

Abstract

The theme of the final qualifying work: "The Development of coherent speech of children of the senior preschool age by using the methods of TRIZ in the process of organizational and educational activities in language development"

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The relevance of the topic of this study. It was an important element in the life of not only preschoolers, but all people. Through speech we give each other the necessary and important information. Share and ask for help from others, therefore speech and language development in the early stages is important for the preschooler.

It the small child situationally, which often dominates the expressive presentation. The first coherent statements of children under the age of 3 years and consist of 2-3 phrases, but whatever it was, they need to consider it as a coherent narrative. Learning conversational speech in children of preschool age and its further development is the basis of the formation of monologue speech.

The main challenge for development of coherent speech of the child at this age is to improve the development of monologue speech. This problem can be solved through different types of speech activity, for example, when retold literary work, compiled a descriptive story about the subjects, objects and phenomena of nature, created in a variety of creative stories, variety of creative stories are created, logical form of speeches are mastered, and compose stories based on picture or set of narrative pictures are made up.

The teacher should encourage children to speech, to develop speech activity not only in the process of daily communication, but also in the process of specially organized training. You need to carry out purposeful and regular work on training

telling with the use in the classroom more effective, efficient, interesting, fun and exciting for kids of methodical methods, techniques, means which can affect that child's interest to the given kind of speech activity.

The research problem is the lack of information about the issue of the influence of modern pedagogical technologies of kindergartens as effective means of training and education based on modern methods in the speech and language development of the preschool child.

The analysis of the study makes it clear, more effective and more varied knowledge served preschoolers, the softer and stronger still learning.

In this regard, the objective of this work is to study the influence of the TRIZ method for development of coherent speech of the senior preschool children.

Object of research: development of coherent speech of the senior preschool children.

Subject of research: the process of forming of skills of coherent speech at children of the senior preschool age by methods of TRIZ.

Objectives of the study:

1. to study and analyze the technology of TRIZ, to reveal the peculiarities of development of coherent speech of the senior preschool children;
2. to study and analyse the work with the pedagogical technology of TRIZ in the development of coherent speech of the senior preschool children on the basis of kindergarten №12 "Kalinka" in the city of Pyatigorsk;
3. to organize and conduct all phases of empirical research, analyse the results;
4. to prepare methodological recommendations on organization and carrying out of studies on the development of coherent speech with the pedagogical technology of TRIZ;
5. to create a Bank of TRIZ –games Doshkolenok for the development of coherent speech of the senior preschool children.

Theoretical and methodological basis of the study: were the following research directions: a survey of the coherent speech of children Trebeleva E. A., methods of speech development preschoolers Ushakova A., Strunina E. M.

The theoretical significance of the research is to justify the problem of choosing a teacher of DOU more effective means of training and education based on modern methods and new integrated technologies. One of the promising methods for facilitating the solution to this problem is the method TRIZ. With the help of which teachers can diversify their activities, to consolidate the knowledge children throughout the day and keep the interest of preschoolers.

Practical significance of qualification work is that the results of theoretical and analytical studies allow us to understand and to implement in practical activity of teachers of educational technology. The results of the study can be used as an example of an effective method of TRIZ in the development of coherent speech of the senior preschool children.

The results of the study. In the course of the work was performed theoretical and methodological analysis and study of the development of coherent speech of the senior preschool children.

Analyzing the diagnostic data, we can conclude that the use of educational technologies in the education of preschoolers, increases the level of development of coherent speech.

Figure 1 - Use to describe certain words:

38% of children showed verbal abilities in the description, using a certain number of words. They showed a high level in the diagnosis. Was able to identify significant features in the description, highlight the most important symbol in the subject or animal.

58% of children showed an average activity level in the diagnosis. It was necessary to help in the description, ask questions to activate preschooler.

4% of children showed low levels in the speech activity. Were not interested, were unable to continue the answer using the given questions.

Indicator 2 - Level of development of coherent speech:

61% of children showed a high level of formation of coherent speech. Preschoolers were given the full, logical, common stories, are not lost thought, was interesting and complete stories.

35% of preschool children suggested that less than full stories. Was able to logically lie out the pictures, and in summary form to compile the story. Using the given issue was not given full answers.

4% of children showed little interest. No story hardly begins and ends the description.

Figure 3 - Establishing a causal relationship:

58% of children fully coped with the task, and given a full logical answers. Quickly and easily have finished the sentence.

42% have completed the task, but couldn't always explain why exactly finish the sentence.

Low levels not established, since older preschoolers have the knowledge to establish causal relations.

Figure 4 - the Ability to describe the subject:

65 % of preschool children showed excellent skills in verbal description of the object. Gave a full description of the object or toy, could make full, with the beginning and end of a story on the proposed topics. Preschoolers showed a high level of development of coherent speech.

35% coped with the task, but not great leading questions, told with the help of an adult. If you are not able to continue the interest, the interest of the child decreased.

Children with a low level of ability to describe the subject do not exist.

Indicator 5 - describe the picture:

54% of the children successfully coped with the task. Attended a variety of lexical means in the description of the picture. Used a variety of ways relations between sentences, logical and interesting build story. Not lost, not lost the end and the beginning.

35% of preschool children showed an average level. Applied use of the methods of formal coordinating communication, combined with the proposals by the unions, was attended by a disruption of the accuracy of usage was intermittent presentation.

11% of children are unable to link together sentences, was confused in the building, used the same words after a long silence, continued short answers, following probing questions.

Figure 6 - Level of vocabulary:

50% of children showed a high level of vocabulary. Were able without the help of an adult to list all the words belonging to a particular group.

50% of preschool children showed the average level of vocabulary. Children found it difficult to start listing what you need-an adult helping him, calling the first word from one group, and asked the child to continue the enumeration.

Children with low vocabulary were not, as in the preschool year's pays great attention to the development of speech.

Tested and introduced into practice of research results.

The results of theoretical research are reflected in the report "Use of TRIZ in the development of coherent speech in children of preschool age" at the Regional interuniversity scientific-practical conference of students, postgraduates and young scientists "Young science-2017" Pyatigorsk – PSU.

Psychological and pedagogical conditions

Theoretical analysis of scientific and methodical literature allowed to define psychological and pedagogical conditions of formation of coherent speech in senior preschool children.

1. The regularity of the main directions in the formation and development of speech.
2. Comprehensive development of the child in the subject – developing environment.
3. The organization works with teachers and parents on the issue of language development by using educational technologies.

Pedagogical recommendations

First of all, I must say that learning to successfully solve creative inventive

tasks takes place in several distinct stages:

In the first stage the training is carried out not as a form but as a search of a certain truth and fact. The child demonstrates the problem of multiple use of the object and the solution to this problem. For example: a pencil – how to use the item?

The second stage is the "mystery double" or the definition of the contradictions in the object, the phenomenon when something in it is positive and something negative, something malicious, something interferes, something must. For example: "Good-bad".

The third stage is resolution of contradictions. In order to resolve the contradictions is the place to be a gaming system and a fabulous task. For example, the task: "How can you move water in a sieve?" The teacher generates a contradiction, the water should be in a sieve to move, and water should not be, as in the sieve not to move – will emerge. Resolves the contradiction by changing the physical state of the substance — water. The water in a sieve in a modified form (ice) and it will not be because the ice is not water. The solution is to move the water in a sieve in the form of ice.

The fourth stage is the stage of invention. Its key task is to help the child find his own solution to the problem. The invention of a child depends upon his creative imagination, intelligence, invention of something new. For this the child needs to offer different types of knowledge. For example, invent a new car that you'd like to ride. Come up with a new doll, and the like.

The fifth stage is the solution of the task fairy and fantasy new tales owing to the special methods. All this work involves various activities of a child such as:

1. gaming activities
2. speech activity
3. drawing
4. modeling
5. applique
6. design and so on.

On the sixth final stage, based on knowledge, intuition, applying creative solutions to the problems, the child adapts to find a way out of any difficult situation. Here the teacher only controls, child neither of whom are waiting for help and focused only on their own abilities, mental abilities and creative potential. The situation may be different, from any sphere of human activity. The child falls into the experimental situation, where you need it easy to make decisions.

The contents of the qualification work may be used for teaching tips, teaching hours, group and individual interviews with parents and teachers.

Continuing within the theme of the study can be further empirical research, as modern pedagogical technologies influence the self-development of the preschool child, his inner knowledge.