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РОБОТА НАД ФОРМУВАННЯМ НОРМАТИВНОЇ ДИКЦІЇ УЧНІВ ПОЧАТКОВИХ КЛАСІВ

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The effectiveness of experimental methodology of formation of correct diction in younger schoolchildren that revealed the significant improvement of orthographic knowledge and skills of the primary school pupils was confirmed in the article. The problem of research is topical and is in pedagogical and methodological grounding of the bases of formation of the correct diction in younger schoolchildren and revelation of specificity of the development of these skills at the lessons of reading at primary school.

The psychological-pedagogical and learning-methodological literature on the problem of research was grounded and analyzed; the content of notions "correct diction", "speech technique" was fully elucidated.

The material of experimental study that opens didactic direction of the method of formation of correct expressive abilities in younger schoolchildren and experimental methodology of formation of correct diction in younger schoolchildren are significant for the learning practice.

The effectiveness of elaborated system of the system of exercises was experimentally proved; the pedagogical conditions that provide the optimal mastering of reading process were revealed

Keywords: correct diction, speech technique, sound system of Ukrainian, lessons of reading

У статті підтверджено ефективність експериментальної методики формування нормативної дикції у молодших школярів, яка виявила значне покращення правописних знань та умінь учнів початкових класів. Проблема дослідження є актуальною і полягає у педагогічному і методичному обґрунтуванні основ формування нормативної дикції у молодших школярів та виявленні специфіки розвитку цих умінь під час уроків читання в початковій школі

Ключові слова: нормативна дикція, техніка мовлення, звукова система української мови, уроки читання

1. Introduction

The state documents: Order of President of Ukraine “About the national strategy of development of education in Ukraine for the period until 2021” [1]; Conception of development of education for the period until 2015-2025 [2]; Conception of the “New Ukrainian school” [3]), Law of Ukraine “About the principles of language policy” [4] and Conception of literary education [5] direct on the formation of the pupil-communicator that perfectly uses the normative language in any communicative situation.

According to the existent programs, the main attention of 1 class pupils must be concentrated on the intensive formation of the skills of expressive reading. The improvement of skills of correct diction is a component of expressive reading and speech technique. The base of formation of correct diction is the importance of teaching of correct pronunciation of all sounds of native language, their differentiation, teaching of sound analysis of the word, development of intonation expressiveness of the speech and expedient use of aforesaid abilities. Such work must be preceded by propaedeutic methodology that provides the process of correction of defect of spelling of primary school pupils.

The topicality of research is conditioned by insufficiency of the study of the problem of formation of the skills of correct diction in primary school pupils in theoretical and practical aspects.

2. Literary review

The last decades are characterized with special interest to the formation of masterly speech in younger schoolchildren. For that the certain knowledge and skills of speech technique are needed, especially, the mastering of the bases of diction. The formation of correct reading in pupils is preceded by the purposeful work at the diction – legibility of pronunciation of words, syllables, sounds. The correct diction in learning process has an important value, because the incorrect articulation of schoolchildren will imminently expressed at writing. The formation of normative diction will help pupils to master the purity and quality of pronunciation of separate sounds, words, sentences and facilitate the work at expressive reading.

The work at formation of skills of expressive reading provides the ability to hold the rhythmical pauses, conditioned by punctuation marks and content of composition and also pauses between sentences.

The different aspects of the problem of formation of the skills of expressive speech can be found in series of theses. Especially: the teaching of expressive speech in preschool children (O. Amatieva) [6], correction of pronouncing skills of primary school pupils (O. Paskal) [7], upbringing of sound culture of speech in preschool children on the material of Ukrainian small folk genres (O. Trifonova) [8]; main statements of formation of the skills of sound culture are elucidated in the monograph “The formation of speech personality of children of elder school age” [9].

The theoretical bases of preschool lingvodidactics are elucidated in the textbook of A. Bogush [10]: language, speech, activity. The problems of language

training of children to school are discovered, the diagnostic methods of examination of language development of preschool children are presented.

K. Vanzha [11], L. Kakhaeva [12], L. Shevchenko [13], L. Yakovenko [14] paid attention to the problems of improvement of the skills of correct pronunciation.

Although the theory of development of the bases of diction in younger schoolchildren as the element of speech technique is rather elaborated (this problem was studied by I. Borovik [15], N. Khrebtova [16] and other but the practical aspects of formation of correspondent skills of diction in pupils are not sufficiently elucidated. This problem is especially urgent for the primary school.

Despite the significant number of psychological-pedagogical and scientific-methodological issues as to the development of communicative skills of primary school pupils, the practice testifies to the fact that the problem of formation of the correct diction of pupils did not occupy the proper place in the learning-upbringing process of secondary schools yet. The contradiction between the necessity to improve the level of correct diction and absence of methodology of its formation conditioned the choice of the topic of research.

3. Aim and tasks of research

In the article we set the **aim**: to elucidate the certain system of methodological features of formation of the correct diction in primary school pupils by the means of expressive reading.

For attaining the aim of the work, the following **tasks** must be solved:

1. To determine the main ways of guidance as to the formation of correct diction in primary school pupils.
2. To verify the effectiveness of elaborated methodology experimentally, to analyze the results of the teaching.

4. Materials and methods of the formation of correct diction in youngest schoolchildren

4.1. The studied materials, used in experiment

The normative diction is created by the following elements:

- breathing – physiological system of the speech;
- voice – main instrument of reading;
- orthoepy – correct literary pronunciation.

The important sign of the correct diction in a timbre of voice that must be deprived of defects (nasality, huskiness, shrillness), on the contrary the clear, sonorous, pleasant sound must be formed. The set voice is characterized with flexibility, mobility, deceleration or acceleration of speech tempo, change of force, pitch, timber.

The correct articulation provides the expressiveness and purity of diction; it is attained by the distinctness of the functioning of speech organs at pronunciation of sounds.

The perfect diction can be formed by the systematic articulation gymnastics that helps to develop the speech apparatus, to acquire the skills of correct accentuation of the words and also to make the logic pauses, logic accents (time and main ones), to divide text in lan-

guage times, to possess the melody of speech (melodic rise and lowering of the voice, monotone sounding).

The training of skills of diction can be realized by the training in patters, this work is hard but effective and useful because the patters favor the setting up of breathing rhythmicity.

The structure of patter is directed on accelerated pronunciation of hard sound, it favors the training of orthoepic and accentology abilities and skills, correction of speech defects. At the lessons of reading the patters can be used as intonation five-minute intervals and playing activities.

The use of the small verses such as patters, proverbs, wise saws at the lessons of reading favors the elaboration of correct articulation of sounds that pupils pronounce incorrectly most often. There are such sounds as [ч], [шч], [с], [с'], [ц], [ц'].

Due to the patters or hardly pronounced rhythmic unities the pupils train their speech apparatus that favors the formation of the correct speech, diction, correct pronunciation of sounds, correct accenting and it sufficiently improves the quality of oral speech.

For overcoming of orthoepic mistakes, we offer to activate the work with all types of phonetic analysis: sound, sound-letter, sound modeling, sound-letter commenting.

Among the techniques of formation of orthoepic skills in primary school pupils the classification, offered by M. Vashulenko would be expedient for our study. These techniques are: conscious articulation, inheritance, conscious creation of mastered sound, speech self-control, comparison, opposition [17]. The memos about the rules of division of words in syllables were also used.

The experimental base of research was the Rivne classic gymnasia “Prestige” of Rivne city council. Experiment included 66 pupils. That was 2 first classes (66 pupils took part in all parts of experiment, 32 pupils – in the control 1-B class and 34 pupils – in experimental 1-A class).

The handling of professional literature, the analysis of state documents gave us the possibility to outline the “Experimental model of formation of correct diction in younger schoolchildren at the lessons of reading” that included three interrelated stages: **theoretical-cognitive, forming-searching and effective-corrective**.

At the beginning of experimental-research teaching the propaedeutic works with the teachers of primary classes was carried out. In the process of it the explaining work as to the methodology of research teaching was realized.

The aim of the first – **theoretical-cognitive** stage was the support of the learning-upbringing process with the necessary experimental material and acquaintance of pupils with the features of speech. The corrective work was carried out in following succession:

I stage – preparatory work.

II stage – setting up of sound.

III stage – automation of pronunciation.

IV stage – differentiation of sounds.

At the initial stage in the process of formation of abilities and skills of the correct diction we used the

auding method. The pupils listened to audios of the model speech, training exercises for the correct pronunciation of each sound, recognized, differentiated and understood the speech aurally and as the result, reproduced it in the oral speech.

The pupils aurally perceived the model speech of the teacher, listened to audios. At the lessons the technique of heritage was used, the correction of pronunciation was realized by the typical articulation differences in both languages – Ukrainian and Russian (nonexistent sounds, roughening and pronunciation of consonant sounds). This technique provides the multiple repetition of speech example, training of correct pronunciation that leads to the successful reproduction of material.

In the process of the work on phonetic composition of Ukrainian the teacher must pay the special attention to the differences in the features of articulation of separate sounds. For that the visible tables, schemes must be permanently demonstrated to the pupils.

The work on the correct accenting of sounds is also important.

The main methods of the work with pupils were: explanatory-illustrative (handling of orthoepic, phonetic-graphic and orthographic material), imitational technique, connection of interconnected language units, techniques of opposition, sound-letter analysis of words.

At the first stage the following pedagogical condition was realized: the formation of value attitude to the aims, content and results of own learning-cognitive activity.

The aim of the other – **forming-searching stage** was to teach pupils to use the corrective pedagogical resources.

The methods of the work were: explanatory-illustrative, partially-searching, explanation of new material, visual and auricular methods, directed on the development of communicative skills, observation of word-creating means; the techniques: inheritance, comparison of language units, conscious articulation and modeling of intonation elements, logopedics games, articulation gymnastics, creation of sound models of the words.

At this stage the pedagogical condition such as provision of individual approach in the study was realized.

At the third – **effective-corrective** stage the main task was to teach pupils to combine the mastered orthoepic, lexical, grammar skills in the writing expressions of reproductive and creative character.

At this stage the following methods were used: communicative-creative, operative and productive exercises, articulation-auricular technique, exercises, directed on the formation of language self-control, playing situations with elements of observation, memorization of patters, verses, jokes. The use of many interesting tasks (rebuses, crosswords, charades, “disipated” words and so on), directed on the development of keenness, intensification of rational activity is expedient at this stage.

At the third stage the following pedagogical condition was realized: to stimulate the assessing actions in pupils in the process of learning-speech activity.

4. 2. The method of determination of the parameters of formation of correct diction in younger schoolchildren

The criteria of formation of correct diction in young schoolchildren were as: **corrective-volitional** criterion with parameters:

- 1) ability to manage the work of breathing apparatus.
- 2) ability to use the possibilities of voice in expressive reading.

And **phonetic-orthoepic** criterion with parameters:

- 1) ability to pronounce sounds distinctly and correctly.
- 2) ability to pronounce sounds correctly in words, word-combinations and sentences.

According to the formation of these abilities the four levels of mastering of the skills of literary language by 1 class pupils were defined: high, sufficient, satisfactory, low.

5. The results of the study of the levels of formation of correct diction in younger schoolchildren

The offered model provides the notion about the specificity of formation of correct diction of the primary school pupils at the lessons of reading (Fig. 1).

As it was demonstrated by the results of experiment, the diction is better developed in pupils of experimental class than in ones of the control. These results are presented in the Table 1, 2.

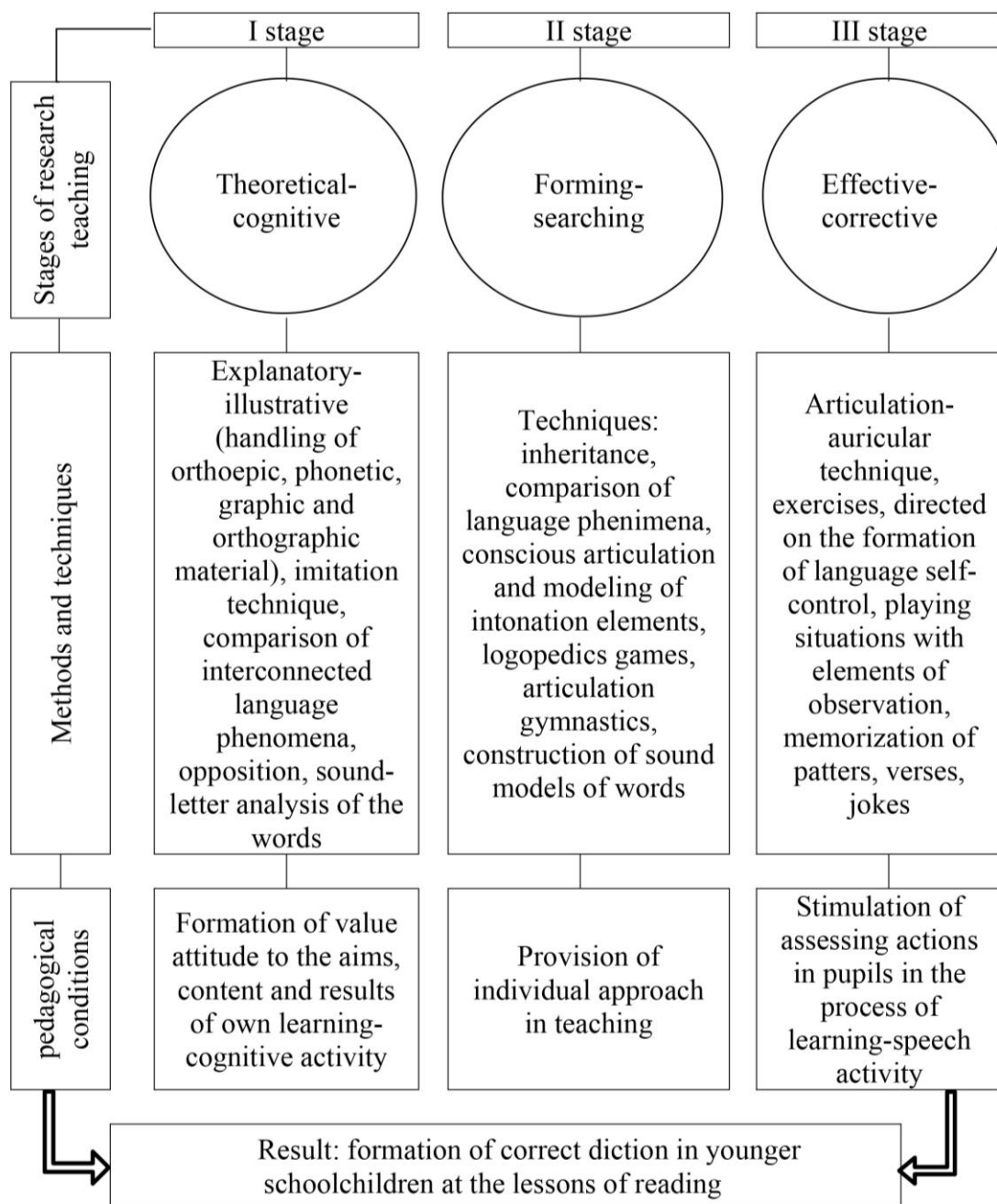


Fig. 1. Experimental model of the formation of correct diction in younger schoolchildren at the lessons of reading

Table 1

The formation of correct diction in pupils of control and experimental class (in %)

Etap експерименту експерименту	Classes	Parameters Levels of knowledge and skills	Criteria				General level of formation of correct diction in younger schoolchildren
			Corrective-volitional		Phonetic-ortoeptic		
			Ability to manage the work of breathing apparatus	Ability to use the voice possibilities in expressive reading	Ability to pronounce sounds distinctly and correctly	Ability to pronounce sounds in words, word-combinations, sentences distinctly and correctly	
Ascertaining	1C (32 Pupils)	High	0	0	0	0	0
		Sufficient	(2 p.) 6,25	(3 p.) 9,37	(4 p.) 12,5	(1 p.) 3,12	7,81
		Satisfactory	(18 p.) 56,25	(20 p.) 62,5	(17 p.) 53,12	(18 p.) 56,25	57,03
		Low	(12 p.) 37,5	(9 p.) 28,13	(11 p.) 34,38	(13 p.) 40,63	35,16
	1E (34 pupils)	High	0	0	0	0	0
		Sufficient	(3 p.) 8,82	(4 p.) 11,76	(5 p.) 14,7	(5 p.) 14,7	12,5
		Satisfactory	(20 p.) 58,8	(19 p.) 55,86	(19 p.) 55,86	(18 p.) 52,96	55,87
		Low	(11 p.) 32,34	(11 p.) 32,34	(10 p.) 29,44	(11 p.) 32,34	31,63
Forming	1C (32 Pupils)	High	0	0	0	0	0
		Sufficient	(4 p.) 12,5	(5 p.) 15,63	(7 p.) 21,87	(3 p.) 9,37	14,84
		Satisfactory	(19 p.) 59,37	(20 p.) 62,5	(17 p.) 53,12	(20 p.) 62,5	59,37
		Low	(9 p.) 28,13	(7 p.) 21,87	(8 p.) 25,01	(9 p.) 28,13	25,79
	1E (34 pupils)	High	(9 p.) 26,48	(10 p.) 29,4	(10 p.) 29,4	(9 p.) 26,48	27,94
		Sufficient	(11 p.) 32,34	(12 p.) 35,32	(13 p.) 38,26	(15 p.) 44,12	37,51
		Satisfactory	(9 p.) 26,48	(10 p.) 29,4	(11 p.) 32,34	(10 p.) 29,4	29,41
		Low	(5 p.) 14,7	(2 p.) 5,88	0	0	5,14

Table 2

The comparative characteristic of the levels of formation of correct diction in younger schoolchildren at the lessons of reading at ascertaining and forming stages of experiment in 1-classes

Stages of experiment	Classes	Levels of formation, in %			
		High	Sufficient	Satisfactory	Low
Ascertaining	1C	0	7,81	57,03	35,16
	1E	0	12,5	55,87	31,63
Forming	1C	0	14,84	59,37	25,79
	1E	27,94	37,51	29,41	5,14

So, the received results of final section of experimental research testified to the fact that in experimental classes took place the significant positive changes in qualitative and quantitative parameters of

the levels of formation of correct diction. The received results of formation of diction in pupils of experimental and control classes are presented on the Fig. 2, 3.

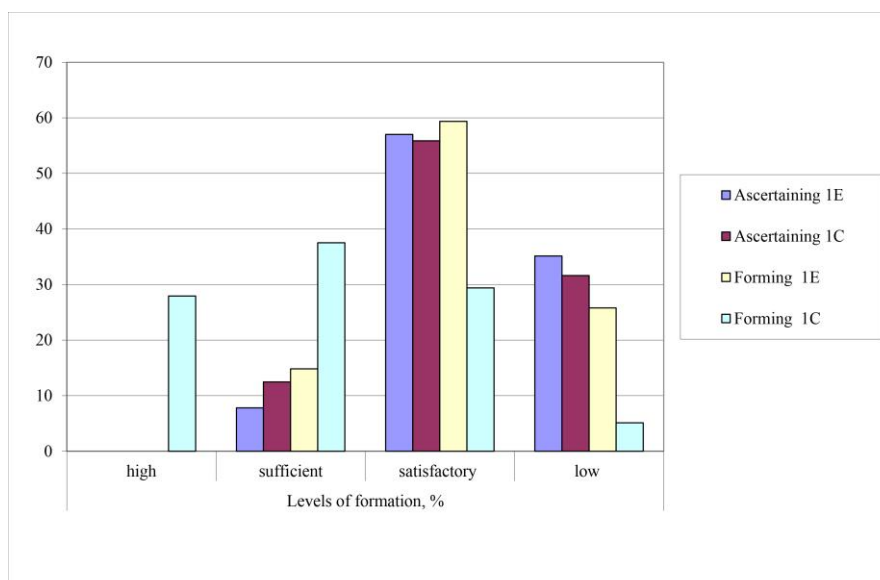


Fig. 2. The comparative characteristic of the levels of formation of correct diction in younger schoolchildren at the lessons of reading at ascertaining and forming stages of experiment in 1-classes

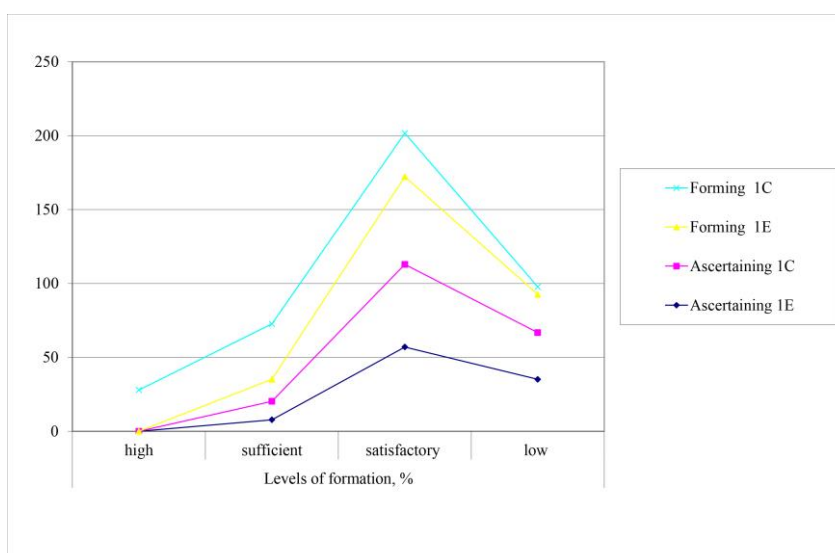


Fig. 3. The comparative characteristic of the levels of formation of correct diction in younger schoolchildren at the lessons of reading at ascertaining and forming stages of experiment in 1-classes

The comparison of the results of exercises of ascertaining and forming sections testifies to the positive changes in experimental classes, the dynamics of increase of percent of pupils, who were at the high and sufficient levels of formation and, correspondingly, decrease of the percent of pupils, who were at satisfactory and low levels.

The empirical data proved the effectiveness of elaborated methodology as to formation of the correct diction of primary school pupils.

The effectiveness of the offered methodology in whole has a positive influence on educative process, increases literacy, develops thinking and general speech culture of pupils.

6. Discussion of the results of the study of formation of correct diction in younger schoolchildren

The analysis of the results of final stage of experience revealed the essential positive changes in experi-

mental classes as to the levels of formation of correct diction in younger schoolchildren. The high level of formation in experimental classes was attained by 27,94 % 1 class pupils. At sufficient level were revealed the majority of pupils, accordingly, 37, 51 % of pupils of 1 class. At satisfactory level remained 5,14 % of pupils of experimental class.

Insignificant changes took place in the control classes: none pupil attained the low level. At sufficient level were fixed 14,84 % of pupils, on satisfactory one was the most part of pupils, correspondingly 59,37 %, at the low level remained 25,79 % of pupils.

The empirical data proved the effectiveness of elaborated methodology as to formation of the correct diction. After the end of research teaching the positive changes in experimental classes took place. The effectiveness of elaborated methodology as to formation of the correct diction in pupils was proved and abilities and skills of all criteria were provided.

7. Conclusions

So, the teacher of primary school must follow certain recommendations for attaining the effectiveness of formation of skills of the correct diction:

- to receive the preliminary consultation of speech therapist for elimination of speech defects;
- to concentrate the pupils' attention on pronunciation of each sound;
- gradually accelerate the reading tempo;
- maximally watch for the quality of articulation of each sound;
- to encourage pupils to make system breathing, vocal exercises not only within the learning time, at the lessons, but also at home;
- regularly carry out the short gymnastics during 5 minutes before reading texts at the lessons;
- to carry out the training exercises no less than 10 minutes a day;
- to listen to professional speech of speakers, orators;
- to declaim the poetical works in front of the mirror;
- to carry out the training exercises for the development of speech apparatus, using patters and rhymes with combinations of hardly pronounced consonant sounds.

On the base of comparison of section of experimental and control classes we determined the percent of growth of the learning results of pupils as to formation of correct diction, made the conclusions about the influence of this method on the general result of the learning subject "Reading".

This research does not include the full consideration of all aspects of aforesaid problem. The further prospects of research need the revelation of factors that stimulate to the solution of questions of differentiated approach as to the improvement and correction of pupils' speech, search for the new form of the ways of guidance of formation of the correct diction of primary school pupils.

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АНАЛІЗ ТЕХНОЛОГІЇ ТРЕНІНГУ ЯК СПОСОБУ РОЗВИТКУ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ СОЦІАЛЬНО-ГУМАНІТАРНОЇ СФЕРИ

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У статті розкрито можливості навчального тренінгу як ефективної навчальної технології та форми організації навчання й особистісного і професійного розвитку студентів у контексті інноваційних підходів до підготовки майбутніх фахівців соціально-гуманітарної сфери. Установлено сутність та складові поняття "компетентність фахівця". Наведено приклади застосування методів і прийомів навчання технології тренінгу у професійній підготовці майбутніх фахівців соціально-гуманітарної сфери у процесі вивчення дисципліни "Соціальна робота з різними групами клієнтів". Показано, що таке навчання забезпечує формування й розвиток компетентності майбутніх соціальних працівників

Ключові слова: професійна освіта, компетентність, студенти, розвиток, навчальний тренінг, технологія тренінгу

The problem of the raise of quality of training of future specialists of socio-humanitarian sphere under conditions of studying in higher educational institution that conditions the renewal of education content, realization of new approaches to the organization of study, that is introduction of innovative methods of the study, improvement of informational-resource support and so on were outlined in the article.

The essence and components of notion "competence of specialist" were explained as the totality of knowledge, abilities, settings, values, attitudes, features, qualities – node, educational and professional, - owned by the person and expressed in the different spheres of professional activity, in life situations that provides its competitiveness and personal and professional success.

The interpretation of the essence of notion "learning training" by the scientists was presented, especially, it was explained, that training is interpreted as the form of organization of the learning, learning technology, method of mastering of any complicated type of activity and the way of personal development. It was logically concluded, that just the planned and purposeful use of learning methods and techniques, exercises of training technology optimally favor the formation, development, improvement and widening of competence of the future specialists, because such learning is directed on the solution of real professional tasks in actual professional context and is directly connected with situations of their future use.

The practice of the use of the elements of training technology at practical and seminary activities in the study of future specialists of socio-humanitarian sphere in the process of mastering the discipline "Social work with different groups of clients" was elucidated.

The characteristics and possibilities of such organization of learning in the development of students' competence were determined

Keywords: professional education, competence, students, development, learning training, training technology

1. Вступ

У сучасному світі, – у якому швидко з'являються нові цінності й технології, виникають нові геополітичні відносини, стилі життя, засоби сполучення – особистість зможе успішно жити, самореалізуватися в суспільстві, адаптуватися до швидкозмінних умов, якісно та високоефективно діяти, якщо вона компетентна – життєво та професійно, – соціально мобільна, активна, самостійна, відповідальна, духовна, здатна до саморозвитку. Тому у професійній осві-

ті України в умовах євроінтеграції визначено нові пріоритети в підготовці спеціалістів різних галузей, що має вияв в оновленні змісту освіти, у нових підходах до організації навчання, удосконаленні інформаційно-ресурсного забезпечення тощо. Це, у свою чергу, передбачає потребу та необхідність застосування відповідних методик і технологій навчання, психолого-педагогічного, наукового та інформаційного супроводження в умовах навчання у вищому навчальному закладі з метою організації якісного