TRIZ TECHNOLOGIES AS A MEANS OF DEVELOPING THE GRAMMATICAL STRUCTURE OF SPEECH IN OLDER PRESCHOOLERS

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ABSTRACT

The relevance of this work lies in the fact that the timely formation of the grammatical structure of the language is one of the priority tasks in the development of a child's speech, since well-formed speech contributes to cognitive development, as well as the development of verbal communication and thinking. Modern technologies for the development of grammatically correct speech make it possible to translate the traditional way of learning into an active one. One of such technologies is the theory of inventive problem solving.

KEYWORDS: *Grammatical Structure Of Speech, TRIZ Technologies, Preschoolers.*

INTRODUCTION

Speech development has been and remains an urgent problem in our time. Currently, there are many different methods by which you can develop speech in preschool children. After all, the most important condition for the development of children's speech activity is the creation of a speech environment and an emotionally favorable situation that contributes to the formation of speech skills and is designed to actively develop speech and participate in communication with surrounding peers and adults. The closest, important, accessible, exciting and leading activity for preschoolers is a game. And there is a relationship between the game and speech: on the one hand, the child's speech develops and is activated in the game, on the other hand, the game itself is improved under the influence and enrichment of speech. [1]

At present, the principles of preschool education are being revised, and the general informatization of the population is taking place. This applies not only to schooling. New games and entertainments have appeared in the system of education of preschool children. Children easily master information and communication tools, and it is difficult to captivate them with traditional visual aids. [2]

A speech therapist should look for interesting for children and at the same time simple and exciting ways to develop the speech, mental qualities of the child. Against the backdrop of a rapid leap in the development of Internet technologies, it is currently difficult for children to be interested in ordinary didactic games, and even more so it is impossible to force them to learn the

material if the purpose of studying it is not clear. In their work, a speech therapist needs to use a variety of techniques and methods. **[3]**

One of the modern, exciting and accessible teaching methods is TRIZ technology - the theory of inventive problem solving. It was developed by the inventor and science fiction writer Genrikh Saulovich Altshuller in 1946. In his opinion, every person can be taught creative activity. It is only necessary to acquaint him with the methods of creative imagination and teach him how to solve inventive problems. TRIZ is not a strict scientific theory. It is a generalized experience of inventing and studying the laws of the development of science and technology. **[4]**

The theory of inventive problem solving gave a very strong impetus to the development of technologies in pedagogy related to the development of creative processes in preschool children in various subject areas. An individual feature of this pedagogical system is that the child learns generalized algorithms for organizing his own creative activity.

The richness of his speech can be considered one of the main indicators of the level of development of the child's mental abilities. Therefore, it is important for adults to support and ensure the development of mental and speech abilities of preschoolers. **[5]**

The goal of the theory of inventive problem solving is not just to develop the imagination of children, but to teach them to think systematically. Classical TRIZ technology has many years of experience in different countries. The theory of inventive problem solving makes it possible to show their originality, uniqueness, teaches children to think outside the box. TRIZ develops such moral qualities as the ability to rejoice in the success of others, the desire to find a way out of a difficult situation, the desire to help. The TRIZ methodology allows you to gain knowledge without overload, without lengthy memorization. **[6]**

The sooner we begin to stimulate and develop creative thinking, the higher the level of cognitive activity will be, the faster a smooth transition from concrete thinking to abstract thinking will be.

The methodology of the theory of solving inventive problems has both individual and collective methods of activating activity. Almost all TRIZ methods can be used outside of traditional classes, without focusing the child on the fact that at the moment he is solving any problem.

In the methodological literature, the use of TRIZ technology is noted:

- In the education of children's creative personality traits;

- In the correction of the correct sound pronunciation;

- In the formation of a dictionary;

- In the development of lexical and grammatical means of language and coherent speech;

- In the development of elementary mathematical concepts;

- In the development of constructive activity.

The main TRIZ methods used in working with children:

- Brainstorm,

- Method of focal objects,

- Spelling analysis,

- The method of empathy,

- Trial and error method,

- MMP technique (modeling by little men),

- Robinson method,

- TRIZ games.

The Brainstorming method was proposed by the American scientist A. Osborne. This is an operational method of solving a problem based on stimulating creative activity, in which the participants in the discussion are asked to express as many solutions as possible, including the most fantastic ones. **[7]**

Tasks:

- Develop children's communication skills: the ability to argue, hear each other, express their point of view without fear of criticism, tactfully assess the opinions of others, answer questions from the teacher, etc.

- To develop in children the ability to analyze.

- Stimulate creative activity in search of a solution to the problem.

- To form the ability to give a large number of ideas within a given topic.

The essence of this method is to give a free exit to thoughts from the subconscious, to create conditions that unchain the child. Inventive tasks should be accessible to children by age.

Brainstorming topics might include:

- How not to get wet in the rain;

- How to put out a fire if there is no water in the house;

- How to prevent a bear from climbing onto the tower and destroying it.

Brainstorming rules:

1) Exclusion of any criticism;

2) Encouraging the most incredible ideas;

3) A large number of answers, suggestions;

4) Other people's ideas can be improved.

The analysis of each idea is based on the assessment of "good - bad", i.e. something in this sentence is good, but something is bad. Of all the solutions, the optimal one is chosen, which allows solving the contradiction with minimal costs and losses. The results of brainstorming should certainly be reflected in productive activities: drawing, modeling. **[8]**

The brainstorming method can be used to solve various speech therapy problems, in particular, the formation of the grammatical structure of speech.

We note that at present, language acquisition, in addition to the traditional development of lexical, grammatical and speech skills, implies the development and mastery of the principles of fixing cognitive activity by language means. **[9]**

In other words, this method is good in the language emancipation of the child, in the ability to build a detailed phrase using the entire arsenal of learned grammatical units. Concretizing the improvement and correction of grammatical skills by means of brainstorming, it is noted that the teacher can analyze the morphological properties of language units, the rules for expressing grammatical meaning by language means, the analysis of syntactic structures used by children in the process of solving a creative problem, when the child's control of the correct use of language units fades into the background by discovering well-established automated skills. **[10]**

Lull circles are one of the means of developing the intellectual and creative abilities of children, proposed by the authors of TRIZ and RTV for use in preschool institutions. This manual introduces an element of the game, helps to maintain interest in the material being studied. The technique is based on the invention of Raymond Lull (14th century, Italy) and was called "Circles of Lull". **[11]**

From 2 to 4 circles of different diameters are strung on the rod. A pointer, limiter or arrow is set on top. All circles are divided into the same number of sectors (for young children, the circle is divided into 4 sectors). Pictures (drawings, objects of the surrounding world) are placed on the sectors. The circles and the arrow move freely independently of each other. At will, you can get different combinations of pictures located on sectors, and combine seemingly incompatible objects. **[12]**

The main goal: the development of attention, oral speech skills, fine motor skills of hands, imagination. In addition, there is a mastery of the way of knowing the world, the formation of skills that allow you to independently solve problems that arise.

Rings of Lull can be used to teach children to correctly coordinate adjectives with nouns and numerals, to understand and use prepositions in colloquial speech, to be able to form words using prefixes and suffixes, to correctly coordinate adjectives and nouns in gender, number and case. **[13]**

Some variants of games with Lull rings:

- Pick a picture. Learn to divide words into syllables and determine their number in a word.

- "Sign subject". Expand the vocabulary of features.

- "Who did what?" Learn to form prefixed verbs.

Work with Lull's rings can be carried out in all blocks of the educational process: in correctional classes, in individual work with children and in independent play activities of children. The planning of a particular game is carried out depending on the correctional tasks being implemented at the moment, and violations of the grammatical structure of speech in specific children.

For the formation of lexical and grammatical skills, the following Triz games and exercises are used.

Exercises for the formation of the ability to identify the functions of an object, the ability to coordinate words in a sentence and the use of lexical material to build syntactic constructions. For example, "Search for analogues" - you need to name the object and as many of its analogues as possible, similar to it in various essential features. For example: the ball is an apple (shape), a hare (jumps), a tire (made of rubber), etc.

"Search for the opposite object" - it is necessary to name the object and as many other objects as possible that are opposite to it. For example: snow - wool (cold - warm), coal (white - black), metal (light - heavy), stone (soft - hard), etc. **[14]**

"Good - bad" - an object is taken that does not cause persistent positive or negative associations among the players, and as many positive and negative sides of it as possible are named. For example: a scarf is soft, warm, beautiful… prickly, can be caught, torn.

When children select words denoting the qualities and properties of an object or phenomenon, children, building explanatory speech, create various syntactic constructions, automate the skills of the correct use of various word forms.

The use of exercises based on the methods of developing creative imagination in TRIZ pedagogy contributes to an increase in the level of communicative competence, the development of verbal and mental activity, memory, the active use of lexical and grammatical language material in communication, together with the development of creative activity and free fantasy.

It is important to note that the RTV TRIZ methods, which are tools of TRIZ pedagogy, make it possible to see lexical and grammatical phenomena in a complex, apply them systematically, and not only within the framework of one specific topic, which is also not a mandatory exception. The teacher has the right to independently vary the wording of tasks, the lexical material within the exercise, grammatical and speech structures, work modes and, if necessary, use TRIZ-exercises regarding the topic of interest.

It is possible to single out the stages of participation of a speech therapist (educator) in games with "Speech Circles":

Considering the use of TRIZ exercises in speech therapy classes, we determine the scope of participation of a speech therapist in organizing game exercises:

"The speech therapist (educator) is directly involved in the game. Offers it, tells the rules, its development, ending, distributes participation, helps to formalize it verbally; speech therapist (educator) indirectly affects the behavior and speech of children, participating in games in secondary roles. Children choose a leader, set the order in game actions, and draw up the result of the game in speech; speech therapist (educator) exercises general control in class or in free play activities. Children independently plan, develop and complete the game, accompanying it with statements and using speech skills and abilities acquired in the course of corrective speech therapy work; a speech therapist (educator) provides teaching guidance for speech games and creates a condition for the manifestation of children's speech activity, deepening and expanding their gaming interests, for mastering the skills of voluntary behavior and educating correct speech. **[15]**

Thus, the use of such elements as brainstorming, Lull's circles and TRIZ games facilitates the assimilation of the material, contributes to the development of speech skills and abilities in

children of senior preschool age with general speech underdevelopment of the III level. These methods increase children's interest in knowledge and make the learning process easier. Many complex theoretical provisions of Russian grammar, with the skillful use of TRIZ methods, become accessible and understandable for preschoolers, which increases the effectiveness of speech therapy work with children.

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