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INNOVATIVE TECHNOLOGIES OF SPEECH DEVELOPMENT IN SCHOOLS WITH THE KAZAKH LANGUAGE OF EDUCATION

Abstract *In this article, the authors consider the problem of increasing the speech culture of students. The relevance of the study is determined by the fact that it is necessary to theoretically justify and experimentally check the conditions of the development of speech of junior students, which will increase the responsibility of teachers and parents for the culture of their own speech.*

Keywords: *psychological and educational means, speech, speech development, junior schoolchildren, criteria for speech development, experiment.*

Enhancement of speech culture of students is one of the most urgent challenges facing the modern school. It is known that one of the indicators of the level of human culture, thinking, intelligence is his speech, which must meet the linguistic standards. An actual topic in the modern school nowadays is the development of speech. Work on the correctness of speech is one of the main directions of educational-methodical activities of the teacher to improve speech culture of junior high school students. This practical language training, regular training and systematic training on the samples and through specific exercises, through the prevention and correction of errors, learning literary forms of speech [1, c.12].

Exactly in elementary school, children begin to master the norms of oral and written literary language, learn to use the language means in different conditions of communication in accordance with the objectives of speech. In this case the teacher should help the children understand the requirements for the speech, to teach younger pupils the formulation thoughts follow the correct, accuracy, diversity, expressive language means [2, c.20].

Analysis of methodological, psychological and educational literature, observation behind educational process showed that the work on speech culture is carried out on the language lessons in a small volume, fragmented.

This position is due to the fact that the teacher can not always determine the type of error allowed by the pupil, and thus find the right exercise for its correction. Furthermore, how show the analysis of methodological literature, exist different classifications of errors in the speech of pupils, but there is no single classification that makes it difficult to teachers to work in this direction. Work on the development of speech of pupils in the school is multifaceted. Psychologists and Methodists say that the child learns the native language, first of all, follow the example of speaking of others (D.B. El'konin, R.E. Levin, A.P. Usov, E.I.Tiheeva et al.). Unfortunately, parents in our time due to difficult social conditions, by virtue of employment often forget about this process and the speech development of your child ride. The child spends more time at the computer than in a live environment. The methodological basis of the research were the theory of the development of children's speech (Ushinsky, EI Tiheeva, AP Usov, M. Alexeyev, V. Yashin, FA Sokhin, AM

Borodzicz and etc.); psychological and pedagogical studies of the speech (El'konin, AN Gvozdev, Vygotsky, and others.)

One of the main tasks of modern school is to prepare the graduate school, which would be able to communicate, to listen and to speak so that he listened, he knew how to evaluate other people's, and of course his speech. It - it is a means of communication, it is necessary first of all to engage the subject in the social environment. The responsibility of the teacher for the culture of their own speech is extremely high. The living word of the teacher is still the main means of teaching in the school, so it is the teacher has the right to demonstrate in front of the correct pronunciation of samples of children. Constantly being in front of a model, the child begins to imitate him involuntarily, spontaneously assimilating thus normal language [3, с.54].

Experimental work was carried out on the basis of 2 classes of secondary school number 25 in Pavlodar, 2 A and 2 B pilot control classes.

The task of establishment stage of the study was to identify effective conditions for the development of speech skills in primary school children, when working on compositions-descriptions on the lessons of development speech. Results speech skills development, level analysis showed that they can build a description (consistently and coherently describe) - in the experimental class, 59% in the control class, 55%, to disclose the topic and the main idea in the book, and to select material according to the theme of the works - in the experimental class 53% in the control class, 45% and 50%, and the adjectives used in the descriptive text - a class experimental 42% in the control class 36%.

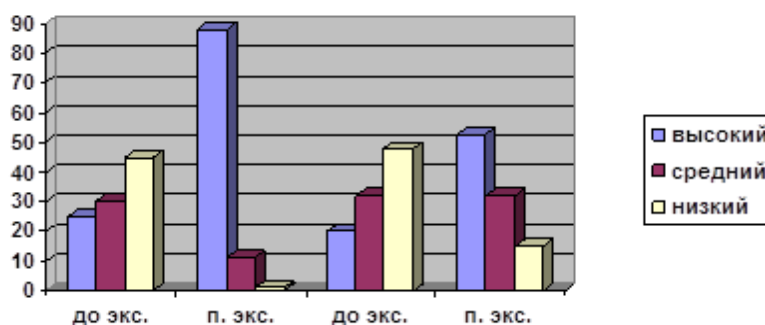
In the experimental class students' information skills are formed in part - 23% - 35%, while in the control class, 18% - 35% - they are practically not formed. Worst of all children develop the ability to use adjectives in the descriptive text. The low level of development of skills - in control class - 46%.

Thus, these skills are formed at a high level only half the time. In many works it is clear that these skills are formed partially or bad.

As a result of the development of speech technique was developed when working with experimental writing, which were main types of works on the compositions.

These techniques have been tested only in the experimental group. After this operation, the controlling step based on the experiment was conducted and Experimental and control groups.

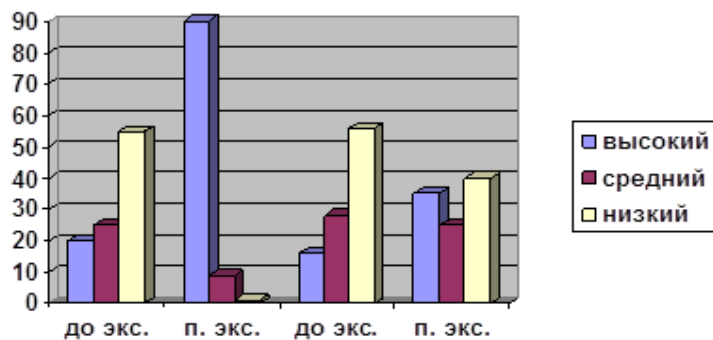
After statistical data processing, we have the following results. In the control class, there is no significant change. In the experimental class has changed. The results are shown in Figures 1-



2 "and" Class 2 "b" class

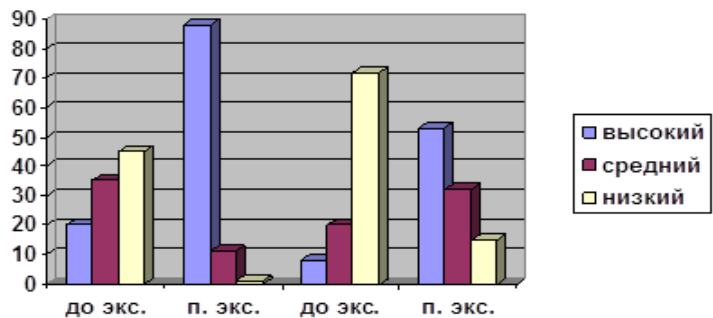
Figure 1. Dynamics of development of informative speech test

In the experimental group fixed a higher level when writing essays than in the control group. In the control group, the great majority of pupils did not know how to select material according to the theme of the works.



2 "and" Class 2 "b" class
 Figure 2. Dynamics of emotional speech test

Pupils are able to build the experimental group description, disclose the topic and the main idea in the book, select the material in accordance with the theme and use adjectives in the descriptive text. At the same time only a few were assisted. The results of the experiment have shown the effectiveness of the training developed in the research approach to the development of speech at work with writing



2 "and" Class 2 "b" class
 Figure 3. Dynamics of the activity test

Having done this work, we can conclude that it is necessary to carry out continuous monitoring of the development of student thinking through systematic diagnosis, ie, studying his writings, just making amendments in its outlook, style, spelling. Only in this case develops training effect will be maximized.

In methodological literature are given different types of exercises that help to remedy the errors of speech of younger pupils. This is considered to be the most effective exercise to edit the text, ie. Data available for the exercise of the second class of pupils and their use of the most productive to correct speech errors typical pupils in the written creative works.

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Кенжебаева Ж.Т.

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Инновационные технологии развития речи в школах с казахским языком обучения

Аннотация. В данной статье авторы рассматривают проблему повышения речевой культуры учащихся. Актуальность исследования определяется тем, что необходимо теоретически обосновать и экспериментально проверить условия развития речи младших школьников, что повысит ответственность педагогов и родителей за культуру собственной речи.

Ключевые слова: психолого-педагогические средства, речь, развитие речи, младший школьник, критерии развития речи, эксперимент.

Кенжебаева Ж.Т.

Ғылыми жетекші: Демиденко Р.Н.

Қазақ тілінде оқытатын мектептердегі сөйлеуді дамытудың инновациялық технологиялары

Аңдатпа. Бұл мақалада авторлар оқушылардың сөйлеу мәдениетін арттыру мәселесін қарастырады. Зерттеудің өзектілігі бастауыш сынып оқушыларының сөйлеу жағдайын теориялық негіздеу және эксперименталды тексеру қажет, бұл педагогтар мен ата-аналардың өз сөйлеу мәдениеті үшін жауапкершілігін арттырады.

Кілт сөздер: психологиялық-педагогикалық құралдар, сөйлеу, сөйлеуді дамыту, кіші оқушы, сөйлеуді дамыту критерийлері, эксперимент.

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