SPEECH EXPRESSION IN TEACHING IN PRIMARY EDUCATION

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Abstract

Each person initiates communication with the environment through language. In accordance with the development of physical abilities and maturity that primarily relate to the process of speaking, communication to increase and expand. Judging by its function, language is the ability to communicate with others.

Regarding the influence of speech exercises in enriching the students' vocabulary, a high percentage value appears, which supports the claim about the influence of the exercises in vocabulary acquisition. While a large number of teachers believe that speech exercises always influence the enrichment of students' vocabulary, only a limited part of teachers are of the opinion that speech exercises never influence the enrichment of students' vocabulary.

In North Macedonia, according to analyzes and research on the educational process, there is lack of evidence of common understanding between education, health, schools and parents, which can have a negative impact on meeting the needs of the student. Transition times, between educational stages, key stages and even between classes need careful planning and a collaborative approach to ensure that information is available and all concerned understand the implications of speaking for individual learners. In this segment, the plans and strategies described above for the British concept of speaking exercises in primary education can be used and formalized.

There is evidence that training support staff and teachers in aspects of speech, language and communication can result in improved adult skills and better student outcomes. Training where different professionals learn together has been identified as the most effective in changing teacher behavior and has the greatest impact on students.

In this study, experiences in speaking expression in teaching in primary education will be presented and options will be given to improve them for better success in teaching.

Keywords: Speech expression, teaching, primary education, Republic of North Macedonia.

Introduction

Language is the key element for communication and development. Everyone uses language to communicate not only to speak but also to express their thoughts and feelings. Thanks to that, everyone can make friends, find their place in society and continue their life as an individual. Language is the most important thing in human evolution. Without communication and expression, he cannot sustain his life. The development of language, which is the basis of other acquisitions, begins at birth and lasts until the last breath. Children gain experience as well as language. The most effective period in children's language development is called the critical period. Between these periods, the ability to use language develops as children grow. Babies first acquire language skills in the environment where the baby lives with his family. In this environment, when you talk to the child, the input is significant. When observing the development of children, some elements should be followed. Such as phonological development, vocabulary development, morphological and syntactic development and communicative development.

Experience and participation are key factors in language development as children interact with their environment, friends, parents, etc. Experience and participation are essential to both the language process and cognitive and collaborative abilities. According to Snow: "language acquisition is the result of a process of interaction between mother and child that begins early in childhood, to which the child makes as important a contribution as the mother" (Snow, 1977). Vygotsky (1978) also says that thanks to contact with others, children acquire language.

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Another opinion on this topic supports how experience and involvement are crucial in children's language development. Ozcan (2018) argues that in order to develop thought and make sense of the environment, children receive help from their language experience.

This paper structures a clear picture of the speech development of students in primary education, specifically in the first years of primary education through speech exercises according to the educational plan-program.

1. Language and speech, communication and information

In the broadest semiotic sense, language is any sign system that has the ability to be structured into a message through certain rules, that is, to grow into a message and a text. The function of language is communicative – it serves to communicate and transfer information through structured messages, regardless of whether it is colloquial communication (ordinary messages) or artistic communication (artistic messages). The central structural term of the language is the sign, which always has a double structure:

- signifier
- (material part) and
- marked (abstract part).

Each linguistic unit has the status of a sign. Thanks to the double structure of the sign, linguistic units have the ability to represent something absent. It is the referential, that is, the representative function of language. Languages can use signs of different material nature: visual (writing, painting, sculpture), auditory (music, live speech), tactile and tactile (Braille).

In this sense, the system of signs that have the ability to structure a message through certain rules (in this case, theatrical) is called a theatrical language. According to this most widely understood definition of language, there are: language architecture, language of painting, language of literature, etc. Semiology speaks of the language of traffic signals, the languages of the sciences (the language of the humanities, as opposed to the language of the natural sciences), the language of the human body, even the languages of animals. This means that, at the most general semiotic level, there are verbal and non-verbal languages. However, in that inexhaustible set of semiotic systems that are all declared to be languages, a dominant place is given to the verbal language. Hence, in the narrower sense of the meaning of the term language, the verbal language is understood.

According to Roland Barthes (1979), it comes from the fact that verbal language is the only semiotic system that has the power to interpret other signification systems and itself. The linguistics of the 20th century, and especially the linguistic theory of the Swiss linguist Ferdinand de Saussure (1989), who is also considered the father of semiology, the science of the sign, has a central place in defining the term language. According to Saussure, language is a whole in itself and a principle of classification, and for that reason he sets language as the norm for all other manifestations of speech. Language is not the same as speech, it is only a certain, really important part of speech. Language is both a social product of the ability to speak and a set of necessary conventions accepted by society to enable individuals to exercise that ability. According to Saussure, language is a system of signs that express ideas. The language, according to the system of signs it possesses, can be compared to correspondence, to the alphabet of the deaf and dumb, to symbolic rituals, to formal politeness, to military signs, etc. Language, according to Saussure, is the most self-important of all those systems.

"Accordingly, one can imagine a science which would examine the life of signs in social life; it would be a part of social, and therefore also of general psychology; we will name that science as semiology (from the Greek sèmeîon, "sign"). She would teach us what signs are, what laws govern them. Since that science does not yet exist, it cannot be predicted what it will be, but it has its own right to exist; her place is guaranteed in advance. Linguistics is only a part of that

general science; the laws that will be discovered by semiology will be able to be applied in linguistics..." (Sosir, 1989: 25)

2. Learning process

By definition, learning is a complex psychological process of behavior change based on acquired knowledge, experience, habits, skills and abilities (Delceva-Dizdarevik, 2010).
Learning is the subject of research in many scientific disciplines, which is why it is often understood very broadly. It is known that every human activity is imbued with learning. Acquiring new concepts is learning, as well as deriving rules, principles and laws by perceiving mutual relationships between objects and phenomena. It is important to point out that the personality of a person or a student is constantly changing with learning. By studying, one acquires not only knowledge, skills and habits, but also adopts attitudes, ideals, ways and methods of perception, opinion, emotional expression, one learns to be ambitious, changes existing habits, that is, the personality is transformed.
The author Popovski defines learning as an activity with the help of which we move from ignorance to knowledge understood in the broader sense of the word, and adds that before no one knew, could not, and now knows and knows, why did he learn (Popovski, 1984).
In learning, it is important to distinguish between two essential moments: process and result. When we talk about the learning process, we should know that we mean activities intended to help in learning, studying, thinking, practicing, paying attention, etc. Which means that the learning process itself is of crucial importance for the development of the person. In the continuation of this paper, some methods, techniques and principles that are applied in the learning process, as well as other factors that influence the learning process, will be reviewed. Learning in humans can be in various forms such as: learning of complex motor action, verbal learning and learning in the form of problem solving. All these types of learning are interrelated and intertwined. It is important to say that different types of learning make it possible to achieve success through organized activities.
The teacher has to perform very specific tasks. In addition to the common functions and roles, which represent the essence-teacher, the teaching work in the first three cycles of primary education has specificities that arise, above all, from the developmental characteristics of the students. They are manifested through the professional obligations, requirements and tasks that are set before the teacher (Tomevska-Ilievska, 2015).
Since learning is a dynamic process, the design of didactic models is essential. For example, the models based on the interactive concept are based on different strategies for learning, developing skills and solving problems through which the learning process is effectively implemented. Interactive models are a kind of didactic models conceived on certain didactic principles. In them, learning is understood as an active process, and teaching as two-way positive communication. They are universal, in terms of their application in the teaching of different educational levels, different age groups and different contents (Tomevska-Ilievska, 2015).

3. Speaking expression in primary education teaching

The ability to learn and acquire language is innate, however development depends on whether the child resides in a stimulating social environment. Speech develops from the child's natural need to communicate with others in the earliest period with the people who take care of him, specifically family members, and later with people from the wider environment. Speech, as a unique characteristic that only we humans possess and by which we differ from the rest of the living world, is something to which we should cultivate a special relationship and interest in

terms of its proper practice and maintenance. Whether the child is adequately stimulated for speech development largely depends on whether, how much and in what way the parents are present and how they react to each developmental phase of the child's speech (Ozcan, 2018).

For the correct and orderly development of speech in every child, it is necessary first of all to meet certain prerequisites such as biological, psychological and sociological processes of maturation. From the very beginning, the child hears the speech around him, and therefore it is very important that parents from birth constantly communicate with their child and be an example of correct speech, because the child acquires language and speech through listening and imitation. Children's speech occurs and develops according to certain laws, from which it is possible to deviate in terms of earlier or later pronunciation of certain sounds, but by the end of the seventh year it should be fully developed, able to pronounce all sounds, have a connected and understandable speech, developed initial reading and writing skills and ready for further learning and acquisition of new knowledge and skills (Ozcan, 2018).

Since speech is a means of communication, parents should talk to their children as often and as much as possible, as much as possible to avoid the presence of children in front of a TV set or computer, because in that case we only have one-way communication, that is, the child is in the role of a passive listener without an opportunity for conversation that certainly has its consequences in the later development of speech. From the results obtained after the voice discrimination test for children, it is evident that the most frequent deviations are found in the pronunciation of multiple voices, such as the inability to pronounce them correctly, their substitution, distortion of some of them, etc. only the results of the tests carried out among children from a large group were taken into account, because the child is expected to have a fully formed and developed speech without major deviations.

The results show that underdevelopment occurs most often in the r voice, regardless of its initial, middle or final position, followed by the l voice, which often has its substitution with j, the k voice with a substitution with t, difficulties in pronouncing ч, ж, z, etc. Very often there is a shift in the order of the voices in the word, and the use of the local dialect in everyday speech is an obstacle to the adoption of correct speech (Ozcan, 2018).

Conclusion

Each person initiates communication with the environment through language. In accordance with the development of physical abilities and maturity that primarily relate to the process of speaking, communication to increase and expand. Judging by its function, language is the ability to communicate with others. On this topic, there are several theories that dispute the development of language, such theories are nativism, behaviorism and cognitivism. The development of language is divided into three periods, namely: the pre-language period, the early language period and the differentiation period. Starting from this early language period, children begin to pronounce the word - the first word that is the most amazing moment for parents. On the other hand, the development of the language in the educational process, primary education, according to the views of the teachers, it is confirmed that speech exercises influence the enrichment of the vocabulary and the acquisition of linguistic education and the competence of language culture of expression. Regarding the influence of speech exercises in enriching the students' vocabulary, a high percentage value appears, which supports the claim about the influence of the exercises in vocabulary acquisition. While a large number of teachers believe that speech exercises always influence the enrichment of students' vocabulary, only a limited part of teachers are of the opinion that speech exercises never influence the enrichment of students' vocabulary.

According to the above theoretical analysis and the presentation of some research results, they give us a clear picture with which we can conclude that speech exercises in the educational process itself influence the structure and system of students' speech expression.

However, the comparative analyzes of these findings in the educational system of the Republic of North Macedonia for speech expression and speech exercises with the above description of the types and strategies of speech exercises in Great Britain indicate significant existing differences in the application of strategies and mechanisms.

In Macedonia, according to analyzes and research on the educational process, there is evidence of a lack of common understanding between education, health, schools and parents, which can have a negative impact on meeting the needs of the student. Transition times, between educational stages, key stages and even between classes need careful planning and a collaborative approach to ensure that information is available and all concerned understand the implications of speaking for individual learners. In this segment, the plans and strategies described above for the British concept of speaking exercises in primary education can be used and formalized.

Also, the lack of effective intervention in Macedonia which means ensuring that people who work with students feel prepared to do so. Where necessary training is provided to enable the workforce to identify pupils with speech needs and to work with relevant others to meet the needs of all pupils. This lack can be framed by good practice in supporting students with speech expression needs in 'communication support' in the UK according to Dockrell, Lindsay, Letchford and Mackie (2006).

The research in Macedonia, also mentioned above in the third part of this study, shows that although teachers are often aware of the importance of communication and are concerned about students' language levels, many express their anxiety and lack of knowledge to be able to support them. levels of teachers' knowledge of speech expression and development needs showed that over 60% lacked confidence in their ability to meet students' needs. All this results from the low professionalism of the teachers and from the lack of professional training for the improvement of the teachers for speech expression and the specific exercises that should and can be performed in the teaching process. The trainings should include a structure similar to Specific types of speaking exercises in Great Britain - general strategies for the classroom (The Communication Trust, 2018) because the results of research there show great positive effects and great facilitation of the teaching process in primary education.

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