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# The Role of Hy Preview Works in the Development of Connected Speech of Younger School children

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**Annotation:** The question of the role of works of art in the development of coherent speech of younger schoolchildren is considered in the article. The object of the research is the process of formation of coherent speech of junior schoolchildren.

**Keywords:** linguodidacty, fiction, coherent speech, oral speech, written speech.

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The development of oral and written speech of schoolchildren is one of the core areas in the methodology of teaching literature. Enriching the vocabulary of students on the material of works of art, teaching coherent speech and developing its expressiveness - these are the main tasks that are solved in the practical work of philologists and the theoretical search for methodologists.

Modern literary criticism considers a work of art as a complex systemic unity, which can be known only with the help of a holistic analysis. The ability to analyze a work of art should be considered as a complex skill, which is a system of particular skills focused on comprehending the individual components of a work as parts of an artistic whole [37].

The second direction of the literary development of younger schoolchildren is closely connected with the analysis of a work of art - the upbringing of the "little writer" (M.A. Rybnikova). An aesthetic approach to the study of literature requires the abandonment of the usual path for the development of children's speech in elementary school by teaching various types of retelling. It is more expedient to teach children to create their own statement [15].

During the analysis of a work of art, children, together with the teacher, observe how it is "made", get acquainted with the ways of expressing emotions, the characteristics of characters, and the purpose of individual elements of the text. At the same time, work is underway on all aspects of the text - content, structural, linguistic - in their unity. Such work requires reliance on elementary literary knowledge and on knowledge of speech science obtained in the lessons of the Russian language. Then a speech task is set before the child and the search for means of solving it is carried out. At the same time, children use means similar to those they got acquainted with in the reading lesson to realize their speech plan. Thus, there is an interconnected formation of reading and speech skills. Each reading skill corresponds to a speech skill.

The system of speech skills includes 6 skills:

1. The ability to select and use language tools similar to those studied to implement one's own speech plan.
  2. The ability to convey one's life impressions by creating a verbal artistic image.
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3. The ability to build the composition of one's own statement, based on the speech task.
4. The ability to reveal the author's intention through the introduction of an image into the text - a character, the creation of a landscape.
5. The ability to subordinate all elements of the text to the author's intention.
6. The ability to reveal the main idea of the text [21].

Fiction is one of the most important means of comprehensive harmonious development of the individual. It greatly expands a person's life experience: it helps to feel, learn and experience what the reader may never be able to experience and experience in real life.

In the work on the development of coherent speech of students in connection with the study of works of art, it is necessary to combine three approaches:

1. Psycholinguistic, based on the theory of speech activity.
2. Linguodidactic, exploring the patterns of teaching native and foreign languages.
3. Methodological and literary, taking into account the possibilities of fiction and literary criticism [11].

The achievement of the greatest efficiency in the development of coherent speech of schoolchildren is facilitated by its implementation in the conditions of communicative activity, therefore, the psycholinguistic term "speech activity" has entered the theory and practice of speech development, meaning a system of speech actions characterized by the unity of communication and thinking and based on the model of generating speech utterance, representing a person's speech. She very accurately determined the relationship between the concepts of language, speech, speech activity A.K. Markov, arguing that the language acquires certain functions, being included in speech activity with different tasks; it becomes a means of communication only in the context of speech activity.

At the age of seven or nine, the child goes through a difficult period of his reading development: the transition from the listener, the viewer to the reader. The contradiction between the imperfect reading technique and the relatively high possibilities of the child's perception of the word during this period must be overcome gradually [2].

A child at this age is not yet fully aware of the book as a source of information, a source of knowledge. Both scientific and cognitive and fiction books are perceived syncretically, without highlighting specific functions. There is no noticeable differentiation in the reading of girls and boys. Both of them equally love books about animals, plants, and surrounding objects. As in preschool childhood, a large place in reading is occupied by a fairy tale - literary and folk, adventures, stories of Russian writers, poems. Of the books of Soviet writers, the works of V. Dragunsky, V. Golyavkin, N. Nosov, A. Gaidar, Yu. Koval are in high demand for children. The first encyclopedic books are included in the reading circle of the junior schoolchild. The child learns to find answers to questions in them first with the help of adults, and then independently [21].

A child of seven or nine years old feels the word subtly. The artistic detail in the text plays a significant role for him. The young reader fills the retelling of what he has read with "live" details, each of which is full of special significance for him.

The younger student sometimes reacts to the slightest inner vibrations of the soul of the characters, starting from each word, if this word is ambiguous, artistically weighty. The artistic detail correctly found by the writer makes it possible for the young reader to complete and complete the picture outlined by the author. Therefore, the selection of works for younger

students is important, the main principle of which is artistic usefulness, the capacity of images that can cause co-creation of a young reader.

In domestic pedagogy, much attention has always been paid to methodically expediently organized classes in literary reading. This is due to the importance of literary works as factors in the moral, aesthetic, social and speech development and upbringing of children [46].

Literary reading lessons in elementary school are designed to address the issues of developing students' not only reader independence, which is the basis of reading activity, but also the development of speech skills related to the reproduction of a read work of art and the creation of their own statement based on what they have read. The organic connection between the reading and speech activities of younger schoolchildren is due to the psychological nature of reading as a type of speech activity aimed at perceiving the word, extracting meaning, understanding the author's intention, understanding one's attitude to what is being read [37].

Teaching younger students the ability to express their own attitude to what they read is one of the integral tasks in the process of forming a full-fledged perception of a work of art, reader independence and speech development. Expressing one's understanding and, moreover, attitude, of course, is a great difficulty for an elementary school student.

On the one hand, this difficulty is due to the state of his experience of reading and speech activity, on the other hand, the need to express his position, as well as the awareness in the lesson of the conditions conducive to the inclusion of children not only in reading a work of art, its analysis, but also the subsequent interpretation of what has been read. text in speech.

The development of coherent speech in relation to elementary school is understood as the mastery of students with a set of speech skills that ensure readiness for full-fledged speech communication in oral and written speech [3].

To familiarize children with a particular literary work, the teacher needs to build the educational process in accordance with the age and individual characteristics of the students, be able to methodically competently organize the perception of a particular type of literary work.

L.I. Belenkaya rightly notes that children do not yet take a direct part in many types of personality-forming activities, and therefore fiction, as a peculiar form of cognition of reality, plays a particularly important role in a child's life.

Reading works of art develops the speech of children: enriches, clarifies and activates the vocabulary of students on the basis of the formation of specific ideas and concepts in them, develops the ability to express thoughts orally and in writing. This development is carried out due to the fact that works of art are written in a literary language, accurate, figurative, emotional, warm lyricism, the most appropriate for the characteristics of children's perception [21].

Work on the development of speech is based on the following principles:

- 1) The relationship of speech development with a complex of moral and aesthetic education;
- 2) The relationship of speech development and the deepening of students' knowledge of literature and the improvement of analytical skills;
- 3) The principle of practical orientation of work on the development of speech;
- 4) The principle of consistency;
- 5) The principle of taking into account interdisciplinary connections.

The main directions for the development of speech.

1. Vocabulary and phraseological work aimed at enriching the vocabulary of schoolchildren and enhancing its use.
2. Teaching students oral and written statements of various genres.
3. Work to enhance the emotionality and imagery of speech.

In general, the system of literary reading is aimed at implementing the main principle of teaching the native language in elementary school - the principle of developing coherent speech, and along with other aspects of language education, it contributes to the improvement of children's speech activity and their speech development [37].

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