

Е.В. Галеева, старший преподаватель кафедры психологии и педагогики дошкольного образования
Восточно-Сибирская академия образования, Иркутск (Россия)

Ключевые слова: эмоциональные представления; вербализация; семантический, словообразовательный, ассоциативный компонент эмотивная лексика.

Аннотация: В статье рассматривается проблема вербализации эмоциональных представлений, имеющая большое значение для решения задач речевого общения дошкольника. Представлены результаты исследования вербального обозначения эмоций посредством эмотивной лексики у детей дошкольного возраста. Показаны качественные изменения в эмоциональных представлениях в результате работы по формированию обобщений вербальных представлений об эмоциях и их актуализации в речевой практике дошкольников.

At the present stage of development of integration processes in formation working out of questions of emotional features of speech represents theoretical and practical interest as in speech all shape of socialization of the person (A.V.Zaporozhets, G.M.Breslav, A.N.Leontev, J.Z. Neverovich aclearly comes to light).

The maintenance of emotional representations of the child depends on possession degree verbal designations of emotions, and transfer from is concrete-sensual understanding of an expression on level of its judgement is possible under condition of exact and full verbalization of emotional conditions (A. V.Zaporozhets, B.G.Ananev, Ja.Z.Neverovich, G.M Breslav). The verbal designation of emotions as structural about emotions defines a component of representations feature mastering by children by values of emotions, and also sensibleness and

generalizatio the given representations.

At a training stage us groups of problems dared: formation of emotional representations, interest to emotivnaja to lexicon; formation of semantic, word-formation, associative components of mastering l emotivnoj exicon; actualization ofver balre presentations.

The emotivnaja lexicon represents set of words for a designation and expression of emotional senses and is of great importance for the decision of problems of verbal dialogue of the preschool child. Following methods of work with children were used: communicatively-speech situations; examining of pictures and reproductions of the pictures causing various emotional conditions; drawing up of speech schemes-models; the analysis of stories of the teacher and commenting art and the literary works promoting development of the emotional

response to beauty of the surrounding nature by expressive means of an art word, to understanding emotivnaja lexicon. Tasks for formation of abilities to select synonyms to the isolated word were offered children. Children learned to explain a choice of words in a synonymic number.

For the decision of problems of formation of a semantic component of mastering emotional lexicon supervision in the nature, games with snow, water, didactic games, reading were spent with Verses N. Bromlej's «Snow», «the First snow» E. Trutnevoj, «It is snowing» M. Poznansky, reading of the story of V. Arhangelsky «Fly snowflakes-fuzzes». For an emotional spirit riddles about snow and snowflakes were offered children. Children answered questions of the teacher, such as: «Tell, how the earth looks in the winter, what snow happens? (White, cold, fluffy, sparkling, sparkling, silvery, crackling, soft); what are snowflakes able? (To fly, be turned, fall, thaw); when a lot of snow falls from the sky, it is called (Snowfall). The given mode of work has allowed children to isolate features of semantics of words, to explain the choice, promoted ability development to distinguish shades emotional lexicon.

To children showed knowledge of mechanisms of word-formation and ability them to use: in the different ways of word-formation (suffixal, prefixal), developed abilities to isolate word part, to comprehend them. For example, «As it is possible to tell about winter tenderly, angrily, with astonishment». Children came to a conclusion that it is necessary to express correctly the thoughts (different word forms demand certain registration).

The analysis of stories of the teacher has allowed through supervision over lexicon of children to allocate отыскивание exact selection of words in word-formation chains. A word-formation component represented to children by means of the suffix use - n - (sad, sad). The Most productive at formation differential this were bases of nouns fear, care, grief, pleasure, happiness. At word-formation chains started to be present to 10 derivatives. For example, «the sun joyful, happy, clear, light, lukewarm, Yellow, light, the sun»). Mastering of components the word-formation chains was promoted by conversations «That such snow?», «as animals winter», reading of a fragment from K.D. Ushinskogo's story «Leprosy of the mother-winter», didactic games «Where snowflakes», «the Broken words», puppet theater «Old man-lesovichok» in the winter. By means of the given texts and games children learned to include new words in a word-formation number.

For inclusion of the words formed by means of suffixes - and - in the verbal block questions of wood animals-dolls, such as were offered: «What mood happens at Zimushki-winter? How you think, what natural phenomena the winter expresses the rage? What natural phenomena the winter expresses the pleasure?».

The given products and games promoted formation of verbs общевозвратного values (to laugh, care, mourn, rejoice). The understanding of derivatives of the verbal block, different to that motivating function is carried out only by verbs was promoted by didactic games, such as «the Zoological lotto» - cards with images wild and pets and their actions were offered children. Game rules: to put nearby a picture only with the corresponding maintenance and to explain choice.

Ability to combine the part of speech with a certain set the grammatical values which makes an associative component of mastering эмотивной lexicon was promoted by conversations on literary works and the verbal games developed by us and poems «Winter! The peasant, triumphing ...» A.S. Pushkina, N.A. Nekrasova's «Frost-voevoda», the story of Snegovichka, «Zajka-ljuboznajka»). The analysis was made by means of models: a circle - a noun (answers a question what is it?), an oval - an adjective (what?), a square - a verb (that does?). The basic maintenance of stories has been replaced with the geometrical figures, allowing to track a combination part of speech values.

We induced children not only to name words, to select them to the scheme-model, but also to combine their sort, a case, number. It was paid attention to semantics of lexicon and

semantics of offers. For example, there is Zajka-ljuboznajka (doll), sad, the teacher pays attention of children to its mood and asks about the reason of its grief. Zajka-ljuboznajka answers that he very much loves spring when the sun brightly shines, on trees there are first green leaflets, and now winter. « Listen, as it is possible to tell about winter: gloomy, boring, fluffy, white, sticky, sweeps a blizzard, the earth is covered by a snow carpet and still for a long time to wait for winter ». The tutor asks how to encourage Zajku, to cheer it up. The pictures displaying arrival of spring are hung out. The model became a reference point for arts of speech values emotivnaja lexicon. Children make the story independently, preliminary discussing a choice of geometrical figures. The analysis of stories of the teacher and contemporaries has allowed children through supervision over speech to analyze ways of word-formation, to find exact selection of words, their combination.

Following employment have been directed on formation of generalisations of verbal representations about emotions. Children made demonstrative schemes, motivating a choice of parts of speech. For example, under the story «Life of animals in t E. V. he winter». For strengthening of motivation and fastening of available representations, children were offered to draw a plot presented to models. Children considered pictures, sketched them on representation, leaning against the received knowledge.

All it has provided presence at speech of children of explicit predicates of emotions from a derivative kategorialno-emotivnoj with semantics and имплицитных predicates of emotions with differentsialno-emotivnoj semantics.

Preschool children used words in which actually lexical value, corresponding emotional shades enter. In speech of children there was a lexicon with initial kategorialno-emotivnoj semantics: «a sad sad picture, a grass not bright, but faded), also эмотивы - express willows of type: « the merry fellow, the boor, slanting, the sluggish».

At the final stage the great attention was given to formation of generalisations of verbal representations about emotions and their actualisation. The inadequate answers testifying to misunderstanding of word meanings, it has not been fixed (at an ascertaining stage of such answers - 15 %). After the experimental Training the quantity preschool children (from 0 % to 65 %) which have shown ability to select figurative associations has increased. Children made demonstrative schemes, motivating a choice of parts of speech.

So, children characterized winter new words: «gloomy, boring, fluffy, white, sticky», «sweeps a blizzard», «the earth is covered by a snow carpet». Explicit predicates of emotions began to be present At speech of children from a derivative kategorialno-emotivnoj semantics («the sneer at лисички was to the hare», «the cockerel has told: ah, what care at me now!», «the grief has overcome the leveret») and имплицитные predicates of emotions with differentsialno-emotivnoj semantics («a sad, rustling breeze», «a joyful, celebratory meeting of spring», «sad winter snow»).

The analysis of the data has allowed to draw following conclusions about qualitative changes in emotional representations of children and features of their verbalization: children began to use different ways of generalization of emotional representations and a finding adequate эмотивных associations, i.e. their verbalization; (the description of situations in which it is possible воз-никновение emotions, feelings, moral qualities); there was an ability to make word-formation chains of epithets); - the word-formation potential of merge of representations has revealed; - the quantity of the answers showing adequate and extralinguistic reactions, knowledge of different ways of word-formation and ability them has raised to use.

THE LIST OF REFERENCES

1. Breslav G.M. Emotional features of formation of the person in the childhood: Norm and deviations. - M. 2001.
2. Zaporozhets A.V. Emotional development of the preschool child. - M. 1995.
3. Shahovsky V.I. Kategorizatsija of emotions in lexico-semantic system of language. - Voronezh. 2009.

Е.В. Галеева

ВЕРБАЛЬНОЕ ОБОЗНАЧЕНИЕ ЭМОЦИОНАЛЬНЫХ ПРЕДСТАВЛЕНИЙ...

VERBAL DESIGNATION OF EMOTIONAL REPRESENTATIONS AT PRESCHOOL CHILDRE

©2011

E.V. Galeeva, senior lecturer chairs «Psychology and pedagogic of preschool education»
East-Siberian Academy of Education (Russia)

Keywords: emotional representations; verbalization; a semantic, word-formation, associative component emotional lexicon.

Annotation: In article the problem of verbalization of the emotional representations, of great importance for the decision of problems of speech dialogue of the preschool child is considered. Results of research of a verbal designation of emotions by means of emotivnaja lexicon at children of preschool age are presented. Are shown qualitative change in emotional representations as a result of work on formation of generalizations of verbal representations about emotions and their actualization in speech practice of preschool children.