

WAYS TO DEVELOP ORATORY AND SPEAKING CULTURE IN THE TEACHING PROCESS OF ELEMENTARY SCHOOL STUDENTS

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Annotation: The article presents the experience of working on the development of oratory skills among younger students in extracurricular activities. The experience of organizing the circle "Young Orator" in the 2nd grade is described, the forms and methods of work are analyzed.

Keywords: oratory, oratory, junior schoolchild, public speaking, extracurricular activities, circle "Young speaker".

The formation of oratory skills of a younger student consists in the development of oratory skills and oratory skills. The content of these skills and abilities is considered by such authors as T. G. Ramzaeva, M. S. Soloveychik, N. V. Ladyzhenskaya and T. A. Ladyzhenskaya and others. the situation and determine, in accordance with it, the purpose of the upcoming public entry; determine the topic of the public introduction and its main idea; outline a plan for the upcoming public introduction, the sequence of presentation, comprehend the main facts; select lexical means corresponding to the situation in which public speaking will take place, the style of the statement; grammatically arrange the selected lexical means and logically link them together; give self-assessment of public speaking.

N. N. Kirillova singles out the main reasons for the difficulties that younger schoolchildren have in public speaking: insufficient experience in public speaking; psychological characteristics of the child; insufficient vocabulary, insufficient formation of intonation skills, inability to answer listeners' questions. Proceeding from this, one of the most important tasks in the development of oratory skills among younger students is to assist the student in overcoming these difficulties. To diagnose the level of formation of oratory skills of younger students, several diagnostic methods were used: tasks developed by Professor T. A. Ladyzhenskaya; the technique developed by R. S. Nemov "Definition of concepts"; methodology for examining the speech of younger schoolchildren, developed by T. A. Fotekova. Based on the results of the diagnostics, it can be concluded that the students of the experimental group have better developed oratorical abilities and vocabulary, lower rates in expressing design and the ability to create texts. In addition, the main reasons for the difficulties that younger students have in public speaking are insufficient experience in public speaking; psychological characteristics of the child; inability to answer listeners' questions. Based on the results obtained, a circle "Young speaker" was organized, a program of activities for this circle was developed. The main form of conducting classes was theatricalization, since theatrical art is close and understandable to younger students. Scenarios of theatrical miniatures and performances were created or selected for a given group of students. In fact, the role was created or selected for each specific child, taking into account his individual and psycho-physiological capabilities and abilities.

In order to study and assimilate the theoretical foundations of oratory, schoolchildren studying in the second grade got acquainted with famous orators, samples of oratory, rules for constructing oratory. Independent activities of students included work with literature, preparation of reports and presentations. The following exercises contributed to mastering the technique of speech: - exercises

aimed at working with breathing: "Calming breathing", "Pump"; - exercises related to articulation - tongue twisters are suitable for this; - exercises aimed at adjusting the rate of speech: "Determining the rate of speech", "Speeding up and slowing down the rate of speech"; - exercises related to the loudness of speech: "Announcer" - to develop loudness, "Demosthenes" - to develop the strength of the voice; - work on words and sounds-parasites: development of self-control over the purity of one's own speech; development of a critical attitude to the speech of others; - exercises related to timbre, voice range: "Malyar", "Anecdote"; - exercises related to voice modeling: students are asked to describe the voice and tone that are appropriate in different situations, for example, a teacher in a Russian language lesson and a teacher in a physical education lesson; exercise "Voice and tone modeling": any phrase is offered that needs to be presented in a calm, friendly, caustic, spiteful tone.

To improve the speech and intonation skills of junior schoolchildren studying in the second grade, the following tasks were used. To improve the speech and intonation skills of younger students studying in the second grade, the following exercises were used. The purpose of the exercise "I was on a walk and saw..." is to enrich the vocabulary of younger students. The students were asked to choose cards with letters, after that they need to come up with a word starting with a given letter in order to continue the phrase. For example, a student pulled out a card with the letter "I". He could continue the phrase by naming either nouns (I was walking and saw a rhinoceros), as well as adjectives (I was walking and saw a low bench). The purpose of the exercise "Interview" is the development of communication skills, an active vocabulary, the ability to enter into a dialogue. In this exercise, the student played the role of a famous scientist who was invited for an interview. The "scientist" was asked questions about his research, the student's task was to reveal the essence and importance of his research with his answers.

The purpose of the exercise "Interview" is the development of communication skills, an active vocabulary, the ability to enter into a dialogue. In this exercise, the student played the role of a famous scientist who was invited for an interview. The "scientist" was asked questions about his research, the student's task was to reveal the essence and importance of his research with his answers. Exercise "Can I ask..?" aimed at developing the ability to navigate in a situation of communication. The student was asked to read the text (from literary works, popular science articles) in front of classmates. The task of the participants is to ask questions starting with the words "Can I ask?" during the performance. The speaker should react to the question and give a quick answer, and then continue reading the text [4, p. 80]. Exercise "Where to put the stress?" aimed at developing the ability to correctly put logical stress. The students were asked to read the same sentence, putting the stress on a certain word. For example: I saw an unusual animal in the zoo; in the zoo I saw an unusual animal; in the zoo I saw an unusual animal; in the zoo I saw an unusual animal; I saw an unusual animal at the zoo. After reading, the presenter asked the question: how did the phrase change depending on the stress? The purpose of the Conductor exercise is to form the ability to use the melody of the voice in your speech. The teacher agreed in advance with the students which gestures would indicate the increase-decrease and loudness (silence) of the voice. The students were then given a text to read.

The teacher, while reading, began to "conduct", showing how to change the tone of voice. The task of the students: depending on the gesture shown, change their voice. The exercise "Guess the emotion" is aimed at developing the ability to choose the tone of voice depending on the situation. Cards were prepared in advance with the designation of emotional coloring (for example, joy, sadness, surprise, etc.). The students were asked to choose a card and then read a poem or a short text using the chosen emotional coloring. The task of the participants is to correctly identify the emotion. The purpose of the exercise "Publicist" is to form the ability to build logically connected statements. The students were offered cards with the names of topics and the task was to prepare a mini-speech, and then speak to the class. This is a universal exercise that allows younger students to develop the ability to build statements, as well as overcome the fear of public speaking.

To overcome the fear of public speaking, junior schoolchildren studying in the second grade were systematically offered tasks for preparing messages and reports on various topics. At the final stage of the research work, a second diagnosis was carried out.

The analysis carried out allows us to speak about the positive dynamics of the development of oratory skills of students in the 2nd grade and indicates the effectiveness of the work of the "Young Orator" circle. The "Young Orator" program allowed students not only to correctly set their voice and speech technique, but in practice to work out all the techniques that contribute to the ability to express their thoughts clearly and clearly in front of an audience. Students have mastered the ability of public speaking, acquired the skills of effective storytelling, learned to speak in an engaging way, clearly and clearly express their thoughts. Thus, the program contributed to the free development of personality, the development of thinking, logic, interest in speech creativity, acting.

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