

Як зазначає О. Кононко, сучасна освіта має виходити за межі формального засвоєння знань і бути спрямованою на формування цілісного мислення, що охоплює як когнітивні, так і емоційно-соціальні компоненти. Розвиток пізнавальних функцій не може відбуватися ізольовано – він тісно пов'язаний з емоційною стабільністю, вмінням працювати в колективі, сприймати нове, бути відкритим до пізнання [3].

Саме тому педагог має не лише передавати знання, а й створювати умови для емоційної залученості учнів у процес навчання, формувати внутрішню мотивацію, стимулювати допитливість і прагнення до саморозвитку. Завдяки такому підходу інтеграція різних освітніх стратегій забезпечує гармонійний розвиток особистості дитини, що є головною метою початкової школи.

Отже, розвиток пізнавальних здібностей у здобувачів початкової освіти – це не лише педагогічне завдання, а й соціальна місія. Саме в цей період формується особистість, яка зможе не лише адаптуватися до викликів сучасного світу, а й творчо їх долати. Тому інвестування зусиль у цей напрям – це інвестування у майбутнє суспільства, його інтелектуальний, моральний та культурний потенціал.

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ENGLISH ARTICULATION GYMNASTICS AS A MEANS OF DEVELOPING PROPER PRONUNCIATION IN PRESCHOOL AND PRIMARY SCHOOL CHILDREN

Proper pronunciation skills in early childhood represent a crucial foundation for effective communication throughout life. For preschool and primary school children acquiring English language skills, whether as a first or additional language, establishing correct articulatory habits during these formative years significantly impacts future linguistic competence. Articulation gymnastics, a systematic approach to exercising the speech apparatus through targeted movements and sound practices, has emerged as an effective pedagogical strategy for developing clear and accurate

pronunciation in young learners.

The production of English speech sounds requires precise coordination of various anatomical structures collectively known as the speech apparatus. This includes the respiratory system (lungs, diaphragm), phonatory system (larynx, vocal folds), and articulatory system (tongue, lips, jaw, soft palate). For young children, the neuromotor control of these structures is still developing, with significant maturation occurring between ages 3-7 years. During this period, the speech mechanism undergoes substantial refinement in coordination, strength, and precision [4].

Articulation gymnastics leverages this developmental window by providing targeted exercises that strengthen and increase control over the specific muscle groups involved in English phoneme production. According to Vygotsky's zone of proximal development theory, such scaffolded practice within a child's emerging capabilities optimizes learning outcomes. The exercises function as a form of «motor learning for speech», establishing neural pathways that facilitate automatic and accurate articulation patterns [3].

From a cognitive perspective, articulation gymnastics supports the development of phonological awareness – the ability to recognize and manipulate the sound structure of spoken language. This metalinguistic skill is strongly predictive of reading success and encompasses several components: phoneme identification, syllable segmentation, rhyme recognition, and sound-symbol association [2].

Regular practice with articulation exercises enhances phonological processing capabilities in young children. As they engage in deliberate manipulation of their articulators to produce specific sounds, children develop heightened sensitivity to phonemic distinctions. This enhanced phonological awareness creates a foundation for phonics instruction and early literacy development. The acquisition of clear pronunciation carries significant socio-emotional implications for young children. Children with articulation difficulties often experience challenges in peer interactions, reduced classroom participation, and diminished self-confidence. Conversely, effective articulation skills positively impact social integration and academic engagement.

Articulation gymnastics, when implemented through playful, non-judgmental activities, offers children opportunities to improve pronunciation while maintaining positive attitudes toward language learning. This approach aligns with Gardner's theory of multiple intelligences by incorporating bodily-kinesthetic, musical, and interpersonal dimensions into phonological development [1].

Effective articulation gymnastics programs for young learners typically encompass several integrated components:

Warm-up Exercises: Activities that prepare the articulatory apparatus through general movements of the jaw, lips, and tongue. These might

include facial stretches, exaggerated expressions, and tongue mobility exercises.

Targeted Phoneme Practice: Specific exercises designed to facilitate accurate production of challenging English phonemes. These often progress from isolated sounds to syllables, words, and connected speech.

Respiratory Control: Breathing exercises that develop diaphragmatic support for speech, appropriate phrasing, and sustained [4].

Prosodic Training: Activities focused on suprasegmental features such as stress, rhythm, and intonation patterns characteristic.

For preschool children, articulation gymnastics is most effectively delivered through play-based, multisensory approaches that capitalize on children's natural engagement with movement, music, and imagination. Examples include: *animal sound imitations that target specific phonemes (e.g., snake hissing for /s/); mirror activities where children observe and replicate facial movements; rhythm games incorporating simple tongue twisters; finger plays that pair hand movements with articulation targets; puppet interactions that model and elicit clear pronunciation.*

The integration of these activities into daily routines and thematic units rather than isolated «speech time» supports incidental learning and multiple practice opportunities [4].

As children advance to primary school, articulation gymnastics can incorporate more structured metalinguistic components while maintaining playful engagement. Appropriate activities include: *systematic phonemic awareness games linked to reading instruction; partner activities for peer feedback and collaborative practice; digital tools with visual feedback on articulation patterns; cross-curricular integration of pronunciation practice with content learning; performance-based activities (poetry recitation, readers' theater) that motivate precise articulation.* Research suggests that 10-15 minute daily sessions yield more significant improvements than longer, less frequent practice [3].

The positive impacts of articulation gymnastics extend beyond phonological improvements. Research reveals several collateral benefits:

Enhanced Literacy Skills: Longitudinal studies demonstrate correlations between early articulation programs and subsequent reading achievement, particularly in phonemic awareness and decoding abilities.

Increased Classroom Participation: Teachers report higher levels of verbal engagement among students who have participated in articulation gymnastics programs.

Improved Self-confidence: Children show greater willingness to speak in group settings and demonstrate reduced communication apprehension following articulation training.

Prevention of Speech Sound Disorders: Regular articulation practice appears to reduce the prevalence of persistent articulation errors requiring speech therapy intervention [4].

Effective implementation of articulation gymnastics requires appropriate teacher preparation. Professional development should address: *understanding of basic speech physiology and English phonological systems; recognition of developmental norms in articulation acquisition; skills in modeling accurate pronunciation; techniques for providing supportive feedback; strategies for differentiating instruction for diverse learners.*

Research indicates that teachers with specific training in phonological development implement more effective programs than those with general early childhood or language arts preparation alone.

In diverse educational settings, articulation gymnastics must be implemented with cultural and linguistic sensitivity. Best practices include: *acknowledging the legitimacy of different English varieties and accents; distinguishing between phonological differences attributable to first language influence versus actual articulation errors; incorporating contrastive analysis between home languages and English when appropriate; ensuring that pronunciation goals focus on intelligibility rather than accent elimination; involving families in understanding program objectives* [3].

This balanced approach respects children's linguistic identities while providing them with the phonological tools needed for effective communication [4].

Systematic assessment of articulation skills supports effective program implementation. Age-appropriate assessment practices include: *baseline screening to identify specific articulatory targets; observational checklists during classroom activities; audio recording samples for progress monitoring; child-friendly self-assessment tools; celebration of incremental improvements.*

Regular progress monitoring allows for targeted adjustments to instruction and provides motivational feedback to both children and teachers.

English articulation gymnastics represents a developmentally appropriate, evidence-based approach to pronunciation instruction for preschool and primary school children. By integrating systematic practice of speech movements with engaging, age-appropriate activities, educators can support young learners in establishing strong phonological foundations.

The research reviewed in this article demonstrates that well-implemented articulation gymnastics programs yield significant benefits for pronunciation accuracy, phonological awareness, literacy development, and socio-emotional well-being. These outcomes are particularly valuable in diverse educational contexts where children acquire English as an additional language.

Moving forward, priorities for the field include continued research on long-term impacts, development of comprehensive curriculum resources, expanded teacher preparation, and increased awareness among educational stakeholders about the importance of early pronunciation

instruction. By recognizing articulation gymnastics as an essential component of early language education rather than a supplementary activity, schools can better support all children in developing the clear, confident speech that facilitates academic success and effective communication.

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РОЗВИТОК ДОСЛІДНИЦЬКИХ НАВИЧОК МОЛОДШИХ ШКОЛЯРІВ У РОБОТІ НАД ТЕКСТОМ

Актуальність дослідження розвитку дослідницьких навичок молодших школярів у роботі над текстом обумовлена сучасними тенденціями освіти, які передбачають формування не лише знань, а й умінь самостійно добувати, аналізувати та застосовувати інформацію. В умовах інформаційного суспільства, коли кількість знань швидко зростає, а технології стають невід'ємною частиною життя, здатність учнів здійснювати дослідницьку діяльність є ключовим чинником успішного навчання. Згідно з Державним стандартом початкової освіти (2018), одним із важливих завдань сучасної школи є розвиток критичного мислення та пізнавальної активності дітей. Робота над текстом у початковій школі є ефективним інструментом для формування цих навичок, оскільки вона розвиває умінь аналізувати, узагальнювати, порівнювати інформацію, робити висновки та формулювати власні судження. Крім того, дослідницька діяльність сприяє розвитку мовленнєвих і комунікативних компетентностей, що є основою успішного навчання та соціальної адаптації учнів.

Проблема розвитку дослідницьких навичок у молодших школярів набуває особливої значущості у контексті реалізації Концепції «Нова українська школа» (2016), яка передбачає формування компетент-