speech in preschool and primary school age is due to the insufficient formation of the child's body. The development of speech is facilitated by a probe massage of the tongue, face, fingers, which can be carried out by a trained specialist.

Self-massage technology is more adapted for use with children of this age category. Children massage their tongue with a toothbrush, face, fingers along massage lines under the guidance and supervision of a teacher or educator. Interesting in the context of application is the use of a combination of classic self-massage with local one.

If various types of massage are used during physical exercises, relaxation and its elements can be widely used in kindergarten while falling asleep and at school during the quiet hours of extended day groups. Also, relaxation is shown in the lessons and physical education classes or after great mental stress. For the development of speech, relaxation exercises are valuable for the development of a dictionary, for example, its verb structure.

The increase in the number of children with speech impairments, the development of inclusive education dictate the use of various technologies that have come to school and preschool organizations from correctional pedagogy. This is a series of speech therapy technologies, positively proven in working with children of ordinary classes and groups.

L.V. Borodina [6] considers the correction of speech disorders in preschoolers using poetic forms as an innovative speech therapy technology in modern educational practice. The author points out the best interest of children and a higher efficiency of assimilation of the material if it is presented in poetic form.

S.V. Shkurko [8] proposes the use of modern speech therapy technologies in the development of children's communicative and speech activity. The author offers exercises and exercises for correcting general speech underdevelopment.

There are a number of technologies that complement and introduce new aspects to long-existing ones. So, the activity-based approach to the development of coherent speech in a pre-school educational institution (PSEI) based on the technology of developmental and gaming exercises (TDGE) is considered in a scientific article by A.S. Vesenina [1].

A.V. Malakhova in her study [7] offers case technology as one of the corrective. The author points out the effectiveness of the development of monologic speech of children 6-7 years of age with a delay in mental development in the conditions of a preschool educational organization.

According to the results of the previous researchers, we stated that innovative technologies in the development of speech of preschool children and primary school students in the last decade have been quite actively developing in various directions. These are structurally-oriented, technology-oriented, health-saving, correctivly-directed. Among those positioned as modern, there are technologies that complement and introduce new aspects to the work of long-existing ones, based on modern postulates.

The application of various technologies in practice and their choice, depends on the specifics of the children's team, the preferences of the teacher, the availability of methodological and technical equipment and other conditions.

The discussion of the results

Thus, a theoretical research, held as part of the topic, allowed to study innovative technologies in the development of speech of preschoolers and primary schoolchildren, used by teachers from 2009 to 2019 years.

Based on the results of research, the following conclusions are made:

1. The study of various speech technologies that increase the effectiveness of the educational process and the possibilities of their implementation in preschool and primary education is due to objective factors.
2. Speech disturbances include: sound, phonetic, phonemic, syllabic, lexical, grammatical, etc.
3. A large number of studies are devoted to the study of modern innovative speech technologies, in which fragmentary shows their use in conditions of preschool educational organizations and elementary schools.
4. The analysis of the main theories and advanced pedagogical experience showed that they can be conditionally classified into: cturally-oriented, technology-oriented, health-saving, correctivly-directed.
5. The use of innovative speech technologies in the work of a modern teacher contributes to the effectiveness of the entire educational process.

Conclusion

A theoretical study showed the development of innovative speech technologies to increase the effectiveness of speech mastery of preschool and primary school children. The analysis of scientific works and advanced pedagogical experience on the research problem showed that they can be conditionally classified into: cturally-oriented, technology-oriented, health-saving, correctivly-directed. For a modern educator and primary school teacher it is necessary to know the existing classification and modern directions of technology development for the effective organization of the educational process.

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