

SYSTEMATIC DEVELOPMENT OF NARRATIVE CONNECTED SPEECH IN PRESCHOOL AND EARLY SCHOOL PUPILS THROUGH [STAGE FORMATION OF] STRUCTURED MENTAL ACTIONS

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Secondary schools currently experience a number of serious problems with large numbers of students who exhibit persistent learning difficulties. One reason for this phenomenon is the under development of coherent speech. Speech and thinking are closely interrelated and interdependent (L.S.Vygotsky, A.A.Leontev and A.R.Luria). Mastery of language is one of the most important preconditions for the educational development of the child, governing their educational attainment (including the prevention of dysgraphia and dyslexia).

This more widely affects their subsequent socialization. The message is that language development needs serious consideration early on in education.

Analysis of individuals' difficulties in developing educational skills indicates a main problem being an inability to identify and conceptualize the elements. In learning a skill, the child is often unable to independently identify all of the constituent parts, and so learn all the requirements needed for each step in the mastery of that skill.

P. Galperin describes a complete system of psychological conditions necessary for the development of new skills. He describes means of developing coherent narrative speech using categorically structured materials which allows a pupil to build structured mental actions via the formation of detailed speech acts. We substantially build on this methodology using interactive computer-based graphic image techniques designed to stimulate and interest children. This is found to greatly facilitate the work of specialists and provides demonstrably fast positive results.

References.

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