EFFECTIVENESS OF INFORMATION COMMUNICATION TECHNOLOGIES AND THEIR USE IN PRIMARY CLASS EDUCATION

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Annotation: The article is devoted to the consideration of the main directions of development of speech of primary school students. Particular attention is paid to the types of speech, the phased development of speech in the primary grades, the levels of work on the development of speech activity of students, the types of exercises for the development of speech.

Keywords: development of speech, types of speech, linguistic terms, creative works, oral and written statements, coherent thematic texts.

The thought processes of younger students find their expression in all the main types of educational activities: when comprehending a text, retelling it, formulating statements, generalizing, defining concepts, compiling an abstract, writing summaries, essays, when solving various logical, including mathematical problems. The features of the mental development of schoolchildren are not purely age related, they reflect the specifics of the influence, primarily school education, including individual programs and teaching methods. This is especially true for the first stage of training.

Educators and parents have the opportunity to activate the mental development of children so that their capabilities correspond to the level of educational tasks solved by students. Our goal is not to rely on the spontaneous development of the intellect, but to systematically teach children to think in scientific terms.

This guide provides material for the development of mental operations, which are especially actively manifested in children aged 9-12 years, i.e. during the end of elementary school. Their sequence in development is as follows: it is advisable to first form the skill of determining the essential features of a concept, then generalizing concepts according to essential features, then building a hierarchy of concepts (on the one hand, generalization of concepts, on the other, concretization).

And at the end of the learning process - the skill of defining concepts, which consists of two mental operations: subsuming under a more general (generic) concept and indicating the essential specific (specific) features of the concept being defined.

Example: Definition of the concept of "pencil": this is a writing device (generic concept), the main part of which is a stylus (specific feature).

On the basis of the acquired skill of defining concepts, all educational activities are formed that are fully in demand in training at the middle level. These include: determining the rules of the Russian language, defining theorems, retelling the text, compiling notes, writing summaries and essays, etc.

The attention of adults involved in teaching children should be drawn to the fact that the basis of success lies in the cognitive motivation of the child. Speaking in everyday language, children will

only learn successfully when they are interested and when they are successful. It is very important to teach children on material that has cognitive value: texts that are captivating in content, interesting explanations from an adult that broaden the child's horizons - you should spare no time for this and make cognitive digressions, refer to literature, reference manuals and other information sources. In itself, the activity of searching for information has a positive impact on the attitude of children to knowledge.

Another direction in the development of speech processes is the improvement of written speech. The ability to competently and logically construct a phrase, statement, express an idea, reflect it in writing is the basis of a child's literary activity. All writing skills laid down in elementary school are subsequently only improved and filled with new content according to the level of acquired knowledge.

It is very important to create conditions for the child to stimulate the use of written language. These can be actions included in some other activity: writing letters, notes. Then literary activities can follow: writing stories, stories, fairy tales.

It is very important that the results of the literary activity of the child, at his request, have their listeners. At the same time, the most important principle must be observed: approval and advice are important, and criticism is inappropriate and dangerous, since it reduces the child's motivation. Children are ready to create only when they feel successful. They can and should find mistakes in their work themselves, this educates them in independence and responsibility.

An approximate list of exercises for the development of written speech:

1. Construction of phrases from the proposed set of words. For example: sun, illuminate, glade, big. The sun illuminated a large clearing.

2. Continuation of the started phrase. For example: The cup broke because ... - The cup broke because the cat jumped on the table and dropped it.

3. Correction of logical errors in the proposed phrase. For example: When the sun sets, morning begins.

1. Composing short stories on a given topic.

Below are examples of developmental exercises for the formation of individual mental operations.

Generalization of concepts. For individual work, it is convenient to make cards, cut them into words and invite the child to collect the words in pairs "a more general concept - a specific concept".

Tasks for the generalization of concepts.

OIL SENSORS

Hierarchy of concepts. In this type of work, it is similarly convenient to offer the child to assemble a chain of concepts on cards according to the principle "from a more general concept to a more particular, specific one", and vice versa, "from a specific to a general one".

Tasks to establish a hierarchy of concepts.

Mineral- Fuel -Oil

You can engage in the development of written speech by offering children tasks with a gradual increase in complexity. But if they have a desire to try their hand at something big, the task

of an adult is to support them in this endeavor by providing the information that the children request if they do not objectively own it. And at the same time, one should continue to systematically move forward in the planned classes according to the principle "from simple to complex". Each exercise gradually becomes more difficult as you progress successfully.

There are also a large number of exercises for the development of written speech, including those designed not only for individual, but also for group work. We will consider them in subsequent publications.

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