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WORK CONTENT TRENDS IN INITIAL DEVELOPMENT
OF RUSSIAN SPEECH IN EDUCATIONAL CONDITIONS

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Abstract

The purpose of the study is to theoretically substantiate the model of Russian speech initial development in the context of teaching children 7 to 11 years of age. The reason for creating the given model is a contradiction between the potential achieved by historical development of methodological science and programme state documents; the need for bachelors to develop their readiness for pedagogical activity, and the insufficiently developed issues of implementing the programme state material. The approach to achieving this goal includes comparative analysis of well-known scientists' works, documents, and written works of schoolchildren of nearest development zone (of 12 to 16 years of age). This approach makes it possible to identify direction of forming pedagogical thought, its changes, stable, transient signs of students' speech, and its difficulties.

Keywords

Ideas — Content — Educational programmes — Difficulties — Principles — Methods

Introduction

The relevance of the problem under study is conditioned by need for bachelors of education to prepare for pedagogical activity, existing discrepancy between potential achieved by historical development of methodological science and programme state documents, and insufficiently elaborated issues of implementing programme state material in initial development of speech conditions.

In the unit of professional competences in pedagogy-oriented educational standard it is noted teachers get oriented towards forming students' readiness to implement content of taught subject (The State Educational Standard for the Higher Education on specialty 44.03.01, 2016). Alongside with other academic disciplines such readiness is formed when bachelors master methodology of teaching the Russian language and literature reading. When searching for the answer to the question: what is to be taught? There is no clear answer to this question. The diversity of opinions especially regarding the part that covers work associated with initial speech development. Moreover, methodological thought gets richer in the course of time, knowledge increments. The last full-scale generalization of methodological knowledge in the field that interests the authors of the article was performed by Lvov M.R. in the 80's of the previous century[1].Thereafter new solutions have appeared, for instance, in the papers by Yurtayev S.V. that are not duly reflected in the state programme documents[2].

Content of pedagogical work on initial speech development is not sufficiently developed and established. It has been changing especially during last decades. It is indicated by programme documents, for instance, that were adopted in the new century[3],[4]. However, pupils have difficulties, for example, in written speech that can be systematically prevented at the beginning of mastering it[5]. Moreover, schoolchildren's speech quality is source of concern for the public. For example, schoolchildren find difficulties in verbal expression of thoughts; their speech is short and jerky at times, often violating speech standards. Children are becoming reserved and unsociable. All this can impact the psycho-genie[6].

In this regard problem of theoretical and methodological support of training bachelors for pedagogical activity in general and for elementary speech development, in particular, becomes crucial.

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[1] M. R. Lvov, The Methodology of Speech Development for Junior Schoolchildren (Moscow: Prosveshchenie, 1985).

[2] S. V. Yurtaev, "Development of Coherent Speech at the Lessons of the Russian Language", Nachalnaya shkola num 8 (2015): 17-20 y S. V. Yurtaev, "Formation of the Concept of "Text", achalnaya shkola num 12 (2016): 53-57.

[3] The Federal Component of the State Standard for General Education. Part I. Primary General Education. Basic General Education. The Ministry of Education of the Russian federation, Moscow, 2004.

[4] Tentative Programmes for Academic Subjects. Primary School. Volume 1. The 4Th edition (Moscow: Prosveshchenie, 2010).

[5] S. V. Yurtaev, "Difficulties of Speech Activity of Schoolchildren", Mezhdunarodnyy zhurnal eksperimentalnogo obrazovaniya num 4 (2) (2013): 64-67.

[6] M. Bezrukikh, Stop Making Inadequate Demands on Children (Newtonew), from https://newtonew.com/school/bezrukhih-children-reading (15.06.2017).

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The goal of the research is to create educational model that includes content, principles and methods of initial speech development under conditions of teaching children at the age of 7 to 11.

The research hypothesis is based on assumption that creating model of initial speech development in children at the age of 7- to 11 is possible if the following results are taken into account:

- studying process of methodological thought development in papers by well-known scientists,
- comparing methodological achievements with materials of programme documents,
- difficulties in written speech of schoolchildren in the zone of proximal development (12 to 16 years old).

The following research methods will be used in this paper: look back analysis of papers on methodology of teaching the Russian language, comparative analysis of state educational programmes, and design of educational strategy, comparative study of pupils' written works in diachronic way.

Consequently, first, interpretation dynamics of papers associated with speech development will be applied to; second, programme material will be characterized, and finally, work associated with speech development based on the achievements of linguistic and methodological thought will be determined, and ways to implement it will be identified.

Materials and Methods

Methodological analysis of verbal and written exercises for language use can be observed in papers by Ushinskiy K.D., and later in works by Bunakov N.F., Tikhomirov D.I. and others. Verbal and written exercises for language use are basic exercises for speech development of children. Methodology of carrying out exercises was elaborated thoroughly enough. Thereby, sound tradition was established for subsequent formation of work issues related to speech development[7].

In the first decades of the last century the opinion prevailed in accordance with which lessons of the Russian language had a special direction. They were meant to inculcate creative activities in schoolchildren, including activities in verbal area. Achieving creative speech was a kind of consequence of school approaching life[8].

In the middle of the twentieth century, significant attention was given to teaching grammar. Knowledge of grammar was considered as a means of helping to express thoughts correctly. At the same time the work related to speech development was regulated. The first definitions of this methodological direction of education and classification of exercises contributed to it[9]

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[7] K. D. Ushinskiy, A Guide to Teaching the Native Word. Volume 7 (Moscow: APN RSFSR Publ., 1949); D. I. Tikhomirov, What and How to Teach at Native Language Lessons in Primary School (Moscow: Nachalnaya shkola Publ., 1914) y N. F. Bunakov, Native Language as a Subject in Public School (Moscow: APN RSFSR Publ., 1953).

[8] K.B. Barkhin, Speech Development in Primary School (Moscow: Uchpedgiz Publ., 1935).

[9] V.A. Kustareva; L.K. Nazarova and N.S. Rozhdestvenskiy, The Methodology of the Russian Language (Moscow: Prosveshchenie, 1982).

In the 70s and 80s of the last century, books by M.R. Lvov were published. These textbooks accumulated achievements of previous years: information for training future teachers to develop logical thinking and enrich and activate junior schoolchildren's vocabulary. Recommendations were given as how to improve their syntactic architecture of speech. Arrangement of work on developing coherent speech was covered.[10]

Furthermore, in the 90s of the XX century papers by Arkhipova E.V. were published. Their distinctive feature consists in the author's desire to attach an in-depth theoretical training and enhanced consciousness to speech development process on the part of a teacher. It was recommended for a teacher to master background (principles) that influences arrangement of lexical and syntactic work, and choice of methods to implement the work.[11]

By early XXI century methodological science on speech development was enriched by the theory of speech studies (Pedagogical Speech Studies. Reference Vocabulary, 1998) and the theory of speech[12]. Some items of these theories found their use in Russian language textbooks by V.P. Kanakina and V.G. Goretskiy[13], L.F. Klimanova and T.V. Babushkina,[14] etc. For example, schoolchildren acquire features of oral and written speech, and language styles (elements of colloquial language and bookish way of speaking). Apart from that, they acquire types of speech (narration, description and reasoning), and genres of speech (a letter, a greeting, observations diary etc.).

By early XXI century the theoretical and practical approach to children's speech development was established. It consisted in necessity to develop the concept of a "text" and carry out practical verbal exercises. This approach was proposed by a group of scientists headed by T.A. Ladyzhenskaya. It was methodologically formalized in the textbooks titled "Rhetoric for Children." Studying topic "Text" from "Rhetoric for Children," schoolchildren acquire its features. They are as follows: presence of a topic, heading (title), central idea, prop words, and compositional parts. The paragraph was proposed to teach schoolchildren syntactic units[15].

Along with developing methical thought, developing programme material on initial speech development is taking place. Achievements in this field of education for over a hundred years have been accumulated in the programme on the Russian language

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[10] M. R. Lvov, The Methodology of Speech Development for Junior Schoolchildren (Moscow: Prosveshchenie, 1985).

[11] E. V. Arkhipova, Fundamentals of the Methods for Speech Development of Pupils (Moscow: Yurait Publ., 2017).

[12] M. R. Lvov, The Fundamentals of Speech Theory (Moscow: Akademia Publ., 2000).

[13] V. P. Kanakina and V. G. Goretskiy, The Russian Language for 2d Grade (Moscow: Prosveshchenie, 2013); V. P. Kanakina and V. G. Goretskiy, The Russian Language for 3d Grade (Moscow: Prosveshchenie, 2014) y V. P. Kanakina and V. G. Goretskiy, The Russian Language for 4th Grade (Moscow: Prosveshchenie, 2014).

[14] L. F. Klimanova and T. V. Babushkina, The Russian Language for 2d Grade (Moscow: Prosveshchenie, 2015); L. F. Klimanova and T. V. Babushkina, The Russian Language for 3d Grade (Moscow: Prosveshchenie, 2015) y L. F. Klimanova and T. V. Babushkina, The Russian Language for 4th Grade (Moscow: Prosveshchenie, 2015).

[15] T. A. Ladyzhenskaya; N. V. Ladyzhenskaya; T. M. Ladyzhenskaya and O. V. Maryseva, Rhetoric for Children in Stories and Pictures for 4th Grade (Moscow: S-info Ltd., Ballas, 1997); T. A. Ladyzhenskaya; G. I. Sorokina; R. I. Nikolskaya and N. V. Ladyzhenskaya, Rhetoric for Children. Activity Book for First-Graders (Moscow: S-info Ltd., Ballas, 1997) y T. A. Ladyzhenskaya; G. I. Sorokina; R. I. Nikolskaya and N. V. Ladyzhenskaya, Rhetoric for Children in Stories and Pictures for 2d Grade (Moscow: S-info Ltd., Ballas, 1996).

compiled by the Ministry of Public Education of the RSFSR. This programme includes the following sections: "Literacy and speech development", "Reading (class and extracurricular) and speech development", "Phonetics, grammar, and speech development". Didactic units of this programme focus the teacher on forming skills to perceive text of various kinds and genres; make up educational text; skills to select and correctly pronounce words; make up sentences; express thoughts coherently, sequentially, compositionally, taking into account semantic relation to the subject of speech; speech design; situation of communication.[16]

In the early nineties of the twentieth century, the Russian language programme for primary schools loses its status as a single common program. Several textbooks are involved in educational process at school. However, in 2004 a document appeared that was designed to ensure equal opportunities for all citizens in obtaining quality education. This document ought to ensure continuity of educational programmes at different levels of general education, possibility of obtaining professional education. It became federal component of the state standard of general education. The federal component of the state standard of general education determines minimum content of basic educational programmes of general education, maximum amount of teaching load of students, level of training for graduates of educational institutions graduates[17]

In context of modern education context, goal-setting component of primary general education content is set forth in the federal state educational standard of primary general education (GEF DOE), educational standard of the second generation. Its essence lies in directing educators towards shaping schoolchildren's ability to learn through acquisition of educational results, including meta-subject results. These results are designed to provide work on developing children's speech. Meta-subject results are known, for example, to show degree of skills mastery to use speech and communication means[18]

The basis for achieving the goal of primary general education content is presented in documents that have not been met before. These documents are titled "Sample Programme on the Russian Language" and "Sample Programme on Literary Reading"[19]

In the issue of implementing academic discipline content, the authors of the article share scientists' ideas about constructing such an educational process that would be as close to students' abilities as possible. In this regard, the authors share views on converging educational positions between its subjects, on developing culturally oriented education principles[20], communicative principles of instruction that regard language as a means of interpersonal communication[21].

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[16] The Programme of Secondary General School. Primary Grades (grades 1-4 of the eleven-year school) (Moscow: Prosveshchenie, 1988).

[17] The Federal Component of the State Standard for General Education. Part I. Primary General Education. Basic General Education. The Ministry of Education of the Russian federation, Moscow, 2004.

[18] The Federal State Educational Standard for the Primary General Education. The Decree of the Ministry of Education and Science of the Russian Federation no. 373, October 06, 2009.

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[20] J. Bruner, Educational process (Moscow: APN RSFSR Publ., 1962).

[21] U. Weinreich, Language contacts (Kyiv: Vishcha shkola Publ., 1979) y E. Haugen, "Language Contact", New in Linguistics num 6 (2002): 61-80.

Current state of domestic methodological science makes it possible to express the following idea: there are theoretical provisions that can summarize hierarchy of educational principles. The basic position in thoughts presentation will be taken by characteristics of general didactic principles. These principles are used in methodological manuals devoted to connection between the Russian language teaching methods and pedagogy. The second step is correlated with content of principles that apply to methodological science as a whole. These are the so-called general principles. Private hierarchy principles continue this hierarchy.

Methodological principles are partially principles, the action of which extends to separate sections of science and academic discipline. More often these principles act as a result of unifying, generalizing pedagogical facts, accumulated pedagogical experience, theoretical comprehension of individual aspects of education. Principles of speech development are specific methodological principles[22].

On the one hand, principles of speech development are stated with the account for the ideas of classic resource specialist. Such classification is proposed by E.A. Barinova. On the other hand, such principles are derived with the account of repetitive, transient, and sustainable attributes of making a text by pupils in the zone of proximal development (pupils at the age of 12 to 16)

These attributes are:

primary narration about the subjects of an action, identification of the central subject of an action;
inclusion of additional subjects of an action to narration;
use of concomitant objects of speech;
use of single objects of speech;
extension of nominative case forms beyond one sentence

- with common semantics: ...A small child was playing on the balcony of the fifth floor. Getting absorbed in playing, he squeezed through iron rods and fell down. Falling down the child stroke against the clothes lines stretched at the lower floors, and fell on the exuberant bush that grew near the building. After the fall, the boy stood up and ran home as if nothing had happened...,
- with different semantics: ...A woman named Klara had a one-room apartment in which she did not live. Once, old acquaintances of hers addressed her and asked to rent the apartment to them...,
- with common and different semantics: ...Fortunately, the rescuers landed safely on the takeoff strip. When they got off the plane, they did not believe their eyes. The cover was torn off the plane... (Taken from written work by a girl named Ira I.);
determining a parallel, chain, semantic and mixed connections between sentences;
extension of a recurrent or non-recurrent form of a nominative case within one sentence, generation of independent separate sentences (simple and compound): Firemen, police and ambulance arrived...; we asked everybody how it caught on fire, nobody knew... (Taken from written work by a girl named Ira I.);

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[22] S. V. Yurtaev, "Principles and Methods for Speech Development", Nachalnaya shkola num 9 (2004): 37-42.

extraction of paragraphs combining complex syntactic units, independent separate sentences; coinciding with complex syntactic units, and with an independent separate sentence; and dividing a complex syntactic unit.

At the same time pupils experience a number of difficulties in expressing and grammatical formalizing of thoughts.

Schoolchildren violate sequence of expressed thoughts. They start unfolding the next thought, without finishing grammatical expression of one thought and then return to the previous idea again. Therefore, the thoughts as if jump: information about one thing is interrupted by information about another thing. In the process of making a text, schoolchildren sometimes do not notice the beginning of a new message, a message significant in terms of meaning regarding an object of speech. When making their own text, schoolchildren often do not realize its micro-theme division[23].

The principles of speech development are basic, initial theoretical positions that determine choice of methods, techniques, and means of instruction.

Methods of speech development are the ways teachers work. These methods interact at the lesson, but none of them is part of another method. Initially, they exist in the teacher's mind as a generalized project of activity, which can be realized through types of work, methods of training. Relying on the works by N.S. Rozhdestvenskiy[24]; M.R. Lvov[25]; T.I. Zinovieva[26]; Soloveichik[27], the authors of the article classify exercises on using sounds, words, and word combinations in speech and methods of improving listening / reading, writing / speaking as methods of initial speech development.

Results

With due regard for ideas of methodological science originators, initial speech development can be understood as oral and written exercises carried out by the teacher on practical use of the language by schoolchildren.

In the following years language practice was focused on implementing creative tasks that do not possess any order or consistency. Interest to creative activities results in the reduction schoolchildren's literacy.

Further development of methodological thought can be attributed to establishing a link between material on elementary speech development and grammatical-orthographic material. Speech development is recommended at the Russian language lessons, and also at reading lessons. In this regard, the first definition in this paper appears. Speech

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[23] S. V. Yurtaev, "Difficulties of Speech Activity of Schoolchildren", Mezhdunarodnyy zhurnal eksperimentalnogo obrazovaniya num 4 (2) (2013): 64-67.
[24] V. A. Kustareva; L. K. Nazarova and N. S. Rozhdestvenskiy, The Methodology of the Russian Language (Moscow: Prosveshchenie, 1982).
[25] M. R. Lvov; T. G. Ramzaeva and N. N. Svetlovskaya, The Methodology of Teaching the Russian Language in Primary Grades (Moscow: Prosveshchenie, 1987).
[26] T. I. Zinovyeva, The Methodology of Teaching the Russian Language and Literature Reading (Moscow: Yurait Publ. 2016) y The Russian Language in the Lower Grades: Theory and Practice of Study (Moscow: Prosveshchenie, 1993).
[27] The Russian Language in the Lower Grades: Theory and Practice of Study (Moscow: Prosveshchenie, 1993).

development of a pupil is seen in active and practical mastering of vocabulary, syntactic architecture of speech and coherent speech. On the part of a teacher it is seen in using methods and devices that help to master these aspects of the language.

In last decades of the twentieth century theoretical-practical direction in elementary speech development was formed. Its components include materials relating to forming inner viewpoint of the teacher. Moreover, a significant element of this direction is materials on adapted introduction of text theories and speech genres.

At the same time materials titled "Improving Junior Schoolchildren's Language Activities" were published, that replaced materials on elementary speech development. In state educational programmes reflecting content of initial speech development, gradual renewal of teaching units is not sustainable, with rises and falls.

Thus, the programme of the Soviet school has teaching units that focus the teacher on forming skills to comprehend a text of different types and genres. There is a direction aimed at teaching to build a text, and at developing skills to select and pronounce words correctly, make sentences, speak coherently, consistently and harmoniously on a compositional level with due account for semantic relation to the subject of speech, speech purpose and communicative situation.

However, teaching units for activities concerning studying phonetics, grammar, and spelling were not specified. They take place only in sub-unit that unfolds the content of coherent speech development, which is not the same direction of study.

"Speech Development" unit was not provided in the first educational standard of the Russian Federation. It can be assumed that it is replaced by "Types of Language Activities" unit. The work specified in it on comprehension and creation of a text is necessary. However, the necessity of work on forming skills that characterize readiness of schoolchildren to use words, make sentences and establish connections between sentences and parts of a text is lost.

In the second state programme document of the Russian Federation, the "Speech Development" unit was provided. Its teaching units mostly presume the knowledge of the forms of speech, attributes, types, units of a text, and the skills to write expositions and compositions of different types. It is certainly necessary, but not enough. The work towards which the academic resource specialists traditionally are oriented, specifically, the work on the word, word combination and sentence is lost.

Thus, the programme materials require a dynamic gradual sustainability, inclusion of teaching units to these materials that take into account the development of methodological thought. The programme material gains sustainability through the "Speech Development" unit, the teaching units of which are spread on the language study and reading literary works. Such statement of a question continues the traditional idea of a cross-cutting nature of initial speech development. Consequently, this programme section consists of the teaching units that reflect the achievements of the methodological science: phonetics, word-forming, grammatical, elements focused on the improvement of speech, its culture, and making a text. Moreover, this programme section has teaching units that are focused on the development of reading/listening, writing/speaking as processes on semantic comprehension and making a text.

It should be noted that in methodological papers of modern times there is no link between the suggested content on the elementary speech development and ways of introduction thereof in the educational process. The introduction of the content of initial speech development is ensured by the scientifically justified principles, and methods of this work with due account for the linguistic units and improvement of language activities types. Their scientific justification is the direction of methodological ideas, taking into account the processes of language activities fulfilled by those schoolchildren that are expected to go to school in the short term.

Discussion

The content of initial speech development represents two-level system of teaching units. Its first level is made of teaching units that ensure speech development with due account of linguistic units, the second one is made of teaching units aimed at improving types of language activities.

The development of junior schoolchildren's speech with due account of linguistic units includes a number of directions each of which can be expressed by teaching units of educational programme.

The first direction of implementing education content presupposes speech therapy work; exercises in developing organs of pronunciation, articulation of sounds, distinct, clear pronunciation of words; work on mastering orthoepy norms. In addition, work on direct and portable meanings of words, familiarization of schoolchildren with speech paths (comparison, metaphor, epithet), work on synonyms, homonyms, antonyms is possible.

Level work on speech development is followed by work on enriching children's vocabulary. Its significance is determined, first of all, by function of the word in speech. Any word means something. A child's perfect vocabulary reflects the worldview. At the same time, variety of words signifies the depth of human's thoughts. The more versatile the vocabulary, the more intelligent a person is.

In addition, it is appropriate to improve grammatical structure of speech. It is ensured, on the one hand, by developing morphological part of this system, and, on the other hand, by developing its syntactic part.

In terms of developing morphological component of speech, work is carried out to understand role of nouns in speech, some difficult cases of generic forms, forms of numbers and cases of nouns. Organized work on giving speech the elements of expressiveness, the culture of speech in separate difficult cases of using adjectives. Vocal errors associated with improper use of verb in speech are prevented.

In terms of developing syntactic component of speech, students acquire ability to combine words, correctly establish relations between them. They make proposals on the picture, on the words of reference, on given topic.

With a view to a more conscious attitude toward speech, content of work associated with developing speech presupposes didactic units that make teachers focus on forming concept of "text." In particular, work is required to turn utterances into texts, i.e. make utterances informative, integral, coherent, and divided into parts.

Making types of junior schoolchildren's speech activity perfect implies improvement of reading, listening, speaking, and writing. Improving reading and listening is done by making schoolchildren understand meaning of "semantic milestones" (sub-themes and micro-themes) so as to develop utterance in oral or written form. Besides, it is done by using retelling and presentation. Speaking and writing are improved on the basis of students' awareness of information sources role in generating utterances, by using oral coherent utterances, different types of essays.

Speech development, with language units and improvement of speech activity types taken into account, lead to the forming two groups of skills in schoolchildren. These are skills are:

- to correctly pronounce word sounds, to use words in speech with regard to speech situation and in proper sense, to combine words in the statement, to establish order of words, to use proper intonation of thought completion, to make up a sentence;
- to anticipate statement content, to adequately perceive meanings of words and phrases, to distinguish sub-themes (micro-themes), to find desired content in the expression, to determine its theme, to predict its development, to use correct words and grammar to express in expressing thoughts, and to make up a text.

Skills described above are formed in schoolchildren during a specially organized pedagogical process. The way this process is arranged is influenced by the principles and methods of teaching.

Some principles of speech development based on language units were formulated after generalising works by classical scholars working in the field of teaching methods. These principles are: principle of speech and thought development unity, principle of oral and written speech interrelation, principle of connecting work on development of speech with study of grammar, spelling, punctuation, and literature classes.

Principles of improving schoolchildren's speech activity were described by the authors of the article. These principles are:

Stimulating speech activity in schoolchildren

Schoolchildren's speech activity is manifested in many ways.

Children find no difficulties in communication; they are not stiff or taciturn; they are not afraid of speaking. Such a state should be result of expressing their understanding of the statement, consequence of expressing its understanding or misunderstanding.

Deepening semantic perception of text

Deepening semantic perception of text takes place in cases of better understanding of text. A person who perceives information starts understanding information and events more clearly. He/she is approaching mentally what is happening. This person becomes like a co-participant in literary plot. As this person reads, he/she discovers new elements of subtext. Everything that was read stays in memory for a long time.

Forming some concepts of text linguistics

Concepts are known to appear in the form of set of features. Each language unit has its own features which make this unit different from others. Such features constitute certain amount of knowledge about making up text. Mastering them creates conditions for increasing awareness of speech actions.

Systematic exercises for improving speech activity

When implementing systematic approach to exercises for improving speech activity, first of all, a teacher uses exercises that contribute to work on oral speech. Secondly, a teacher has to choose basis for distributing exercises in time. Finally, a teacher must start with exercises involving reproduction of the sample. Such exercises are followed by exercises involving schoolchildren's creative work.

Principles of speech development, taking into consideration levels of the language, are realized by corresponding methods.

The following exercises on enriching language levels of speech can be referred to as methods of initial speech development proceeding from language levels: phonetic, lexical and grammatical (morphological, syntactic).

Principles for improving schoolchildren's speech activity are realized by following methods.

Creation of problem speech situations

This method is capable of stimulating students' verbal activity. After all, problem situation is highlighted as vague, yet not very clear and little-informed impression, signaling that something is wrong, something is not right.

Analysis of text content and planning utterance

These methods are aimed at deepening semantic perception of such a text. To analyze its content means, therefore, be ready to comprehend content which leads to defining theme, sub-theme (micro-theme), semantic parts (groups of sentence. Main methods of implementing this process are teacher's questions.

Reporting features of concepts being studied, exercises for their consolidation

These methods make it possible to form certain concepts of text linguistics. Such concepts are "complex syntactic whole" (methodological term is "group of sentences"), "independent separate sentence", "paragraph", "type of text" ("narrative", "description", "reasoning").

Types of retelling (narration), story (composition)

Some of them are aimed at improving reading (listening); others are aimed at improving speaking (writing). Implementing these methods relies on isolation / deployment of micro-themes, requires grammatical formulation of expressed content, establishment of syntactic links between sentences.

Conclusion

The paper specifies the fact of insufficiently proper reflection of pedagogical ideas in educational programmes that accumulate educational content. In order to fill available gaps in the fundamental part of educational process it was proposed to describe the elaborated content model of Russian speech initial development, and ways of introducing thereof at schools.

Model of initial speech development content represents a two-level system of teaching units. Its first level is made of teaching units that ensure elementary speech development with due account for linguistic units, the second one is made of teaching units aimed at perfecting reading, listening, writing, and speaking.

Ways of model introduction are principles and methods of initial speech development justified by direction of developing methodological ideas. These principles are revealed by transient recurrent attributes of making a text by the same pupils of different study years, from the fifth to the ninth grades. Principles of initial speech development include principles of unity of developing speech and thought, principle of interconnection between oral and written speech, principle of connection between work on speech development and study of grammar, orthography, punctuation, and literature lessons. They also include principles of schoolchildren's speech activation, deepening of semantic perception of the text and statement planning, forming concepts of text linguistics, and developing systematic coherent speech. Methods of initial speech development include types of exercises that enrich language levels of schoolchildren's speech, as well as methods of creating problem speech situations, text analysis, naming attributes of studied concepts, and types of retelling, expositions, and compositions.

Work on elementary speech development helps schoolchildren to master language means, speech study concepts, speech standards, rules of speech etiquette, and speech mechanisms (semantic perception and making a text, reading, listening, writing and speaking). This work requires teaching based on principles and methods that ensure formation of skills to use language means accurately, properly, logically correctly, and efficiently, skills to comprehend and make a text.

From a schoolchild's perspective, speech development is the process of practical mastering language means, speech study concepts, speech standards, rules of speech etiquette, and speech mechanisms (semantic perception and making a text, reading, listening, writing, and speaking). From a teacher's perspective, speech development is a process of teaching based on the principles of this work, the selection of methods which ensure that schoolchildren acquire skills to use language means accurately, properly, logically correctly, and efficiently, and skills to comprehend and make a text.

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