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

Part 3

Bylino Marina

Methods of work on the formation of ideas about the verbal composition of the sentence.

The methodology for familiarizing with the sentence was developed in the school methodology and supplemented taking into account the age characteristics of preschool children in the studies of F.A. Sokhin, G.A. Tumakova.

The sequence in the work on familiarization with the sentence is similar to the sequence of familiarization with the word. First you need to extract the sentence from the flow of speech.

For this purpose, a short story based on the picture is offered or compiled together with the children. The story is pronounced clearly, with intonational emphasis on each sentence. Further, questions are posed for each sentence, etc.

It is advisable to graphically depict the sentence, to show the children how to "write" it - with a long line; The beginning of the sentence is marked with a corner, and at the end they put a point:

To consolidate ideas about the sentence, such techniques are used as:

- inventing sentences with a given word;
- inventing a sentence that would begin with a certain word;
- inventing a sentence based on two pictures;
- coming up with a title for the picture;
- coming up with a "fun" sentence;
- writing a short story about a cunning fox;
- inventing sentences based on "live scenes".

All these techniques are accompanied by the selection of sentences, their counting, analysis of semantic content.

Mastering the word sentence prepares children for the analysis of the verbal composition of the sentence.

The preschool program provides for teaching children to divide sentences into words, determine their number and sequence, and also make sentences from a different number of words. Training begins with the analysis of simple sentences without prepositions and conjunctions, consisting of 2-3 words (The doll is sitting. The doll is holding a ball).

To analyze sentences, visual-effective methods and techniques are used: looking at toys, demonstrating actions with toys, looking at pictures, and spatial modeling. At the same time, work is underway to make sentences.

The training is based on the following: a clear pronunciation of a sentence, highlighting words in a voice, their quantitative and ordinal count (how many words, which is the first word, which comes next), spatial modeling of words using abstract symbols (lines, stripes, squares, scoreboard).

The latter helps the child understand the linearity (sequence) and discreteness (articulateness) of speech.