



SPEECH DEVELOPMENT OF PRESCHOOLERS: INTERACTION OF KINDERGARTEN AND FAMILY

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ABSTRACT

One of the main conditions for the normal development of a child and, in the future, successful schooling is the timely and full—fledged formation of speech in preschool childhood. As practice shows, for the full-fledged speech development of pre-schoolers, close interaction of kindergarten and family is necessary, since the best results are noted where teachers and parents act in concert. It is preceded by the purposeful work of teachers, during which parents occasionally get involved in the life of the group, get involved in the problems of their children.

KEYWORDS

Family, the role of parents, speech development, the role of the educator in speech development.

INTRODUCTION

To achieve a common goal, interaction involves not only the distribution of tasks between the participants in the process, but also feedback. They begin to participate in the speech development of the family from the moment the child arrives at kindergarten. Already at this stage, we are trying to convince parents that their role in the child's speech development is

significant, that our efforts without their help will be insufficient. The main goals of interaction between teachers and parents on the issues of speech development of preschoolers are to unite the efforts of adults to ensure the successful speech development of each child, the allocation of priority lines of this development, showing the most effective methods



and techniques of speech education, revealing the possibility of transferring the acquired pedagogical knowledge to the conditions of family education, the formation of parents' desire and ability to communicate with children, to direct children's activities. So that parents can actively influence the speech development of a child in kindergarten, they are introduced to the speech development program of preschoolers in each age group.

MATERIALS AND METHODS

The forms of interaction of a kindergarten with parents are ways of organizing their joint activities and communication. The main goal of all types of interaction between kindergarten and parents is to establish trusting relationships with children, parents and teachers, to foster the need to share their problems with each other and solve them together. We are trying to make the most of all kinds of traditional forms of interaction with the family, but we are also looking for new, modern forms of cooperation with parents in accordance with the changing socio-political and economic conditions of our country's development. Building interaction with parents, we develop and use traditional forms: parent meetings, lectures, workshops, pedagogical consultations, joint holidays, pedagogical conversations, open days, parent corners, questionnaires, folders-movements. When planning this or that form of work, we always proceed from the ideas of modern parents who are ready for learning, self-development and cooperation. In this regard, the following requirements are imposed on the forms of interaction: relevance, originality, interactivity. Recently, new, promising forms of cooperation have emerged, which involve parents' involvement in active participation in kindergarten life. We have accumulated some experience of working with parents on the education of children's speech culture. The following non-traditional forms of

cooperation are used in our kindergarten: speech theatrical holidays, speech newspapers, magazines, game libraries, family newspapers, report concerts, parent clubs, game interaction trainings, interactive exhibitions, quizzes, contests, joint classes, project activities, presentations. One of the most effective forms of interaction with parents on speech development is a speech theatrical holiday. Theatrical and play activities combine a large number of means and ways of developing children's speech abilities. The speech basis of the holiday is what was prepared together with the children at home: the staging of a poem, a fairy tale, a story. A child is an active being by nature, he likes not only to listen to fairy tales, but also to act, to create. The main point of the creative theatrical game is the performance of the role. During the game, the child creates an image by action, in a word, which gives him the opportunity to actively develop speech activity. Parents get used to the speech of their children and do not notice any flaws in it, which means they do not help them learn the correct speech. We believe that it is necessary to show parents in joint activities with children how to correctly form the speech of children, explain to them the need to consolidate what has been achieved and how important the partnership of parents with their children is.

The parents of our kindergarten actively participate in the creation of the speech album "Piggy bank of words". This form of work with the family is aimed at expanding, consolidating, concretizing the child's vocabulary and explaining the lexical meaning of words. Children with parents should pick up beautiful (autumn, sweet, spicy, etc.) words, pick up a picture with an interesting subject, show it to all children and name it. Based on the results of this work, albums and books are created in the group. Once a month, a thank-you letter is posted in the group, which indicates those



families (parents) whose children brought a lot of interesting words to the piggy bank, took part in speech holidays. This form of encouragement is a good incentive for both children and parents. Game libraries are organized in groups. We hold a game library for parents 1 time a week in the afternoon. Its purpose is to demonstrate the skills acquired by children, ideas on game material. We introduce parents to various speech games. Moreover, parents take an active part in the game with children.

RESULTS AND DISCUSSION

According to our recommendation, parents introduce the game "I give you a word" into the life of the family, the goal is to expand the vocabulary of children. Children bring the donated words to the group and introduce them to their friends. Parents participate in the creation of a home game library. This type of work does not require special materials and manuals. Given the heavy workload of parents with household chores and fatigue accumulated by the end of the day, we offer "Games in the kitchen". Game exercises for the development of fine motor skills. "Cinderella". You're cooking lunch. Invite your child to sort out peas, rice, buckwheat. "Magic wands". Give the child toothpicks. The child should lay out simple geometric shapes, objects, patterns. Vocabulary enrichment games. "Magic words". What words can be "taken out" of borscht? Vinaigrette? The kitchen cabinet? Plates? "Guess what." Let's remember delicious (sweet, sour, salty, bitter) words and treat them to each other. The child calls a delicious word and "puts" it in your palm. Then you tell him. "Finish the word." You start a phrase, and the child finishes it: — The crow croaks, and the sparrow... Games for the development of the grammatical system. "Cooks".

We will prepare apple juice (apple), fish pie (fish), raspberry jam (raspberry), etc. "Stubborn words".

There are stubborn words in the world that never change (coffee, dress, piano, cocoa, coat, subway...). Ask your child questions and make sure that he does not change the word. Games for the development of syllabic structure. "Confusion." Once upon a time there were words. One day they were having fun, dancing and didn't notice that they got mixed up. Help the words unravel. Words: bosaka (dog), lovos (hair), lekoso (wheel), posagi (boots, etc.). Such games will not take much time from parents and do not require special training. And their daily use will be invaluable for the development of the child's speech, and will show the child the parents' interest in his problems and will further strengthen their relationship. Speech newspaper — this form of interaction between teachers and families is popular with both children and parents. The content of newspapers is determined by the currently relevant issues of speech development of children of a particular group and can be devoted to solving one of the speech tasks. In the younger and middle groups there may be such topics as "Visiting the word", "Talk to me, Mom."... In the older groups — "Literate", "How beautifully he speaks, like a river murmurs" and others. A prerequisite for the release of speech newspapers is their interactive nature. Interactivity lies in the fact that the material posted in the newspaper encourages parents to actively interact with children and teachers, suggests feedback. Newspapers can be issued on stands, in the form of books, magazines, turntable folders. The newspaper "Rechenka: for caring parents", published quarterly, is particularly popular with parents. This newspaper contains information about contests, kindergarten events on speech activity in which children participated, their creative works (poems, fairy tales, stories, paintings), recommendations for conducting speech games with children at home. In order to attract parents' attention to the current problems of children's speech development, to highlight the



experience of educating the culture of speech in the family, various contests between parents are practiced in kindergarten. Project activity has become an effective form of teacher-parent-child interaction. It involves active cooperation between children and adults, promotes the development of creativity in various types of cognitive and speech activity, provides a modern integrated approach in the upbringing and education of children. By participating in the development and implementation of the project, parents become direct participants in the educational process and begin to realize their role in it. The topics and content of the projects are determined by teachers together with children and parents on the basis of determining the actual tasks of the development of children of a particular group, children's interests. So, in the "Fairy Tale in our Family" project, an album was created with favorite fairy tales, drawings, photographs, articles about how books help in raising children, what interesting words and expressions they contain. The "Miracle fingers" project allowed parents to realize the importance of the development of fine motor skills of the child's hand for speech development and actively engage in the production of manuals for training hands from improvised material, showing their creativity. A prerequisite for the implementation of all projects is the activation of children's speech activity, joint speech creativity. The projects are designed for a significant period of time. The project ends with a presentation, which involves the publication of newspapers, albums, the organization of exhibitions, a holiday. Adults and children demonstrate the result of their activities, rejoice in each other's achievements.

CONCLUSION

In conclusion, I would like to emphasize once again that the family and preschool are two important social institutions for the socialization of a child. Without

parental involvement, the process of education is impossible, or at least incomplete. The experience of working with parents has shown that as a result of the use of modern forms of interaction, the position of parents has become more flexible. Now they are not spectators and observers, but active participants in the life of their child. Such changes allow us to talk about the effectiveness of using modern forms in working with parents to form the speech culture of preschoolers.

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