



## The Development of Oral Speech of Younger Students in Extracurricular Activities

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**Abstract:** The article presents the theoretical foundations for the development of oral speech in children of primary school age, presents the features and characteristics of extracurricular activities in the process of teaching and developing oral speech of younger schoolchildren.

**Keywords:** oral speech, good speech, primary school age, extracurricular activities, the effectiveness of assimilation, learning, grammatical forms, communication skills, education of feelings, expressions of beauty, admiration for art, teacher.

One of the most important indicators of the level of a cultured person, his intelligence is his speech. Having arisen for the first time in early childhood in the form of separate words that do not yet have a clear grammatical design, speech is gradually enriched. And depending on how the child's speech develops, his success in studying the subjects of a comprehensive school will depend. The child must be taught the language - those general norms that the people have established in the course of their life, history. By assimilating these norms, a child's speech is formed, that is, his views are formed, the person himself is formed. The problem of speech development is one of the most important in elementary school.

For a child, good speech is the key to successful learning and development. Every teacher of a modern school, from the first days of teaching a child, strives to teach him to express his thoughts well and correctly, to speak and write clearly.

The speech development of younger students is one of the central problems in modern elementary school. The study of the Russian language is focused on solving such urgent problems as linguistic, emotional, moral and intellectual development.

Recently, the communicative perception of schoolchildren has been given particular importance, since success in speech development determines the effectiveness of mastering other school disciplines, fluency in speech creates the prerequisites for active and meaningful participation in public life, equips children with the necessary skills of speech behavior, a culture of speech development.

By developing the speech of the child, we develop his intelligence. Only through the development of speech is it possible to form and improve thinking, imagination, representation of higher emotions.

The culture of speech is not only literacy of writing and correct pronunciation, but is a necessary moment of a holistic culture of the individual. So, for example, speech monotony, the poverty of linguistic means may indicate not only a weak verbal preparedness, but also an inability to observe nature, people, emotional "deafness". Therefore, the task of the teacher is to reveal the living world and the world of words in the feelings of children.

The term speech has three meanings:

- 1) process, activity;



2) result, product of speech activity;

3) the genre of oral, oratory.

Speech is divided into internal and external.

At least two people participate in verbal communication: the speaker or writer and the listener or reader.

Speaking and listening are related to oral speech, writing and reading are related to written speech.

In order for a younger student to successfully master speech and its syntactic structure in the process of learning, it is important that even before school he knows how to use all the grammatical forms of his native language in his speech.

In the formation of speech as a means of learning, an important role belongs to the initial stage of learning, when children learn to read and write, when they learn the material sound side of the language, that is, they master pronunciation culture, intonation skills, master a new form of speech for them - written, learn to correlate lexical and the grammatical meaning of words and phrases with objects, signs, actions of the real world, assimilate the grammatical forms of the native language.

Speech skills are formed in a child under the influence of many factors. That is why it is so important to create conditions for the speech activity of children, for communication, for expressing their thoughts.

For the successful development of speech, the formation of speech skills in children, it is necessary to create certain conditions.

The first condition is the need for communication, or communication. Where should such situations be provided that determine the motivation of speech, arouse his interest and desire to share something, tell about something.

The second condition is the creation of a speech environment. The richness, diversity, etc., largely depend on what kind of speech environment he has.

- ✓ oral and written
- ✓ dialogic and monologue;
- ✓ about the features of statements, due to their communicative tasks, the situation of communication.

However, the most important task is to develop the ability to carry out all types of speech activity. Work on the correct pronunciation, clarity and expressiveness of oral speech, on enriching the dictionary, on the correct and accurate use of the word, on the phrase and coherent statement, on spelling literate writing should be the basis of each lesson. It is very important that younger students learn the world in all its versatility, feel and understand the direct and figurative meaning of words, their subtlest shades. And when a child understands and feels the beauty of his native word, he will feel love for the language. All children are capable of understanding, feeling and loving their native language. Therefore, the teacher's task is to develop students' speech, enrich it, teach them to love, be proud of it. "The teacher is called upon to use every opportunity to convey to the consciousness and heart the most subtle shades of colors, the smell of the word, so that the native word becomes the spiritual wealth of the child, precisely in the years of childhood," noted L.S. Vygotsky.

The most important means of influencing the child, improving his feelings, soul, thoughts, experiences is the beauty and grandeur, strength and expressiveness of the native word. Therefore,



teachers should pay special attention to the development of oral and written speech. From the first lessons of the Russian language, children learn the basic functions of speech in an accessible form for them. Speech is an important means of communication, the exchange of thoughts and feelings between people, the transmission and assimilation of certain information, the collective experience of mankind. In the development of speech, the following lines are clearly defined: improvement of sound pronunciation and culture of speech, work on enrichment, clarification and activation of the dictionary, improvement of the grammatical structure of speech, work on oral speech. Scientists-methodologists have developed a system for the development of students' speech, which is widely used at school. It includes the organization of language situations, the language environment, vocabulary work, syntactic exercises, work on the text, intonation, on the correction and improvement of speech. From the first days of the child's stay at school, he is faced with the task of learning to express his thoughts correctly, consistently, accurately and expressively. Therefore, learning situations should encourage students to make direct statements (creating their own texts), encourage the compilation of fairy tales, poems, inventing their own endings to fairy tales and stories. And since children have different speech development, it is the teacher who becomes the initiator and creative leader. It is necessary to enrich the language of children using a variety of creative tasks: help Squirrel get ready for school (put school supplies in a portfolio and explain its purpose); guess riddles, make a sentence with riddle words; games like: "Who performs the following actions?"; drawing up dialogues; making up riddles, tongue twisters, and the like. It is more difficult for children of primary school age to unfold the course of events, to include moments of description of the appearance of the hero, nature. It is difficult for children to draw a conclusion. Therefore, the teacher should pay attention to these essential points when teaching children to retell. As E.V. Valchuk, the leading principle of teaching is storytelling on the model of a teacher. Teaching retelling is carried out in the following sequence: a conversation with illustrations, using the content of a work of art; example of a teacher's story; children's stories [2, p. 189].

In the process of communication and learning, considerable attention should be paid to the development of speech culture skills: do not interfere in the conversation of adults, do not interrupt a friend, do not lower your head when talking, look into the eyes of the interlocutor, listen calmly to the narrator, and avoid rude tone. Since the concept of "speech development" includes such aspects as improving pronunciation skills, replenishing vocabulary, developing the ability to coherently express an opinion in the process of speaking and writing, it is impossible to name not one lesson, not one of the stages of the lesson, in which those or other tasks for the development of speech of younger students. The speech development of the child is the main tool with which she establishes contact with the environment, through which the socialization of the child takes place. At primary school age, the foundation of a culture of thinking, speech and communication is laid, communication skills, cognitive activity, imaginative creative thinking develop. It is the elementary school that is called upon to form in children an interest in the beauty and wisdom of the living word, its significance in human life. Speech competence is one of the leading basic personality characteristics. And the timely and high-quality development of oral speech is an important condition for the full-fledged speech development of the student. Word-building exercises are of great importance for enriching the vocabulary of students. As a result of such work, children not only master the skills of word-formation analysis, but also begin to understand the dependence of the lexical meaning of a word on its word-formation elements, realize the diversity and richness of the means of forming new words. The mother tongue program provides for the study of words in each class, the pronunciation of which should be remembered.

For each of them it is advisable to have a picture and a card. First of all, you should show and name the image, explain the lexical meaning of this word, and then focus the attention of children on it. You can offer to clearly repeat it in chorus, to two or three students separately, remember the



pronunciation. Then the students make up a sentence with this word. The word being studied is underlined, then written down in a dictionary, and at home they select a picture. In addition, extracurricular activities are of great importance for the development of oral speech of younger students. Extracurricular activities of schoolchildren are a set of all types of schoolchildren's activities, in which, in accordance with the main educational program of an educational institution, the tasks of education and socialization, development of interests, and the formation of universal educational activities are solved. Extracurricular activities are needed to help children achieve results in the development of the curriculum. Extracurricular activities help the child adapt at school, help him cope with the load and improve the conditions for his development, taking into account age and individual characteristics.

Thanks to extracurricular activities, students get the opportunity for a deeper assimilation of knowledge and their additional reinforcement. As a result, they have more opportunities for their development. At the same time, educational institutions are given relative independence in choosing the content of extracurricular activities. The purpose of extracurricular activities in an educational institution is primarily to assist students in ensuring that they achieve results in the practical development of various educational programs of primary general education.

The formation of an educative environment at school makes it possible to activate the intellectual and social interests of schoolchildren, including in their free time from lessons. In addition, as a result, the successful development of a healthy, creatively developed personality takes place, civic responsibility is formed in schoolchildren, as well as legal self-awareness. They are being prepared for their further life in the new modern conditions, learning to carry out various types of socially significant activities, and are engaged in the practical implementation of various initiatives, including volunteer ones. The main tasks of educating schoolchildren at the present time are the following: the inclusion of schoolchildren in the implementation of their versatile activities; formation of conditions necessary for the successful implementation of the goals of education; optimization of the load on schoolchildren during schooling; the formation in schoolchildren of the necessary predisposition to subsequent socialization in society, the education in them of industriousness, determination, purposefulness and other character traits necessary for further successful life.

Extracurricular activities of students at school can be organized in different areas of student activity. First of all, this is cognitive activity, as well as problem-value communication; leisure and entertainment and gaming activities, social, technical, as well as artistic creativity; labor, sports and tourism activities. All these activities have their own importance.

When performing a theoretical analysis of extracurricular educational activities in an educational institution in terms of varieties and forms of development of students' social and emotional skills, the result is the following picture. There is another classification of existing forms of educational activities. Various forms in which these or those subjects take part are divided into individual, collective and group. At the same time, according to the form of expression, they are divided into verbal, visual and practical. The most commonly used verbal forms are as follows: conversations with students, lectures, debates on various topics, oral newspapers, participation in literary readings on certain writers or on certain topics. Among the practical methods include the following: competitions, trips, excursions, meetings, circles, creative evenings. Among the most common visual aids, it should be noted: thematic exhibitions, school museums, creative exhibitions, thematic exhibitions, poster competitions, stands. Thus, extracurricular activities are one of the most effective means of enriching, clarifying, activating and developing the oral speech of younger students, improving their literacy. If it is carried out systematically, purposefully and consistently, good results can be achieved. Consequently, the development of oral speech of younger students is one of the main tasks of the educational process as a whole. The leading task



in this work is the formation of the ability to express themselves in all forms, types and styles of speech accessible to children.

From the first days of children at school, at the beginning of the lesson, we conduct a speech warm-up, which includes various speech exercises (see Appendix No. 1).

### **1. Conducting dialogues in poetic form.**

Together: We are walking along a forest path.

Where we don't know.

Teacher: For raspberries?

Children: For raspberries!

Teacher: For mushrooms!

Children: For mushrooms!

Together: The golden sun is shining through the green windows.

Teacher: Can we follow the sun?

Children: What

Maybe for the sun!

Together: Maybe a squirrel will get caught

Maybe the hedgehog is waiting for us somewhere

We go in a merry crowd

On a clear morning

Welcome to the summer!

### **2. Reading tongue twisters and tongue twisters.**

Zha-zha-zha - the hedgehog has needles.

Lo-lo-lo - it's warm outside.

Ra-ra-ra - the game begins.

Ri-ri-ri - bullfinches on the branches.

Ar-ar-ar - our samovar is boiling.

Or-or-or - the red tomato is ripe.

The work of speech development is very multifaceted. Enriching the vocabulary of younger students is one of the directions in the development of speech.

The dictionary is a useful tool for the development of speech. With the help of a dictionary, students enrich their vocabulary, clarify and activate it, get acquainted with the lexical meaning of those words that they do not understand, learn grammatical forms, learn the correct orthoepic pronunciation and observe normative stress in words.

The richer the active vocabulary of a person, the more meaningful and competent his oral and written speech.

Therefore, starting from the first grade, we introduce children to the spelling dictionary, teach them to work with it and turn to it as often as possible for help when writing words with unstressed vowels with unchecked stress.



Vocabulary work is carried out systematically. I never disregard a single incomprehensible word with unchecked spelling. I teach to see such words in stories, in poems, find their explanations, write them down in individual dictionaries.

The class has a "Difficult Words" dictionary that children can use at any time. Working with the dictionary "Difficult words" makes children's speech literate, orthoepic correct.

### **Excursion work in nature, aimed at the development of speech.**

The comprehensive development of children involves the development of their thinking and speech. Thinking and speech are interconnected. The deepening and improvement of thought directly affects its verbal design. Conversely, the clarity of speech makes the expressed thought more understandable.

For the development of the child's thinking and speech, a rich sensory experience is necessary, which he receives from the perception of various objects of the world, nature, and social life.

The ability to observe, developed in the process of cognition of nature, gives rise to the habit of drawing conclusions, brings up the logic of thought, clarity and beauty of speech - the development of thinking and speech goes as a single process.

Children should have specific ideas about nature, about its life, then it will be easier for them to appreciate the beauty of the writer's language or the skill of the artist who managed to draw a living picture in his work.

Most of the stories contained in the book "Literary Reading" are devoted to native nature. But no matter how well the nature is described, one cannot limit oneself only to the work.

The more a person knows nature, the more it gives him pure and bright joy. Children surprisingly sharply perceive bright images, trembling with the play of colors, shades, sounds, and deeply store them in their memory. Therefore, excursions into the forest are so necessary.

I try to go to the forest with my children as often as possible. Such walks are short lessons in thinking and educating the senses. The goal for children is clear: to imprint bright pictures of nature in their minds, to learn to analyze and think.

### **The development of speech through art.**

Introducing children to painting, I develop clarity to linguistic phenomena, orientation to the semantic significance of the language. With the help of painting, mental activity also develops, inner speech, which helps children plan and express their opinions, correlate the conclusions that arose as a result of the perception of the artist's intention.

The need to familiarize schoolchildren with art arises from the first grade when students get acquainted with wonderful artists - illustrators of children's books: Yu.A. Vasnetsov, E.I. Charushin, V.V. Lebedev. Therefore, I decided to organize an optional lesson "Art around us".

At the first art classes, I told my young students who an artist is, what kind of profession it is, about his true friends - brushes and pencils. In the future, I already set the task for the children to understand the content of the picture, talk about it, notice the details that the artist uses: color, shape; what you liked about the picture, what immediately catches your eye, what the artist wanted to say, what mood he conveyed, what you think or remember when you look at this picture. To this end, I include tasks and game exercises to enrich and activate the vocabulary, develop expressiveness of speech, form monologue speech, as well as reading works of art, the plot of which would be consonant with the theme of the picture (see Appendix No. 4). Through exercises, the child is accustomed to the expressiveness of speech, begins to distinguish movement



in painting as a means of expressiveness, and speech as a means of expressing beauty, admiration for art.

With the help of questions, I try to ensure that the children do not miss a single detail in the picture; learned to see the beautiful, to notice the main thing. I try to introduce children to a wider range of illustrators, teach them to understand and love the art of book graphics. I invite children to look at illustrations made by different artists and draw attention to the difference in the manner of depicting animals.

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