

METHODS OF FORMATION OF COMMUNICATION IN THE DEVELOPMENT OF CHILDREN'S SPEECH

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ABSTRACT

This article discusses the pedagogical features of the process of speech development in preschool children, methods of developing communication activities in children. For modern and full development of speech, interaction with the people around is based on the need to enrich the structure of the child's need for communication.

Keywords: speech, cooperation, upbringing, language signs, education, preschool children, labor process, game activities.

INTRODUCTION

Speech development in preschool children is a complex psychological process that is not just about imitating the speech a child hears. This process is associated with the development of communication activities in children in general and, above all, the need for communication.

The child's focus on new aspects of existence: the transition from practical activities to the study of the world, and then people, their relationships, creates the need for new means of communication that serve new goals. Expanding a child's vocabulary allows him or her to master a broader and more diverse expression of his or her own experiences.

MATERIALS AND METHODS

For modern and full development of speech, interaction with the people around should enrich the structure of the child's need for communication. The reason why children master speech is that the basis of their communication activities is need-motivation and its structure has changed. In the verbal stage, the child develops slurred speech. The main significance of the period to this stage is that within it the necessary conditions for the transition to the next stage - the stage of the emergence of active speech. In the second stage of a child's active speech acquisition, three main aspects emerge: emotional relationships; relations during joint activity (cooperation); sound relationship.

Every aspect of a child's communication with adults under consideration helps him or her accept the communicative task that is placed before him or her and requires the use of the word as a conditionally accepted means of mutual understanding in society. In addition, each aspect of the communicative factor under consideration, to one degree or another, helps children to solve a communicative task, that is, to use speech. In the third stage of speech development, its matter (vocabulary and grammar) becomes integral to the child's need for communication with adults and its composition, changing the function of communication. This leads to the child mastering new, more complex and comprehensive aspects of speech.

The fact that speech plays a crucial role in the spiritual formation of a child further increases the importance of the conditions and factors that contribute to his development at different stages. The question of the driving forces of speech development is also of particular importance because of their rapid and sudden realization. Identifying the forces that stimulate or slow down children's speech development is the key to organizing pedagogical efforts with a clear goal in mind in this process.

A. M. Borodich writes, "Indeed, language and thought do not live without each other. Although language and thought cannot live without each other, they do not represent the same phenomenon in themselves. Thinking is the end of an objective being, and language is a means of conveying and reinforcing thought to others. Words and concepts interact in a dialogical way". It is known that the development of speech in preschool adults is carried out in various types of activities: in the lessons of acquaintance with natural objects; in literacy teaching; in play activities; in the performance of various tasks in the process of socially useful labor. However, A.M.Borodich, F.A.Soxin, E.I.Tixeeva, O.S. Ushakova, A.P.Usova, A.P.Fedorenko and other researchers have shown, it is expedient in all respects that speech development should be carried out in specially planned and organized classes. However, in order to achieve the best results in the organization of training, it is necessary to comply with the following requirements: to plan the training taking into account their purpose, content and duration; clearly define the independent activities of children in the lessons of solving analytical-synthetic speech problems, establish connections between subjects, distinguish similarities; clear definition of the content, time and method of training to address specific issues of an educational nature; to arouse children's interest in speech formation lessons; follow consistency between scheduled sessions.

It is well known that the tradition of using symbols in speech is not controlled by anyone. It is necessary to remember and use the emerging tradition. Researchers L.P.Fedorenko and G.A. Fomicheva puts forward a methodologically important idea: "Teaching a child to speak," they write, "makes it easier for him to understand the meaning of language matter (training of speech organs), language signs, lexical and grammatical signs (training of intellect), lexical and grammatical signs (training in respect and emotion) means to teach the expression of appreciation of being, to help make it easier to remember literary norms "

While agreeing with a reasonable approach to speech acquisition by the child, it is important to pay attention to how the child can be exercised, often using the terms "help", "exercise" and so on. In order to prepare a child for a successful education in school, it is necessary to create appropriate conditions for him to master all the riches of the native language.

One of the main tasks of kindergarten is to form their correct oral speech as a result of children mastering the literary language of their people. This general task consists of the following special tasks: cultivating the sound culture of speech, enriching, strengthening and activating vocabulary, improving grammatical correctness of speech, forming oral (dialogic) speech, developing fluent speech, cultivating interest in artistic speech, preparing for literacy.

Children's speech development should be based on an appropriate program. This program defines the scope of knowledge about the environment and the volume of vocabulary, speech skills and abilities that should be formed in children at each age, and should include the development of certain personality traits (initiative, politeness, greeting, moderation).

The speech development program is built on a scientific basis, with all its content aimed at the comprehensive development of the child's personality.

Speech development programs take place in forms of child activity such as learning, play, work, and everyday life.

In the context of community upbringing, education is the leading means of shaping a child's speech.

Native language teaching is a process of developing children's cognitive abilities with a planned, clear goal, mastering the simplest knowledge about the environment and the relevant vocabulary, forming speech skills and abilities. The main form of teaching preschool children is lessons.

The following types of classes can be distinguished for didactic purposes:

- Lessons on the introduction of new material;
- Training to strengthen knowledge, skills and abilities;
- Lessons on generalization and systematization of knowledge;
- Final training or accounting (control) training.

Classes on teaching children their native language should be conducted in each group, taking into account the age of the children and the level of speech development of each child. Because the content of knowledge, their composition, the choice of methods and techniques, the number of sessions per week, the duration of each session will depend on it.

It is recommended to conduct speech development lessons for children from 1 to 3 years of age in the form of didactic games, fun games, performances. They should be not only entertaining, but of course educational.

Speech development in children aged 3 to 5 years should be emotional in nature. This requires the widespread use of visual aids, game methods and didactic games.

Speech development classes for children ages 5 to 7 have a specific function - that is, it involves preparing children for school.

In addition to speaking tasks, the teacher also develops the ability to organize learning activities (attention, listening to the teacher's task, understanding and clear execution, the ability to think in front of a group of children, simple assessment of peer responses, etc.).

With the right education, by the age of seven, a child can master oral speech and be able to communicate freely with adult relatives and peers; expresses an opinion by taking initiative in dialogue, is able to attract the attention of the interlocutor, to respond to him with words,

actions and non-verbal methods; can express his / her ideas in the form of complete and incomplete simple sentences, short texts;

- Become interested in telling familiar fairy tales, telling the content of cartoons, books and fabricating any story;
- Uses different parts of speech, metaphors, comparisons and synonyms in expressions;
- Begins to react critically to speech, strives to speak grammatically correct, as a result of which word weaving ceases, the number of agrammatisms decreases; correctly pronounces all sounds in the native language.

Many of the speech communication and skills in children are formed outside of the classroom. In kindergarten, children interact with adults (teachers, nurses, educator assistants, etc.) in a variety of activities.

In the process of labor - in household, manual and agricultural labor, children's vocabulary is enriched, identified and activated.

During play activities, the educator forms independent speech activities in them. In children, vocabulary, knowledge gained in the lessons is strengthened and activated. The participation of the teacher in the games helps to enrich the vocabulary, to foster a culture of verbal communication.

In the process of organizing construction games, the educator identifies and activates a large group of words (determining the quality, quantity, size and location of objects in space, etc.) that are difficult for children.

Textual, moving musical games, staging games help to form the expressiveness of the child's speech, correct speed, breathing, practice good diction. In the course of many games, children become acquainted with artistic texts, memorize them, and begin to use them independently.

With the help of didactic games, children's knowledge of the environment is strengthened, vocabulary is strengthened, clarified and activated. Didactic games are used to practice speaking skills and abilities (phrase formation, word change, story weaving, etc.).

Domestic activities create enormous opportunities for a child to interact with adults. In order for domestic activity to serve as a means of speech development, the educator must manage it. In the process of properly organized household activities (food, clothing, gymnastics, travel, etc.), that is, if the teacher, especially in small groups, explains in detail the names of household items, their parts, quality, features, purpose, use them if he raises and interprets it, asks children questions, teaches them to use everyday vocabulary, the children's vocabulary will be enriched. If the educator uses metaphors, comparisons, synonyms, folklore (proverbs, sayings, short poems) in his speech, his speech will be calm and expressive.

Children's fiction serves as a powerful tool for children's all-round development, which has a tremendous impact on the development and enrichment of children's speech.

Children's books in poetic images reveal and explain to the child the life of society and nature, the world of human emotions and relationships. Artistic speech enriches the child's speech, makes it figurative, expressive, helps the mother to understand the beauty of speech. In addition to the artistic word, fine arts, celebrations, and performances are used as an important means of speech development in kindergarten. Their value is that it creates positive emotions, which in turn affects the level of language acquisition. A sense of joy, excitement, a state of

uplift, anticipation of something unusual increases children's receptivity, enhances material memory, affects children's expressiveness of speech. When looking at pictures, works of applied art, children ask a lot of questions, rush to share their impressions with others.

Children interact with their teachers throughout the day - in classes, games, household and work activities. The opportunities for the development of a speech environment in a spontaneous kindergarten will depend entirely on the quality of the educator's speech.

Having exemplary speech is the level of professional training of an educator. Therefore, worrying about improving one's speech is the moral and social duty of a future educator. He must perfect all his speaking skills and pass it on to future children.

By imitating others, preschoolers not only learn the secrets of correct pronunciation, word usage, and sentence construction, but also the speech imperfections that adults encounter.

CONCLUSIONS

Meaningful communication of the educator with children and children with each other, a favorable language environment that stimulates children's development, the use of appropriate methods - the key to the success of speech development in kindergarten. Methodological principles of speech development in the native language in kindergarten are: - The principle of interdependence of mental and speech development; - The principle of developing speech as a whole structure; - The principle of taking into account the individual characteristics of speech development; - The principle of ensuring active speech practice of children; - The principle of a practical and practical approach to speech development; - The principle of providing a positive and emotional environment for communication.

Speech development in preschool children is a complex psychological process that involves not only imitating the speech the child hears, but also the development of communication activities in the child and the need for communication.

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