

National Programme on the development of physical culture and sports for 2012-2016. A complex of concrete measures aimed at creating conditions for physical education and sport in all types of schools was proposed during this period of time.

The main approaches to the organization of sports and recreation activity in the educational system, particularly in pre-school, primary and secondary school, during extracurricular activity and camps in the summer recreation for children have been singled out in the article. It is determined that the proper organization of physical education and recreation activity and innovative programs will not only contribute to harmonious all-round development of the individual, but also the preservation and strengthening of mental, physical and social health.

The authors have distinguished the following approaches to the organization of sports and recreation activity in education: improving the legal framework of physical culture and sports; increase in the educational establishments of all types amount of motor activity per week; wide involvement of parents to nurture a healthy baby; gradual upgrade of logistics facilities of physical culture and sports; promotion of healthy lifestyles and overcome public indifference to the state of health of the nation; widespread adoption of social advertising of various aspects of a healthy lifestyle in all media and ban all direct and hidden forms of advertising of alcohol, tobacco and so on.

The presented study is an attempt to summarize the current views of the scientists on the issue of sports and recreation activity at schools. In particular, it is determined that the essence of sports and recreation activity is the formation of a healthy lifestyle and harmonious development of a personality. Thus the question of finding the best areas of sports and recreation activity with children, students and young people is a testament to the relevance and appropriateness of our study.

Prospects for future research are to highlight the problems of sports and recreation activity in public organizations of sports orientation.

Key words: *sports and recreation activity, health, education, physical culture.*

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Zorica Cvetanović, Marinel Negru

University of Belgrade

З. Цветанович, М. Негру

Белградський університет

IMPROVING THE SPEECH IN YOUNGER PUPILS УДОСКОНАЛЕННЯ МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ

Основна мета викладання рідної мови є розвиток мовлення учнів, залучених до освіти. Ясне вимовлення з елементами художнього вираження є результатом безперервних вправ і тренування. Молодші школярі вчать говорити правильно й чітко. Основи успішного виступу визначаються в культурі мови й риториці. У статті представлено характеристики правильної вимоги до мовлення, які є основою для поліпшення мовлення молодших школярів у процесі навчання. Вони можуть постійно покращувати їх засобами постійної практики з інструкціями, вимогами та критеріями, визначеними у вказівках для усного мовлення. Мета статті – визначити відповідні методичні рекомендації щодо впровадження навичок мовлення учнів, спрямованих на їх прогрес у цій області.

Розвиток мовлення є одним із головних завдань освіти в процесі викладання рідної мови. Мета й завдання розвитку мовлення у школі полягає в опануванні грамоти, умінні висловлюватися в усіх доступних для них формах, типах і стилях мовлення. Особливістю розвитку українського мовлення як навчальної дисципліни є

те, що воно є не тільки предметом вивчення, а найважливішим засобом виховання й розвитку особистості, тому що саме в початкових класах закладається фундамент краси майбутнього мовлення. Повинне бути поліпшення власних навичок мовлення, маючи на увазі, що вони є зразком для наслідування для учнів, і що краса й багатство їх мовного вираження впливає на експресію своїх учнів. Щоб досягти високого результату, учителю варто спланувати, розробити та провести уроки так, щоб кожний учень на уроках розвитку зв'язного мовлення говорив, висловлював власну думку й не був стороннім мовчазним спостерігачем. Тому варто ці уроки зробити нетрадиційними з використанням інноваційних технологій.

Використання казкового матеріалу, ігрових форм роботи, творчих завдань, активізація фантазії та розвитку здібностей, великої кількості ілюстративного матеріалу, дидактичних ігор, дотримання сучасних вимог до проведення заняття, інтегрування з літературою та іншими предметами надає можливість стимулювати творчий потенціал особистості, виховувати потребу та здатність до художньо-творчої самореалізації та духовного самовдосконалення учнів, дозволяє формувати й розвивати в учнів інформаційну, комунікативну, полікультурну компетентності.

Ключові слова: мова, мовлення, творчість, освіта, школяри, усний вираз, публічний виступ, здібності, культура.

Introduction. Native language teaching includes three areas with evenly distributed contents. The first area is the language, namely grammar and spelling, the second other literature, which consists of reading and interpretation of literary works, and the third the language culture, or oral and written expression of pupils. Although this division naturally exists, it is necessary to permeate the contents and teaching to be comprehensively perceived and performed. It is especially important to interact these areas in teaching, therefore connecting reading, talking on the text, learning grammar, speaking and writing exercises. Many literary texts can also serve as an incentive for verbal and written expression of pupils. Methods of teaching speech culture is an area that includes the ways and means of introducing pupils to the correct expression. The basic division of oral and written expression because it enables pupils to speak and write according to certain laws, respecting the specificities of these forms of expression.

One of the main objectives of education from preschools to universities is to develop oral and written expression of every individual. Although speaking is developed in accordance with the age and abilities of the individual, it ought to be kept in mind that the verbal communication is of great importance for the daily life of an adult. From the first day the education system needs to constantly work on improving speech, proper expression of a child, enrichment of active and passive vocabulary, appropriateness of speech situation, stylistic features and, to which a special attention should be paid, to the culture of listening to one's interlocutor. Correct, clear and well-designed speech we hear only from older pupils. But such talk does not come by itself, but it is a produce of practice and improvement.

Basics of the culture of speech and rhetoric in teaching. The basis for mastering speech skills is set in orthology (culture of speech) and rhetoric. These areas are taught in classes within the frame of methods of teaching speech culture. Culture of speech is linguistic discipline that includes "good knowledge and developed sense of the mother tongue, the ability to take advantage of its means of expression, its stylistic multiform" [11, 78]. It studies the proper use of language, oral and written speech, success of explanation of what is being said, compliance with the speech situation and culture of listening. "*Culture of speech*, in the true sense of the word, implies *a higher level of speech government* (oral and written)" [2, 68]. In addition to linguistic culture, also important is the culture of social behavior and culture of thinking for "the appropriate linguistic behavior is an essential component of appropriate social behavior" [1, 78]. The correct and beautifully designed speech includes respect for the normative principles and artistic use of language.

Verbal expression has particular significance for the daily life of an adult. "Interesting speakers are welcome guests and gladly listened interlocutors. The public opinion about someone is usually based on what has been done, but also on what and how it has been said" [9, 21]. To be a good speaker it is necessary to have instructions, opportunity to speak and to listen to the voice of desirable models. "The preferred models for mastering speaking skills are good speakers and orator, those for whom the words are daily public business - writers, theater artists, media personalities, teachers' [3, 130]. Speech exercise affects all areas of education because "the ability to express encourages other skills, because the instruction of a successful speaking represents the road that leads to self-confidence in all areas of life and work" [4, 201].

Features of cultivated speech and expression of pupils are set on the basis of rhetorical rules. Even the ancient rhetoricians defined speaking as a skill and art, and today it is also seen in the same manner [10]. Therefore, it is necessary to develop the skill of speaking with continuous exercise with aesthetic and artistic dimension developed at later stage, mainly at the higher grades of elementary school. However, the constant efforts of teachers to instruct pupils in the correct criteria and good speech, and constant exercise in speaking, the younger pupils' expression can have elements of artistic expression. Accordingly, the effort should be directed towards the following objectives: mastering the basic elements of language skills and gradually introducing elements of artistic expression.

Every utterance of the child and a grown person evolves through certain stages that have been determined by psycholinguistic. "Voice activity of a man passes a complex path that consists of the following stages: manifestation of motive or the need to say something, forming general thoughts or initial meaningful record that is realized in speech, inner speech which predicative construction allows it to take the broad utterance, using phonetic, lexical and semantic codes of language - to the emerging voice communications" [5, 354]. The teacher should be aware of

the stages through which the verbal expression is generated and be able to help the pupil express his or her thoughts, attitudes or knowledge.

Oral and written speech are analogous forms of speech as the language creation, the basic realizations of the language. Accompanying element of speech is the sign language. Oral speech is realised through speaking and hearing mechanism and an original speech act at the time of producing. In a written speech or writing as a form of realization of language dominates the graphic-visual image. It applies a different style of expression than speech, since as long as we have time to write we think, we refine, correct and perfect. In oral speech, we are in contact with the listeners and use gestures, volume and tone of voice. Although they differ, oral and written speech influence each other. When the child is first developing oral language in everyday communication, and later through the written speech, a child adopts new rules, more reflects on their statements, all to help improve and verbally express.

Cultivated speech features are the basis for improving the expression of pupils and should be strived to achieve them. The teacher establishes requirements based on the criteria of correct and beautiful speech. With continuous practice the pupils tend to speak properly, stylishly shaped and harmonious. Criteria of proper and good speech are cultivated traits that define speech utterance. These criteria are the object of culture of speech and rhetoric study. "Characteristics of a good - cultivated - speech are: 1. meaning, 2. expediency, 3. correctness, 4. accuracy, 5. clarity (sense), 6 vividness (expression), 7. harmony, 8 intensity and 9 cogency "[2, 72]. These criteria can be viewed in a broader sense as the rules of each voice communication: "1. clarity; 2. accuracy; 3. precision; 4. concreteness; 5. brevity; 6. personal, individual attitude; 7. reliability" [6, 42]. Everyday communication tends to be qualified as cultivated and the teacher should help pupils to improve their speeches. This can only be achieved by constant practice, with the requirements for a good speech and its evaluation. If the pupils are made aware of their mistakes and the ways of correction it will improve their expression.

Directions for improvement of speech in pupils. When a pupil is talking about a particular topic, the attention should be paid to the instructions that helped develop the speech. From these guidelines arise the criteria relating to the improvement and evaluation of speech. Since the speech has a logical and aesthetic component, it is necessary to set up the instructions accordingly. In practice, there are several well established approaches to the introduction of oral expression. The first approach is that all the requirements set for cultivated speech should be set before pupils beginning from the first grade. Based on them, the pupil is referred, evaluated and achieve progress. However, it happens that teachers assign pupils to talk about the topic with only brief instructions, or even without any. Insufficient requirements and guidance causes the pupils to not know how to give a logical meaning to their speech.

Such methodological mistake can lead to pupils not knowing what is expected of them, but they improvise. Of course it is a wrong way of introducing pupils to the basics of expressing through words and always raises the question of perfecting speech. The best way to improve the expression of pupils is to gradually, together with them, considering characteristics of a good speech. Based on the characteristics that adorn the proper and beautiful communication the instructions are given, and then practically applied.

Since the speech has a logical and aesthetic component, the instructions refer equally to both. Essential are both the content and the form, and pupils should know that "what is said" and "how to speak" are equally important. They themselves should know what is required of them and realize their potential mistakes. Instructions, requirements and criteria for evaluation of speech of pupils include: understanding the topic, the structure of the speech, meaning, contents, respect for linguistic norms, correctness, accuracy, clarity and expressive elements of linguistic expression.

Understanding the topic is the basis for the preparation of speech. Old rhetoricians have emphasized that the most important thing in preparing speeches is the choice of the topic discussed. At school, the theme is chosen by teachers, taking into account the abilities of pupils and practicing different forms of expression during the school year. The basic and most important is that pupils understand the topic at hand. The teacher is there to help them identify the constituent elements of the subject, clarify the doubts and help them with the content. When setting a topic the teacher should keep in mind that it is appropriate to the age of pupils. It is important that they have something to say about it. The method books propose the topics which can be talked about. Suggestions contained in *The review of selected topics for essays and voice exercises* [8] can be used for instructing the younger pupils. Today there are also sites that offer themes for public speaking or young people. The topic formulation should be such that pupils speak out of their experience or on the basis of imagination, encourage them to think and motivate them to speak. "Younger pupils should be given ordinary and unusual issues and topics, but also the once that will be enough to provoke originality" [7, 154].

At the beginning of education, the teacher and talk to them about the form of expression. The teacher observes how pupils understand and helps them develop the content. Sometimes we hear from teachers that pupils have "missed" the subject. However, such mistake made by pupils is a methodological error on the part of a teacher who has not prepared the pupils for proper expression.

The speech pattern is determined in relation to a form of expression. Forms of oral expression are: testimony (narrative), retelling, describing and reporting. The division between these forms of expression is important for two reasons. The first refers to: the structure and form of expression imposes the manner of interpretation. Another reason is that it enables the pupil to accept and

implement the specificities of each of these forms. In one way the experience is described in one way, the description told in another, and accounts given in another. Based on the subject older pupils based on themes can conclude how to speak, while forms of expression should be emphasized in younger students.

Thoughtful speech presupposes the unity of speech and opinion. For every speech there has to be a good thought. The starting point is the analysis of the topic, followed by logically distributed content. Thoughtful speech implies existence of basic guiding idea, and that the sequence of thought, and thus exhibiting, follow logical path. The content and form of spoken expression constitute fundamental elements of expression of pupils.

The composition of speech means the gathering of thematic material and developing a plan of expression (the concept). The thematic structure are the particulars pupils will speak about. If retelling, it is the fable. Description includes details of object being described. The pupils choose what will be emphasized in the testimony of events or experiences. Drawing up a plan by which pupils express is determining the structure of the speech. The plan that pupils base their speech is firstly presented by the teacher. Then it is established collectively, the department allocates possible topics. At that point the pupils learn about the three compositional parts of structure - the introduction, development and the conclusion of each presentation. Within these three parts the working thesis for topic development are determined. Only when the basis for drawing up the plan, the pupils individually develop the concept. The aim of the action plan is to teach pupils how to base on topic gather materials, divide it into sections and draw up an individual plan that will help them to express their thoughts.

The content of the speech indicates how well the topic is developed. Any oral expression of pupils must have a purpose and a goal. Rhetoricians have identified speech targets - to convince, sway, persuade or win over the speaker in favor of an idea or action. It has always been the basic settings of public speaking. The need to speak in everyday communication is to express thoughts clearly, correctly and in logical flow of thought. I still need to remind, and the pupils always need to be reminded that each speech has a goal - to convey ideas, messages, thoughts, and information.

The correctness of expression is seen in the narrow and in a broader sense. In a broader sense it includes: creating understandable sentences, correct use of words, avoiding repetition of words, or parts of sentences. Therefore, for the proper speech vocabulary, syntax and stylistics are important too. In a narrow sense it means respecting lingual correct norms. Dialect statements, grammatical errors should be excluded from the pupils' speech. In addition to requests for following the norms of standard language, the avoiding of incomprehensible and incomplete sentences, use of the same words should be insisted upon.

Accuracy of expression refers to the precise use of words, phrases and sentences. The most common mistake in speech is inadequate use of words

and phrases. Pupils in lower grades not only need to find in their vocabulary appropriate words but also need to know their right lexical meaning. One must be constantly required to use the words of active and passive vocabulary and to choose the words that can as accurate as possible express their thoughts.

Clarity of expression implies that the content of the speech is clearly and understandably presented. One should avoid ambiguity, improper stacking of words in a sentence, the wrong use of foreign words. Error is the general presentation. Pupils usually make mistakes when they use too long and incomprehensible sentences. Often they are too short and information is unclear. Thus, the speech should be clear and understandable.

Expressive elements of linguistic expressions refer to the aesthetic side of speech and include the dynamics of speech - the richness of expression, imagery, moderate use of gestures and persuasiveness of speech. In younger pupils it should be insist on the use of the words of passive vocabulary, and vivid description or expression of their feelings. They should be instructed about the importance of the sign language, especially how the speaker should stand, how to look at the rest of the class and the speech plan. It is necessary to draw the attention of pupils to the voice volume, since speaking quietly cannot be clear.

Gradually introducing pupils to the skill of speaking implies a methodical procedure including the following stages: determining the requirement for proper and good speech; instructions for the preparation of speech; prepares pupils for the realization of speech; speaking; evaluation and guidance for improving speech. Before each voice exercise teacher reminds pupils of the requirements relating to successful speaking. Directions (which can be displayed in writing) and preparation of pupils for the realization of speech means talking about the subject, form of expression, preparation of plans and selection of appropriate words. These guidelines also help the pupils to prepare their speech, or to think of ideas, content and composition of exposure. Only on the basis of specific topics pupils can apply the requirements that have been set. When speaking teacher listens carefully, with as little assistance. However, if necessary, helps the pupil to continue if stopped, properly formulating a sentence, finding adequate word. Talking about whether the requirement has been fulfilled encourages pupils to actively listen, evaluate and conclude themselves what are the qualities of a good speech. As pupils advance instructions and requirements become more complex. Gradually they include all the features of regular speech, even the aesthetic component of expression. Over time, the pupils become independent and prepare their speeches without help.

Conclusion. The development of speech is one of the goals of education in the teaching of the mother tongue. Voice culture is an integral part of the general culture and therefore should refer pupils to develop their expression. Regular, clear and well-designed speech is continuously trained and developed.

Defined criteria for performance are related to understanding speech topics, forms of expression, meaning, speech content, correctness, accuracy, clarity and expressive elements of linguistic expression. The students are required to follow them with the introduction of aesthetic elements. These traits of cultivated speaking help pupils prepare a speech and successfully implement it. Continuous exercise with the guidelines and requirements improves pupil's speech. The teachers' role is very important, because it is their task to instruct students about the correct criteria and good speech. Also, they organize class in speaking and motivate pupils to express their gradually introduced elements of artistic expression. The teacher should be improving their own speaking skills, keeping in mind that they are the role model to pupils and that the beauty and richness of their linguistic expression affects the expression of their pupils.

One of the main goals of pupils' achievements in mother tongue learning is that pupils learn the basic elements of language skills. Practicing expression, along with instructions and criteria of good speech, pupils develop their general culture. Developing and practicing all forms of expression affects all areas of activity of pupils in school, to exercising their knowledge in other situations, outside the school, in everyday communication.

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РЕЗЮМЕ

Цветанович З., Негру М. Усовершенствование речи у младших школьников.

Основная цель преподавания родного языка является развитие речи учащихся, привлеченных к образованию. Ясное произношение с элементами художественного выражения является результатом непрерывных упражнений и тренировки. Младшие

школьники учатся говорить правильно и четко. Основы успешного выступления определяются в культуре речи и риторике. В статье представлены характеристики требования к правильной речи, которые являются основой для улучшения речи младших школьников в процессе обучения. Они могут постоянно улучшать их средствами постоянной практики с инструкциями, требованиями и критериями, определенными в указаниях для устной речи. Цель статьи – определить соответствующие методические рекомендации по внедрению навыков речи учащихся, направленных на их прогресс в этой области.

Развитие речи является одной из главных задач образования в процессе преподавания родного языка. Цель и задачи развития речи в школе состоит в овладении грамоты, умении высказываться во всех доступных для них формах, типах и стилях речи. Особенностью развития украинского языка как учебной дисциплины есть то, что оно является не только предметом изучения, а важнейшим средством воспитания и развития личности, потому что именно в начальных классах закладывается фундамент красоты будущего вещания. Должно быть улучшение собственных навыков речи, имея в виду, что они являются образцом для подражания для учеников, и что красота и богатство их языкового выражения влияет на экспрессию своих учеников. Чтобы достичь высокого результата, учителю следует спланировать, разработать и провести уроки так, чтобы каждый ученик на уроках развития связной речи говорил, высказывал свое мнение и не был сторонним молчаливым наблюдателем. Поэтому стоит эти уроки сделать нетрадиционными с использованием инновационных технологий.

Использование сказочного материала, игровых форм работы, творческих заданий, активизация фантазии и развития способностей, большого количества иллюстративного материала, дидактических игр, соблюдение современных требований к проведению занятия, интегрирование с литературой и другими предметами дает возможность стимулировать творческий потенциал личности, воспитывать потребность и способность к художественно-творческой самореализации и духовного самосовершенствования учащихся, позволяет формировать и развивать у учащихся информационную, коммуникативную, поликультурную компетентности.

Ключевые слова: язык, речь, творчество, образование, школьники, устный выражение, публичное выступление, способности, культура.

SUMMARY

Zorica Cvetanović, Marinel Negru. Improving the speech in younger pupils.

The main objective of the mother tongue teaching is the development of speech of pupils involved in steady of education. Regular, clear, meaningful, well-designed speech with elements of artistic expression, is a result of continuous exercise and training. Younger pupils learn how to speak properly and clearly. The basics for a successful speaking are defined in the culture of speech and rhetoric. The paper presents the following characteristics of proper and good speech that are the foundation for improving speech of younger pupils in the classroom. They can permanently improve their speaking only by constant practice with instructions, requirements and defined criteria for oral expression. The aim is to determine the appropriate methodological guidelines for the introduction of speaking skills in pupils and their progress in this area.

Key words: speech, cultivated speech trait, oral expression, public speaking.