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Preparing to Work with Text in Kindergarten

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Abstract

Preparation of teachers to work with text in kindergarten should take into account the peculiarities of construction of the text. Understanding of the text of children associated with the ability of the teacher provide meaningful units of text, find the connection between them. This improves the understanding and comprehension of the text of the children. Efficiency of the offered model and technology of the personified approach to the work on the text has been proved. However analyzing speech of students the use of psycholinguistic procedures of Ketensk psycholinguists shows that it is necessary to pay attention of teachers and students to linguistic methods of creation of the text (the interphrase organisation, a theme-rheme structure, information-semantic, syntactic, logic structure) in this work.

1. Introduction

   In the given article, we investigated the interrelation between the personification of speech work with students in the bilinguistic environment of University and the quality of their educational and creative work. The essence

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and the research objective consisted in the developing of the technology of personification of speech work on the basis of the use of methods of Ketensk psycholinguists (Germany) [1].

Hypothetically we have assumed that the personification of speech work of students on conditions of bilinguizm will be more productive if psycholinguistic procedures of Ketensk scientists are used training and analyzing coherent speech (Germany).

The novelty of research consists in the developing of technology of training to work with the text, in use of psycholinguistic procedures of Ketensk psycholinguists analyzing speech (Germany).

The research was made at the Kazan Law Institute of the Ministry of the Interior of Russia and the Kazan (Privolzhsky) Federal University in the course of teaching of humanitarian disciplines in the Russian, English, Tatar languages. 660 statements have been analysed: in control groups (325 students) and experimental groups (335 students).

2. Method

• Methods Ketensk psycholinguists;
• Psycholinguistic classifications of D.Hake;
• Class correlation of Charles Edward Spirmena;
• 16-factorial questionnaire of R.B.Kettella;
• Hierarchy of values by R.Rokicha's technique.

3. Results and discussion

Coherent speech - the statement constructed by rules of the text and consisting of several sentences, connected grammatically and according to the sense, revealing the concrete theme and the main thought.

Model of the personified training - the structure possessing the certain quantity of components, providing not only development, but also self-development, self-creation of the person. In our case, there are self-development and self-creation.

Technology of formation of representations and concepts in two- and multilingual environment - the structure possessing subject component, world outlook component, speech (two- and polylingual) component and also informative and moral-ethical ones.

From model to technologies

An ability to work with the text - an important indicator of efficiency of learning at the University. The educational, scientific, literary text defines sequence of thinking and logic of development of coherent speech. Therefore this ability promotes of the text and correct construction of speech.

Increasing the efficiency of work with the text we used the personified approach [2, 3, 4]. Our researches [5] have shown that for the personified model the following features are distinctive:

1. It has structure as it is characterized by a certain quantity of the interconnected components;

2. The Given model has the links number of which can be different (communications between a teacher and the student, between students, between a student and a teacher, information links with the environment). These are the communications which create procedure base for the further development and model function;

3. The model has dynamism and functionality. They are shown that in a certain interval of time transition from the previous components of model to the subsequent is carried out. This surveyed time interval represents possibility to define its dynamic process of functioning;

4. The Components forming model are hierarchical, as the level of mastering by students coherent Russian speech as a professional work component on each of components is distinguished and should be increased to the model top;