

**METHODOLOGICAL DEVELOPMENTS FOR IMPROVING STUDENTS'  
PREPARATION FOR WORK ON THE DEVELOPMENT OF CHILDREN'S SPEECH  
CREATIVITY IN THE CONTEXT OF UNIVERSITY EDUCATION**

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**Аннотация:** содержание и характер организации учебного процесса в ВУЗе должны иметь свои особенности, необходимо разработать новую методику, учитывая актуальную готовность студентов и современные представления о путях совершенствования дошкольного образования.

**Abstract:** the content and nature of the organization of the educational process in a university should have its own characteristics, it is necessary to develop a new methodology, taking into account the current readiness of students and modern ideas about ways to improve preschool education.

The need for a closer connection between theoretical, methodological and practical training, and students' understanding of the outcome of professional training has determined the structure and content of the educator's skills necessary for effective work on the development of children's speech creativity, substantiating the relationships and interrelationships between the components of a specialist's professional readiness.

The problem of a differentiated approach to teaching students, taking into account their education, has become particularly acute in the context of the introduction of a multi-level system of teacher training, addressing the issue of continuity of programs at pedagogical colleges and pedagogical institutes and universities.

Obviously, the content and nature of the organization of the educational process in groups should have their own characteristics. It is necessary to develop a new methodology, taking into account the current readiness of students and modern ideas about ways to improve preschool education.

The development of the methodology is based on the following provisions:

- in the process of mastering the course, students should learn the basic ideas about the importance of developing speech creativity for the formation of children's personal qualities and improving their activities; about the importance of pedagogical guidance for this development; about the uniqueness of a preschooler and the individuality of his speech development; about the need to understand the essence and psychological and pedagogical foundations of their educational activities, as well as the support of this activity on scientific data on the speech development of preschool children;

- the program of preparation for work on the development of children's speech creativity should also be a program of preparation for communication with them.;

- it is necessary to draw students' attention to methodological provisions, specific opportunities for interaction with children and influencing their speech, eliminate the "prescriptions" approach, carry out a creative search and creative self-realization of students, which may subsequently manifest themselves in the elements of the author's program;

- students should master the system of psychological and pedagogical skills necessary for the development of children's speech creativity, which at the same time occupy an important place in research skills and the ability to perform experimental work with children aimed at finding the optimal way to develop preschool children's speech creativity.;

- the program should be aimed at achieving a high degree of independent self-organization of students in solving specific pedagogical tasks, in particular, in developing programs for the individual development of children.

In accordance with these provisions, the structure of the methodology is being reviewed, in which it is advisable to improve and supplement 4 blocks.:

Block 1: "Questions of theory and methodology of communication. Communication in preschool age":

- the concept of communication, its types, means, functions;

- speech communication, speech activity, means of communication;

- the specifics of pedagogical communication in preschool educational institutions, the communicative skills of the teacher, the qualitative analysis of oral speech and the culture of speech communication of the teacher, didactic communication as a means of developing children's speech creativity;

- features of the development of children's communication (needs and motives of communication with adults and peers, the connection between the form of communication and speech creativity).

Block 2: "Speech peculiarities of preschool children":

Characteristics of tasks in each section of speech development (enrichment, education of sound culture, coherence of speech, etc.), norms of development of different aspects of speech, continuity and prospects in solving further tasks.

Block 3: "Methods of studying and diagnosing speech in preschoolers":

methods of examination and diagnosis of speech development in preschoolers.

Block 4: "Methods of developing speech creativity in preschool children":

activation of active and passive vocabulary, stimulation of the development of mental activity, development of cognitive processes, improvement of components of speech activity, stimulation of all types of activity.

Such a construction of the methodology, in which the issues of "features" and "speech learning" are separated from the issues of the "methodology" itself, is possible only when working with students with special pedagogical education, taking into account the following circumstances:

- Most often, students study and practice specific methods of pedagogical influence on children's speech, focusing on age characteristics.;
- these qualities are offered to students in the form of properties of external speech manifestations without a sufficient understanding of internal mechanisms, psychological, physiological and linguistic data on patterns of speech assimilation;
- In most cases, the study of the problems of diagnosing speech development is carried out by familiarizing with existing methods and using only some of their fragments in working with children.

In order to understand the specific methods of pedagogical activity, to master the appropriate skills, to determine the most rational type of pedagogical influence on the speech of each preschooler, it is necessary to put the student in the position of a researcher familiar with the so-called norms of speech development, i.e. to be able to correctly choose or create a methodology, draw conclusions about the features of a particular child's speech, determine the most effective type pedagogical impact, to implement it by choosing, combining already known techniques or creating your own.

With the proposed course structure, students perceive the course program "Children's Speech Development" not as a repetition of what they have learned, although in-depth, but as a science, thanks to which the study turns into new knowledge and skills, and stimulates the creative activity of students.

The implementation of the methodology was carried out as follows.

The content of the first three blocks is based on interrelations with general, child and educational psychology. We suggest avoiding duplication of the material, rethinking it and, in some cases, ensuring a promising study of the methodology. It is necessary to analyze and coordinate the program of methods of speech development and psychology.

The third block included a number of pre-school classes in the form of a laboratory and research workshop. Students study children's speech, develop language characteristics and pedagogical recommendations for further individual work with preschoolers.

In the fourth block, students compare the theoretical correctness of the developed recommendations and test them in conditions that simulate the educational process of preschool institutions, since this block includes a set of practical exercises and games, as well as comprehensive integrated classes.

When working with students using experimental methods, positive changes were achieved in their theoretical and practical training, in their attitude to the study of the discipline.

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