

## Essay

**Theme of the final qualifying work:** Development of active speech in children of younger preschool age in the process of organizing educational activities using the means of Russian folklore

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### **Relevance of the research topic**

With the life of the child, from cradle to adolescence, in the traditional folk way of life, an artistic phenomenon is firmly connected, which was called "folklore" in folklorists - oral folk art.

The range of works covered by this concept is broad and diverse - by purpose, subject and image system, form, method and time of implementation.

Oral folk art is diverse in terms of genre characteristics. It includes fairy tales, riddles, nursery rhymes, lullabies.

Russian folklore, as an integral part of the practical pedagogy of the people, has for centuries shaped the aesthetic tastes of the child, making up the moral and ethical basis for the development of the individual. In the tradition of popular education, his works contributed to the physical and moral health of the child, the development of mental abilities, preparation for socially useful activities.

The problem of verbal growth, regardless of educational concepts, always remains topical. The child should be ready for broad communication with other people in various spheres of life, because this is the basis of the speech personality. Mastering one's mother tongue is one of the most important achievements of a child in the preschool age, the most sensitive for mastering a language. If the child does not reach a certain level of speech development to five to six years, then this way, as a rule, cannot be successful at later age stages.

**The purpose of the study:** was to study and substantiate the use of folklore in working with pre-school children for the development of active speech.

**Object of research:** the development of speech of children of younger preschool age.

**Subject matter:** folklore as a means of developing the speech of children of the second younger group

**Objectives of the study:**

- 1) to characterize active speech activity of children of younger preschool age;
- 2) describe Russian folklore as a means of speech development of preschool children;
- 3) determine the specifics of the use of Russian folklore in the process of organizing educational activities with younger preschoolers;
- 4) to carry out an experimental study of the peculiarities of the influence of folklore on the development of active speech of the younger preschooler;

**Teoretiko-methodological bases of research:** To achieve the goals and objectives, the following methods were used: theoretical - analysis (historical, pedagogical, theoretical, comparative) of philosophical, psychological, social and pedagogical literature for revealing the essence and features of the development of speech of children of younger preschool age; Modeling and design to determine the logical structure of research and develop forms of using Russian folklore in work with children of younger preschool age; Empirical - observation, interviewing of children, conversation.

**The theoretical significance of the study** is that the use of folklore for the development of active speech in working with preschool children was studied and justified in the graduate qualification work, using the example of preschool institution No. 12 Kalinka in Pyatigorsk in the second younger group Malyshok.

**Practical significance of the study.** The results of the thesis can be used to write articles on the research topic.

**Results of the study.** In the course of the work, the theoretical and methodological analysis and research of the development of speech of children of younger preschool age

Analysis of the results clearly demonstrates the effectiveness of the developed system of work with the use of works of small folklore genres aimed at developing the speech of children of younger preschool age. The percentage of children with a low level of development has decreased. Accordingly, the number of children with an average level of speech development increased, a high level appeared.

In the process of work, the children's interest to oral folk art increased, the sound quality improved, the speech became more precise and correct.

After the work, the parents also noticed an increased interest in the use of small forms of folklore in the speech development of children. With pleasure they learn from children and pick up proverbs and sayings, explain to children their meaning.

**Recommendations.** Working with children in the younger group of caregivers, special attention should be paid to the role of different genre folklore works in the development of children's speech. Having set himself such a task, the educator should well understand that this will be an acquaintance with the spiritual culture of the people.

Realizing the seriousness of the task, the educator should pay much attention to self-education: to collect pearls of folk art of his locality, to get acquainted with the best works of Russian children's folklore, to handle reference and methodical literature, manuals, journal articles.

As a result of the work done, the educator should determine for himself that in the educational activity and in order to educate the children of love for their native land, for the Russian language, respect for the folk creativity of our people, the use of folklore is indispensable and indispensable.

The entire system of work with the use of folklore should be built in such a way as to interest children, to cause a desire to listen and learn these works. That is why folklore permeates all kinds of activity of preschool children from the moment of their arrival in kindergarten.

The lullaby is the first poetic work with which the child meets in the first days of his life. Gradually, a drop by drop, absorbed and remembered through the song phonetic, lexical and morphological features of the poetic language.

Lullaby songs should sound above the cradle from the first days of the baby's life. They will not interfere with the child of preschool age. Silent melody of the lullaby pours love into the soul of the child to the native word

That's why you need to plan in the middle group to arrange evenings of a lullaby song with the involvement of parents to sing. Lullabies should be played in the bedroom of the group.

### **Pedagogical recommendations**

1. In order to develop active speech, the child should be used in work with children of the younger group of nursery rhymes, because they help to acquaint children with the surrounding world in an accessible way, introduce them into adulthood, teach them moral and ethical norms of behavior, develop children's broadcasting, enrich A dictionary of figurative expressions and poetic lines.

2. offer babies tongue twisters In order for the child correctly and accurately know how to pronounce certain sounds.

3. On the classes you need to pay attention to the figurative language of the children of proverbs and sayings. It is necessary to teach children to notice and distinguish epithets, comparisons ("Ate a piece from a bird's sock"), irony ("Terrible Semyon, and Semyon is afraid of one crow"), juxtaposition ("What you sow, you'll reap").

4. Proverbs and sayings are priceless treasures of Russian folklore. It is best to use proverbs and sayings at a time when circumstances clearly illustrate proverbs

5. the use of various games.

Games reflect the identity of the culture of the nation, contribute to understanding the national image of the world. They are an important means of comprehensive development of preschool children, because the characteristic feature of folk games is the complex impact on the body and the personality of the child.