

Yulia Rudenko

The Organization of Self-Guided Activity of Future Nursery School Teachers on Developing the Speech Expressiveness

Setting the problem. Modern vector of professional growth of pedagogical faculties students, future teachers of pre-school educational establishments, is focused on “preparing the competitive human capital for high-tech and innovative development of the country, personal self-realization, supporting the needs of the society, the labor market and state for skilled workers” [5]. In accordance with modern educational requirements a significant place in the educational process of modern higher educational establishments is given to students’ self-guided work. According to the Article 26 of the “Law of Ukraine on Higher Education” the primary goal of higher education institution is “supporting the creative activity of the educational process participants, the formation of personality through the ability of independent thinking and self-organizing in modern conditions” [5]. Self-guided activity and self-guided work stands as a source of forming future nursery school teachers’

skills and habits of self-guided development of expressive speech at the classroom and extracurricular classes.

Analysis of publications on the topic of study. The issue of arranging self-guided activity in the system of higher education has been worked out in a number of studies (A.Aleksik, S.Arhanhelskiy, A.Ayurzanayn, N.Holub, M.Kniazian, O.Kopus, V.Liaudis, P.Pidkasystiy, M.Pentyliuk, M. Soldatenko, N.Sydorchuk, O.Savchenko, T.Symonenko etc.).

The article aims at justifying the expediency of organizing future nursery school teachers' self-guided activity to develop the expressiveness of their speech.

The main material research. Firstly, let's consider the essence of the concepts of «self-guiding», «self-guided activity», «self-guided work». The concept of «self-guiding» is interpreted as «one of the personality traits, characterized by two factors: first - the knowledge and skills held by the person, second - the attitude of the individual in the process of his activity, its results, conditions of realization» [3, s.297]. The scholars interpret self-guiding as «conscious validity of actions without anybody's assistance, the desire to act based on one's own beliefs» (S.Rubinshteyn); «Activity without instructions from outside» (A.Kodzhaspirov); «personal trait, expressed in the ability of thinking, analyzing the situation, developing one's own opinion, making decisions and acting on one's own initiative, regardless of other opinions and problems that do not relate to the outlined activity» (P.Pidkasystiy).

The problem of arranging students' self-guided work became the subject matter of a number of scholars' researches (L.Holovko, S.Zaskalet, I.Shevchenko, P.Pidkasystiy, T.Stepanov et al.). The term «self-guided activity» is defined by scholars as a «complex system of interaction between teacher, student and learning object, the main component of which is the students' self-guided work; active process of gradual transformation of an object into a subject of an activity, which takes place in certain circumstances and situations, provided it is needed.» [17, p.14]; «a form of cognitive activity: an initiative position of one's own opinion appearing opinions, and contains in its structure a self-guided work» [1, p 10]; «a complex system of relationships of the students, educator and the subject of study in the process of knowledge obtaining, skills and habits mastering, control and self-control over the training activity performed with different degree of self-guiding ... (N.Kachalov, S.Shatilov) [9, p.3]; and provides «self-determination, self-motivation, self-programming of students' cognitive activity» [6, p 7].

According to scholars (T.Stepanova, I.Shevchenko), self-guided activity is possible in case a subject has got specific knowledge and skills. Among them are the following: the ability of organizing their activity; performing self-control; making adjustments into their self-guided activity; analyzing its results; comparing the results achieved with the goal and defining the ways of further work [17]. A compulsory prerequisite of self-guided work is student's self-sufficiency. It is self-sufficiency that, in scholars' opinion (T.Stepanova, I.Shevchenko), enables self-guided self-educational activity.

The terms "self-guided activity» and «self-guided work» are often considered by scholars to be the same. Thus V.Chayka understands self-guided work as «any individual's activity on achieving the goal goals without a direct participation of the supervisor, any kind of which is related to the self-guided work» [20].

Self-guided work is considered mainly as a component of self-guided educational activity «...at first: the highest level of training activity, the fundamental of higher education;... extracurricular work of students, self-guided work with literature performed out of the timetable of classes of the main educational establishment; secondly: systematic, planned, purposeful work of a student carried out by him during classroom, core classes...which involves taking notes of lectures, seminars, practical or laboratory classes, participating in discussion of some issues ... «[2, p. 279]; «a means of organizing and managing students' self-guided activities in the training process, which involves a step-by-step mastering, repetition, consolidation and application of learning material» [16]; «complex pedagogical phenomenon, a special form of training activity aimed at developing students' self-sufficiency and acquiring the body of knowledge, skills, habits, which takes place on condition of the implementation of appropriate system of all kinds of classes organization" [4]; «a form of individual work, the basis of which is learning tasks with different levels of difficulty, which are done at the classroom and extracurricular classes to acquire an appropriate amount of knowledge, skills and habits of organizing and realizing their self-guide activity without external guidance and assistance, making adjustments, holding self-control and self-evaluation in the process of doing the tasks, and, most of all, to form such character's trait as subject's self-sufficiency» [17]; «a specific type of learning activity, whose main goal is to develop the learner's self-sufficiency, to form his abilities, knowledge and skills indirectly through the content and methods of all types of classes» [7, P. 14-15.]

«student's learning activity which is planned, performed according to the task under teacher's methodical guidance and supervision, but without his direct involvement. [11 S.309]; «teaching method that extends and deepens the knowledge obtained in the classroom, ... develops creativity, independence, confidence» [12, p. 35]; «a form of expressing a certain way of subject's activity, aimed at performing an appropriate teaching task... to obtain a new, previously unknown to him knowledge, regulating and strengthening already acquired knowledge [14].

Self-guided work is defined as a form of activity that requires students to have certain qualities represented by the objectives of their individuality, professionally significant psychic and physiological characteristics and qualities development (Yu.M. Atamanchuk); an independent search for information, its transformation, gaining knowledge system and its application for solving a number of professional tasks (S. I. Arhahelsky); self-guided work is essential condition of student's self-organization and self-discipline in mastering the techniques of professional activity, cognition and behavior; it serves as an important tool of teaching supervision over student's self-guided cognitive and scientific activity in the learning process [18 s.269-277]. The implementation of self-study, according to the research of I.Trubnik shows that future teachers develop creativity, their academic work becomes more systematic, thereby increasing the effectiveness of their training, motivational, practical competences are formed. Self-guided work creates favorable conditions for pedagogical stimulation of studying, strengthening the role of self-esteem, business relationships between educators and students [19, C.70-74].

Self-guided work as an activity is «a form of social life, a process that implements the development of skills and socialization of individuals, transfer to them compiled by mankind knowledge, skills and habits for the purpose of supporting them for the sake of improving and harmonizing the society» [8, s.237]. The aim of self-guided work by O. A. Kopus is «full mastering of the curriculum and progressive development of students' self-sufficiency as a character trait, that plays a significant role in generating modern specialist with the highest qualification» [8, s.236]. Self-guided work, according to the scholar, provides «readiness for research activity and correlates with creativity and is formed in the process of active intellectual activity of future specialists) [8, s.239].

N. B. Holub in the system of SSW (students' self-guided work) on rhetoric distinguishes the following components: conceptual, content-

based, organizational and technological. Conceptual component (definition of objectives, approaches to the organization of SSW, the formulation of the activity motive and the result prediction); content-based component involves determining the structure of the study content, the means of optimization of the process of self-guided activity, teaching principles; organizational one involves making the rules of academic work to provide the efficiency and effectiveness of SSW; technological component contains in its structure an arsenal of necessary forms and methods for SSW implementation; evaluation of students' achievement levels; analysis of the dynamics of the student professional growth; monitoring of levels of students' creative activity [2, s.278].

S. P. Skurativ'ska classifies self-guided according to the following criteria: the nature of supervising leadership and the way of conducting control (classroom, collective); the level of obligatoriness (compulsory, recommended and initiated); the level of creativity manifestation (reproductive, reconstructive, heuristic, research), etc. [16].

The study of scientific definitions of «self-guided work» and «self-guided activity» enables to suggest our own definition of the outlined terms. The term «self-guided activity on developing future nursery school teachers' expressive speech» is defined as a complex multicomponent interaction of an educator and students (classroom and extracurricular) that provides, at first: an active process of students' self-organization, self-motivation, self-development, self-improvement, self-esteem of their own speech activities of various kinds; secondly: the organization of various types of speech activity, in the process of which the expressiveness of speech is developed.

Theoretical course provides equipping future educators with theoretical knowledge of the theory of speech activity. The practical one involves the implementation of individual teaching and research tasks, participation in communication trainings, language games, holding press conferences, etc. The methodical course involves creative application of acquired knowledge, skills and habits in future professional and speech activity. The structure of self-guided activity is represented in Scheme 1.

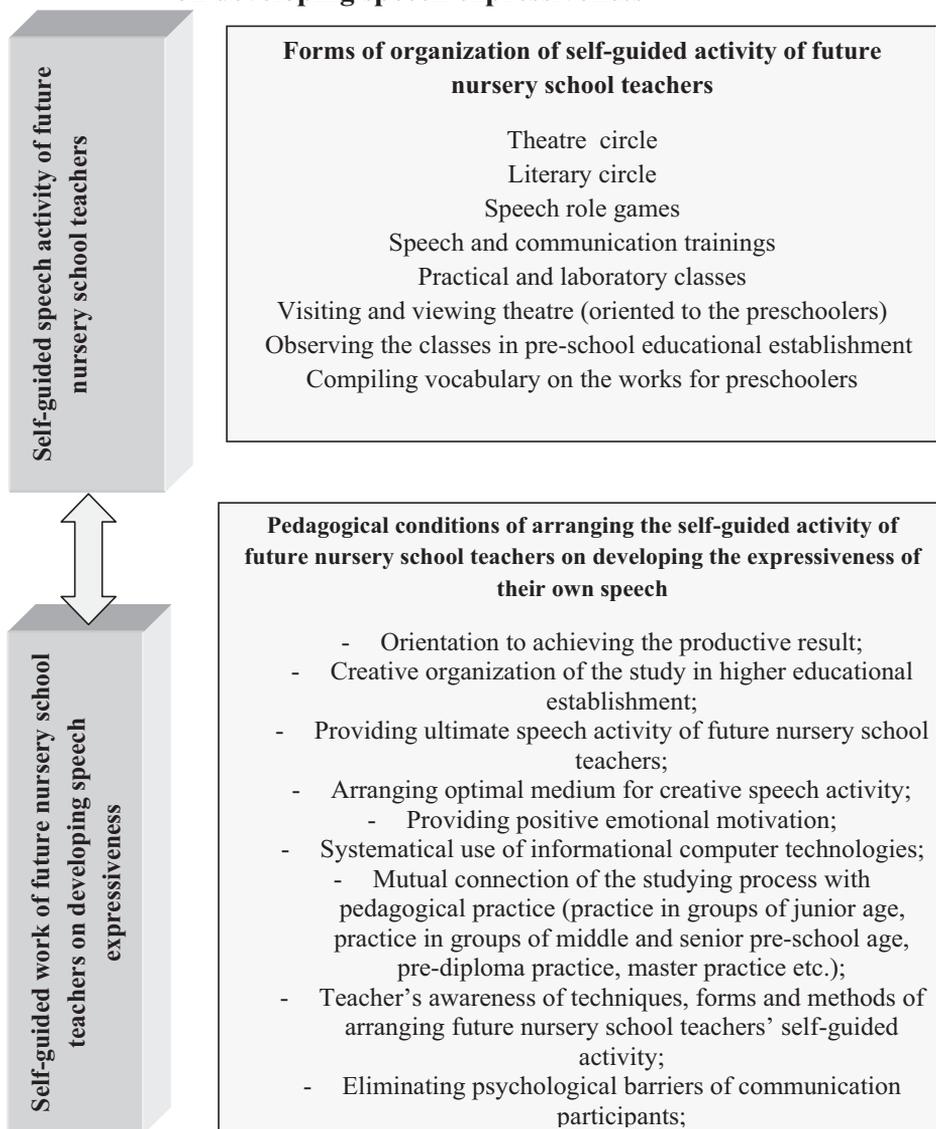
We give some examples of self-guided tasks for students to practical classroom lessons and multilevel tasks for self-guided activity of future nursery school teachers designed for classroom and extracurricular work.

Special course "Methods of expressivening the speech of the future nursery school"

Scheme 1.

Organization of self-guided activity of future nursery school teachers on developing speech expressiveness

Organization of self-guided activity of future nursery school teachers on developing speech expressiveness



Lecture Theme: Improving the techniques of teacher-logopedist and practical psychologist speech

Basic terms of the lecture: the essence of the term of «the technique of nursery school teacher's speech». Voice. Criteria for evaluating the voice: intensiveness. Height. Range. Anatomical and physiological characteristics of the voice. The timbre of the voice (spontaneous, creative). Pedagogical voice. The qualities of professional pedagogical voice. Euphony, adaptability, suggestibility, fluency, noise-resistance, volume, stability and endurance. Training the future educators' voice. Phonological means of speech. Development of speech hearing. Speech hearing. Physical. Phonemic.

Tasks for classroom self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Prepare a speech for parents meeting (the subject is optional). Preparing the speech tips what concerns proper breathing, basic hygiene requirements to the voice should be considered.

2. Prepare for holding the pedagogical conference on the topic «Anatomical and physiological characteristics of children's voices. The methods of works with children's voices». Students prepare mini performances - reports for 3-4 minutes, about the features of children's voices and make their speeches. Organizing committee pays attention to the best reports. After the report the students are asked questions to clarify main unclear points.

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

Practical class

Theme: Improving the technique of teacher-logopedist speech.

Aim: to explain the types of breath and the rules of doing exercises on the development of breathing exercises, to automate doing the tasks

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

1. Compile the vocabulary of figurative words based on the professionally-oriented texts (small folklore genres and text stories, stories for preschool children, phraseological units). Compiling the vocabulary students should use the indicative list of programs on teaching and educating children in pre-school: «Oberig», a program on developing children from the prenatal period to three years old (scient.supervisor A. Bogush); «Ensured start», a program on developing children of senior pre-school age (collective author: O. Andriyetti et al.); «Child», a program of

educating and teaching children of 2-7 years old (sciences. supervisor. O. Proskura); «The child in the preschool years,» education program (scient. supervisor K. Krutiy); «Ukrainian preschool», a program on developing of a pre-school child (collective author: O. Bilan et al.); «Sunflower», a complex program of development, training and education of preschool children (auth. L.Kaluska); «I am in the world» (new version), the program of development the pre-school child (scient.supervisor O. Kononko); (Letter of Ministry of education and Science of Ukraine, 27.06.2014 № 1 / 9-341).

2. Do tasks to train inhalation and exhalation. The results should be noted in the diary. The tasks are designed for 18 weeks.

Exercise “Training of deep exhalation”

The procedure: sit up straight, feet on the floor, put your hands onto your knees. Make a deep breath. Breathe out on the sound “s”, “z” or “sh”. The results of exhalation duration should be noted in the working diary.

Diary
in doing breathing exercises
student of _____ year, _____ group
student’s last name, second name, first name

Date	Inhalation (per sec.)	Exhalation (per sec.)	Time	Notes
1.09.2014	13 hours 33min 0 sec	13 hours 33 min 22sec		

Instructions: students put down their data after each exercise. The exercise is repeated 10-20 times every day without a break for half an hour or in an hour and half after eating.

Exercise “Training of deep inhalation”

The procedure: take a deep breath, and exhale counting to 10, each time changing the final number. For example: one, two, three, four, five, six, seven, eight, nine, ten; one, two, three, four, five, six, seven, eight, nine, twenty; one, two, three, four, five, six, seven, eight, nine, thirty, and so on. The results of the duration of inhalation are written down into the diary.

3. Memorize 20 tongue twisters for each sound. Prepare to present them to an audience.

4. Compose 20 monophones (the letter is optional). Monophone is a coherent text, consisting of 5- 6 sentences in which all words start with the same letter.

The course "Methods of introducing Ukrainian ethnology in pre-school educational establishment"

Theme: Methods of introducing small genres of Ukrainian folklore

Tasks for classroom self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. To prepare the content of 3 lessons on introducing small folklore genres (optional) for each age group. 3 scenarios of lessons (junior, intermediate, senior group). Be ready to hold them in the classroom.

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

1. Write down the sayings on the theme of "politeness, courtesy," "Work-laziness", "The truth - lies", available for children of pre-school age.

2. Find 20 tongue twisters for each sound for preschoolers (e-card file).

3. Find tongue twisters and for children of different age groups (e-card file).

Theme: Methods of introducing Ukrainian folk tale

Tasks for extracurricular self-guided activity on developing the expressiveness of future nursery school teachers' speech

Write out 30 fabulous set-outs and endings (electronic version)

Prepare 3 plans of classes on introducing the tale to children of different age groups. Be ready to hold them.

Work out scenarios for children's holidays: «Visiting Tales», «Fairy Quiz» for children of senior group. Hold it.

Compile the vocabulary of expressive words based on the content of recommended by programs texts of tales.

Theme: Methods of introducing to children Ukrainian folk song

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find texts of lullabies for children of preschool age (electronic version). At least 30 texts.

2. Compile the vocabulary of unknown to preschoolers words of Ukrainian ritual songs with their interpretation. (electronic version).

3. Prepare a selection of works of Ukrainian composers and composers of Odessa for preschoolers (electronic version). Required elements: data about the composer, titles of the works, texts, notes.

Theme: Methods of introducing to children national Ukrainian art

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find paintings of Ukrainian artists according to the programs of teaching and education in pre-school establishment recommended by Ministry of Education of Ukraine for 2014 by current programs of teaching and education in preschools for academic year 2014 (electronic version).

2. Prepare plans of classes on introducing the paintings of Ukrainian artists to children of different age groups. Be ready to hold them.

The Course "Methods of organizing art and speech activity of children in pre-school educational establishments"

Theme: Subject and tasks of the course "Methods of organizing art and speech activity of children in pre-school educational establishments"

Methods of organizing art and speech activity of children as a science. The subject, object, content, tasks of methods of organizing art and speech activity as a teaching discipline. Intersubject links of methods with other professional methods and methods of children's literature, pedagogy and psychology. Methods of scientific research in methods of organizing art and speech activity of children. The content of diagnostic methods of detecting the levels of art and speech activity formedness. Basic terms: art and speech activity, subject, object, tasks, methods, methods, diagnostics.

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

Make questionnaires for parents and educators on topics: "The formation diamonological competence of preschool children in the process of acquaintance with artistic works"; "Development of verbal creativity of senior preschoolers in playing activity"; "Development of the speech of children of middle pre-school age"; "Development of figurative speech of senior preschoolers in fine-speech activity"; "Enriching the vocabulary of senior preschoolers with expressive words by means of Ukrainian folk tale"; "Formation of expressive and emotional competence of preschool children in the process of art and speech activity"; "The development of expressive speech of senior preschool children by means of poetic works of M. Pidhirianka."

Lecture Theme: Methods of organizing art and speech activity of children in pre-school educational establishments

Tasks for extracurricular self-guided activity on developing of the expressiveness of future nursery school teachers' speech

1. Find proverbs and sayings to introduce preschoolers of different

age groups on themes: «Nature», «Human economic activity», «Human relationships», «Human drawbacks and faults» proverbs on moral and other topics.

2. Find texts of puzzles for all age groups (descriptive, negative, comparable) folk and literary.

3. Find texts of lullabies for children.

4. Find entertaining texts for young children.

5. Find texts of tongue twisters (tongue-twisters for developing articulation, tongue-twisters-puzzles, funny tongue-twisters).

6. Find rhymes

7. Find texts of Ukrainian folk tales and divide them into groups: «About Animals», «Social and everyday», «Fairy», «Cumulative» «Annoying.»

8. Prepare plans for classes: Introduction of the small folklore works; the summarizing conversation «My favorite fairy tale»; The story of Ukrainian folk tale (age group and tale are optional); Didactic fantastic game on the content of the tale; the plan of conversation on the content of tale illustrations (fabulous illustrations make yourself)

9. Plan of the lesson on introduction the national Ukrainian writer

10. Plan of the lesson on introduction Ukrainian poet

11. Plan of collective conversation on moral and ethic topic. The topic is optional

12. Prepare a computer presentation about Ukrainian artist-illustrator

13. Plan of the lesson on introduction poetic works (age group for your choice)

14. Find works for children of humorous and entertaining orientation for children.

Conclusions. Self-guided activity of future nursery school teachers on developing the expressiveness of their own speech is a necessary condition in lingual education of pedagogical students.

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Abstracts

ЮЛІЯ РУДЕНКО. Організація самоскеровуючої діяльності майбутніх вчителів ясел з розвитку виразності мовлення.

Статтю присвячено розгляду питань організації самостійної діяльності з розвитку виразності мовлення майбутніх вихователів дошкільних навчальних закладів. Автор розглядає сутність понять «самостійна діяльність», «самостійна робота», «самостійна діяльність майбутніх вихователів дошкільних навчальних закладів з виразності власного мовлення». У статті подано матеріали для організації самостійної діяльності студентів з виразності мовлення під час аудиторних та позааудиторних годин.

Ключові слова: самостійна діяльність майбутніх вихователів дошкільних навчальних закладів з розвитку виразності власного мовлення, самостійна робота, самостійність, самостійна діяльність.

JULIA RUDENKO. Organizacja samoukierunkowanej działalności przyszłych opiekunów dziecięcych w żłobku w zakresie rozwoju wyrażności mowy. Artykuł poświęcono organizacji pracy samodzielnej studentów w celu rozwoju wymowy przyszłych wychowawców przedszkoli. Zdefiniowano pojęcia «działalność samodzielna», «praca samodzielna», «działalność samodzielna przyszłych wychowawców przedszkoli w zakresie polepszenia własnej wymowy». W artykule przedstawiono materiały dla organizacji samodzielnej pracy studentów w celu rozwoju wymowy w ramach zajęć dydaktycznych i poza nimi.

Słowa kluczowe: samodzielność, działalność samodzielna, praca samodzielna, wychowawcy przedszkoli.

ЮЛИЯ РУДЕНКО. Организация самоуправления деятельности будущих учителей яслей по развитию выразительности речи. Статья посвящена рассмотрению вопросов организации самостоятельной деятельности по развитию выразительности речи будущих воспитателей дошкольных учебных заведений. Автор рассматривает сущность понятий «самостоятельная деятельность», «самостоятельная работа», «самостоятельная деятельность будущих воспитателей дошкольных учебных заведений по развитию выразительности собственной речи». В статье предложен материал для организации самостоятельной деятельности студентов по развитию выразительности речи во время аудиторных и внеаудиторных часов.

Ключевые слова: самостоятельность, самостоятельная деятельность, самостоятельная работа, самостоятельная деятельность будущих воспитателей дошкольных учебных заведений по развитию выразительности собственной речи.

YULIA RUDENKO. The organization of self-guided activity of future nursery school teachers on developing the speech expressiveness. The article considers the issues of organization in independent activity on the development of expressive speech future tutors of preschool educational institutions. The author considers the essence of the concepts of «self-employment», «independent work», «self-activity of future teachers in preschool educational institutions to develop their own expressive speech.» In the article the material organization of independent activity of students in the development of expressive speech during classroom and extracurricular hours is offered.

Key words: autonomy, self-employment, independent work, self-employment of the future tutors of preschool educational institutions to develop their own expressive speech.