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INNOVATIVE TECHNOLOGIES FOR TEACHING LITERACY PRESCHOOL CHILDREN

Abstract: *The article discusses innovative technologies for teaching preschoolers to read and write. The author analyzes various methods of teaching literacy.*

Key words: *preschool children, children's worldview, communication, play, method, methodology*

Communication technology is a specially organized process of oral or written communication aimed at achieving the communicative intention of the participants. A person who has mastered communication technology clearly holds 3 positions: I know how to do it; I can do it; I can teach this to another.

Communication technology (like any other technology) includes a goal (communicative intention), means of achieving it (methods, techniques, algorithms); scope of use (scope, restrictions in use); variability of use (good technology always has a zone of uncertainty, in which the individual speech skill of the communicator is manifested) and the result (impact, motivation, persuasion, joint decision-making).

When choosing a technology, it is necessary to focus on the following requirements:

- orientation of technology not to teaching, but to the development of children's communication skills, fostering a culture of communication and speech;

- the content of the technology is focused on the formation of the subject's position in communication and speech activity;

- the technology should be health-preserving in nature;

- the basis of the technology is a personality-oriented interaction with a child;

- implementation of the principle of the relationship between the cognitive and speech development of children;

- organization of active speech practice for each child in different types of activities, taking into account his age and individual characteristics.

In the younger group, it is possible to use short-term mini-projects, which are a series of educational situations:

- "Walking the Kati doll" (selection of outerwear and dressing the doll in accordance with the season, selection of toys for playing while walking, getting to know the safety rules when going out for a walk);

- "We will help babies (animals) find their mothers" (recognition, naming and matching of adult animals and their babies, acquaintance with the external features of pets and some rules for handling them), etc.

Projects in the middle group involve the mandatory use of elementary experimentation, the implementation of project assignments in pairs or small subgroups. Approximate topics of projects for children of the middle group: "Why do people need transport?", "Stone, scissors, paper", "How does a person know the time?", "Why did a person come up with dishes?" and etc.

Projects for senior preschool children are characterized by a cognitive and socio-moral orientation of the topic: "If you went out with a friend ...", "Kind words on your birthday", "Mystery of the third planet", "How to open a book hypermarket?", "Nature's Complainant Book".

The theme of children's projects can correspond to holidays and significant events taking place in the country, city, kindergarten or group.

For example, in preparation for the celebration of Teacher's Day, the children of the preparatory group for school interviews kindergarten workers, learn about the peculiarities of their professional activities, note some personality traits and, taking this into account, prepare congratulations and gifts.

The result of project activities can be a collective product obtained as a result of cooperation of children of the entire group: an album of drawings, stories, collage "Our kindergarten", etc.

Game technology. Mnemonics. This technology includes various techniques that facilitate memorization and increase the amount of memory by the formation of additional associations.

Features of the technology: the use of not images of objects, but symbols for indirect memorization. This makes it much easier for children to find and memorize words. Symbols are as close as possible to speech material, for example, a tree is used to denote wild animals, a house is used to denote domestic animals.

It is necessary to start work with the simplest mnemonic squares, sequentially move on to mnemonic tracks, and later to mnemonic tables, because children retain individual images in their memory: the Christmas tree is green, the berry is red. Later - to complicate or replace with another screensaver - to depict the character in a graphical form.

Mnemonic tables - diagrams serve as didactic material in the work on the development of coherent speech of children. They are used: to enrich vocabulary, when learning to compose stories, when retelling fiction, when guessing and guessing riddles, when memorizing poetry.

Modeling. Models are especially effective when learning poems. The bottom line is the following: a key word or phrase in each line of poetry is "encoded" by a picture that is suitable in meaning. Thus, the entire poem is sketched automatically. After that, the child from memory, relying on a graphic image, reproduces the whole poem. At the initial stage, a ready-made plan-scheme is proposed, and as he learns, the child is actively involved in the process of creating his own scheme.

In the process of developing speech in older preschoolers, special subject-schematic models are used. When forming in children ideas about a word and a

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sentence, children are introduced to the graphic scheme of the sentence. The teacher informs that, without knowing the letters, you can write a sentence. Separate lines in a sentence are words. Children can be offered to build a sentence: "The cold winter has come. Cold wind is blowing".

Graphical charts help children to feel more concretely the boundaries of words and their separate spelling. In this work, you can use various pictures and objects.

For verbal analysis of sentences in preparatory groups, educators use the "living words" model. How many words are in a sentence is the teacher and arouses children. Children stand in order according to the sequence of words in the sentence.

LEGO- technologies. The use of LEGO focused on the development of fine motor skills are indispensable in the speech development of preschoolers.

In the process of GCD for the development of speech, fiction, grammatical constructions are worked out. For example, the coordination of numerals with nouns – "How many windows are in the house", "How many berries are on the bush"; word formation - adding prefixes to verbs: "Come up with new words from the word" Fly "and demonstrate the action using a tree and a bird" and other didactic exercises.

When drawing up retellings, children are greatly helped by the illustration models for a literary work created by the children themselves. The retelling not according to the plot picture, but according to the three-dimensional image of the scenery from the constructor, helps the child to better understand the plot, which makes the retelling more detailed and logical.

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