

DEVELOPMENT OF FLUENT SPEECH

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ABSTRACT

This article discusses the concept of speech and fluency and the tasks of its development.

Keywords: Fluent speech, dialog communication, interaction, interpersonal, intra-individual, universal. acoustic and articulatory aspect, imitation method.

INTRODUCTION

Fluent speech is a broad idea of content that allows people to communicate and understand each other. Fluency cannot be separated from the world of thoughts: fluency is the fluency of thoughts, which reflects the child's ability to think logically, reflect on what he perceives and express them correctly. Formation of fluent speech, changing its function is a consequence of the child's activity, which is becoming more complicated, and it depends on the conditions of the child's communication with others, the form of communication. At preschool age, it is formed in the process of communication and education. The formation of fluent speech occurs gradually from an early age. In the first seven years of children's life, it is necessary to pay special attention to the emergence and development of speech as a means of communication with the people around them.

The language is a unique treasure of the nation and has always been expressed orally and in writing. A rich, bright, entertaining speech, regardless of who is speaking, is considered a light. The noble possibilities of the language are revealed in the process of speaking through speech. If there is no speech, the limitless possibilities of the language will not be revealed. Sultan of words and ghazals A. Novoiy interprets the relationship between language and speech in this way. "Language is a tool of speech with so much honor. If the speech turns out to be unpleasant, it is in the interest of the language."

So. No matter how good the language is, it serves as a tool for speech. His strength and power are manifested in the process of speech.

If language is an arrow, speech is a bow. The power of the arrow depends on the power of the bow.

It is known that language is the highest and main tool of human mind and activity. Because it is not language that separates man from other creatures?! Therefore, the highest products of human mental activity, the fruits of thinking, are realized through language and speech. Language is a powerful weapon that is a means of applying the product of thought to life.

The task of speech reflects the stage of its real development process in ontogeny, each of which has its own characteristics:

Task 1 is a means of communication between individuals. In this case, speech comes out as oral speech - monologue, dialogue, conversation of several people.

2nd task - internal individual - where speech raises many mental processes (thinking, attention, memory, imagination, etc.) to the level of clear awareness and allows the individual to regulate and control mental processes serves as a means of their implementation.

The 3rd task - universal - in this place, speech allows an individual to receive information from the treasury of universal social and historical experience. In this case, it is written speech materialized in graphic symbols and signs.

The essence of fluent speech. Regarding children of preschool age, it is necessary to consider two forms of speech - dialogic and monologic forms. Dialogue is characterized by the exchange of opinions of two or more speakers on a topic related to a situation.

In the dialogue, all types of syntactically simple expressions, exclamations (please, demand), and interrogative sentences are shown using prepositions. Language tools are strengthened by gestures and facial expressions. The teacher should create such a situation where children can create a dialogue using various language tools - asking, answering, explaining, begging, biting, etc. let him face the necessity. For this purpose, it is necessary to use the conversation on various topics related to the child's life in the family, in the preschool educational institution, his relations with friends and adults, his interests and impressions.

It is in dialogue that the ability to listen to the interlocutor, ask questions, and answer based on the content develops. The mentioned qualifications and skills are also necessary for the development of monologic speech. Cooperative activities are important to establish a dialogue with peers. This activity is formed gradually. At first, children interpret the happenings and act nearby. In this situation, speech is stimulated by the presence of a peer child and the opportunity to talk with him, and he performs the function of planning and organizing his activities, as well as establishing social communication. Communication between children is mainly practical. The dialogue is often carried out in such a way that the child responds to the partner's short bites with actions or expresses his attitude to the happening event using non-verbal means. Various types of speech tasks can be involved in such games as the basis of knowledge, for example: choosing words with a given sound, classifying acoustically and articulatory sounds close to each other, classifying generic names, telling a story together based on a series of pictures etc.

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