


Familiarization with the word, sentence, verbal composition of the sentence

Part 1

Bylino Marina

Lecture plan

- The content of the work on the formation of children's ideas about the word, sentence.
- Methods of work on the formation of ideas about a word-object, word-action, word-attribute.
- Techniques for forming ideas about the verbal composition of a sentence



In the second younger group, the ability to listen attentively to the sound of a word is formed, children are introduced (in practical terms) to the terms “word” and “sound”.

In the middle group, children continue to be introduced to the terms “word”, “sound” practically, without definitions, i.e. learn to understand and use these words when doing exercises, in speech gamesax

Introduce:

- words are made of sounds, sound different and similar,
- sounds in a word are pronounced in a specific sequence.

Draw their attention to:

- the duration of the sounding of words (short and long).

Form the ability to distinguish hard and soft consonants by ear (without highlighting terms),

determine and pronounce the first sound in a word in isolation, name words with a given sound.

They are taught to highlight the sound in a word with a voice: pronounce a given sound lingeringly, louder, clearer than it is usually pronounced, call it in isolation

In the older group they teach:

- analyze words of various sound structures;
- highlight the word stress and determine its place in the structure of the word;
- qualitatively characterize the distinguished sounds (vowels, hard consonant, soft consonant, stressed vowel, unstressed vowel sound);
use appropriate terms correctly

The content of the work on the formation of children's ideas about the word, sentence, verbal composition of the sentence:

1. familiarizing children with the word - isolating the word as an independent semantic unit from the flow of speech;
2. acquaintance with the sentence - highlighting it as a semantic unit from speech;
3. acquaintance with the verbal composition of the sentence - dividing the sentence into words and making up (2-4) sentences from words;
4. acquaintance with the syllabic structure of a word - dividing words (from 2-3 syllables) into parts and composing words from syllables;
5. familiarization with the sound structure of words, the formation of the skills of sound analysis of words: determining the number, sequence of sounds (phonemes) and composing words with certain sounds, understanding the meaning of the distinctive role of phonemes