



EFFECTIVE METHODS OF DEVELOPING CHILDREN'S SPEECH

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Annotation

A child's speech is one of the indicators of his intellectual development. The better the child speaks, the more clearly, he expresses his desires, needs and emotions, the easier it is for parents to respond to his requests. However, in recent years, more and more children have speech disorders: they speak indistinctly, with errors, rearrange or swallow letters and syllables. Speech is one of the first activities that a person masters in ontogenesis. It is the leading means of communication. Preschool childhood recognized sensitive period for speech development in general.

Keywords: extra-situational communication, pedagogical methods, language environment, children's speech motivation, motivation.

Introduction

The need to communicate with others determines the appearance of speech. The formation of social ties, the process of cognition, the appropriation of spiritual and material values occurs in the process of verbal communication. Through communication with an adult, the child receives patterns of dialogue. It is in the process of communicating with an adult that a preschooler learns extra-situational communication, begins to talk about objects that are not in his field of vision.

Communication with peers This is the most important indicator of the formation of communicative ability. In the formation of communicative ability, at least two links develop - mastery of the language (formation of language ability, "sign-meaning", semantics and syntax) and the ability to use the language for the purposes of communication in a variety of communicative situations. The use of language for communicative purposes involves the ability to build a detailed text and establish interactive interaction, including the ability to start a conversation, keep up the conversation, if necessary, change the subject, build a dialogue in such a way as to interest the interlocutor. The process of mastering native speech is a natural process of development, improvement of the speech-creative system of the organism of an individual.





The development of speech is purposeful and consistent pedagogical work (teachers in a preschool institution or parents at home), involving the use of a set of special pedagogical methods and means, as well as the child's own speech exercises. We call the pattern of language comprehension the dependence of the intensity of the formation of speech skills on the developing potential of the language environment - natural (in home schooling) or artificial, that is, the language environment deliberately prepared by methodological means (in preschool institutions).

The relevance and relevance of the problems of speech development are determined by the real needs of domestic preschool education and existing contradictions: on the one hand, speech development has significant potential in the field of general development of preschoolers, on the other hand, this potential has not been realized due to the lack of development of modern methods of education and upbringing of preschoolers in pedagogical science. Most children attend pre-school educational institutions, which involve not only looking after children, but also their full and versatile development, primarily speech.

The staff of the children's educational institution should create the most favorable conditions for the full-fledged speech development of children. In this regard, all educational activities, like any other, should be aimed at enriching the vocabulary of children, improving its grammatical correctness and, as a result, the formation of a competent and monologue and dialogic speech. In the theory and practice of pedagogy, there are many interpretations and definitions of the concept of "condition" in general and "pedagogical conditions" in particular. In the explanatory dictionary of the Uzbek language, "condition" is defined as the environment in which something happens, something is carried out; a circumstance on which something depends. As a philosophical category, the term "condition" expresses the relation of an object to the phenomena surrounding it, without which it cannot exist.

Myself the object appears as something conditioned, and the conditions as the variety of the objective world relatively external to the object. Unlike the cause that directly generates this or that phenomenon or process, the condition constitutes the environment, the environment in which the latter arise, exist and develop. We consider pedagogical conditions as a set of measures of the educational process that ensure the transition of the speech development of preschoolers to a higher level. From fourth point of view, pedagogical conditions constitute the environment in which the speech development of preschoolers is formed, exists and develops, therefore, it becomes necessary to create favorable conditions to ensure the designated educational process at the first educational level. For the speech





development of preschoolers, the first and very important condition is the creation of a subject-developing speech environment.

Under the speech subject-developing environment, we understand in a special way an organized subject environment that affects the development of all aspects of the child's speech. A properly organized speech environment carries the effect of an educational impact aimed at forming an active cognitive attitude both to the world around and to the system of the native language and speech. Its influence on the development and education of preschoolers is multifaceted. Any center in the group should be multifunctional: be easily transformable, take into account the age of children.

The speech environment should contribute to the clarification, expansion and concretization of speech representations. Properly organized subject-developing the environment gives the child a sense of comfort, security, helps the development of his personality, stimulates cognitive and speech activity, imagination, encourages him to play. The subject-developing environment must be open and open, capable of change, adjustment and development, i.e. it must have a character not only developing, but also developing. She is all the time should be replenished and updated with various didactic materials, visibility on various lexical topics, various manuals and game material.

The speech subject-developing environment must meet certain psychological and pedagogical criteria: multifunctionality, transformability, modularity, variability in content and functionality. The second condition is the speech motivation of the child. Speech arises from the need to speak out, and statements are generated separate motives - motives. The presence of speech motivation means that the child not only has thoughts and feelings that can be expressed by him, but that he wants to share them, i.e. he has an inner motivation to express his thoughts and feelings. Revealing the psychological processes underlying the generation of a speech utterance, researchers highlight motivation, considering it as an impulse for all speech production. Motive is the most important component in the structure of speech activity. The quality of speech, the success of the child's education depends on it. The enrichment of children's speech motivation in the learning process is of considerable importance. In everyday communication, motives are determined by the natural needs of the child for impressions, for active work, for recognition and support. During the lesson, the naturalness and ease of communication often disappears, the natural communicativeness of speech gets lost: the child simply answers the teacher's question, retelling a fairy tale, repeating something. In this case, most often





disregarding there is a need to do so. As psychologists note, positive speech motivation increases the effectiveness of classes.

An essential task is the formation by the teacher of positive motivation for each action of the child in the learning process, as well as the organization of situations that activate the need for communication. It is also important here to take into account the age characteristics of preschoolers, to apply various, exciting for the child techniques that activate their speech activity and initiative and contribute to the development of creative speech skills and abilities. Care should be taken to motivate children's speech, which encourages them to speech activity. The presence of speech motivation means that the child has an inner impulse to express his thoughts, and it affects the transition of patterns into the child's own active speech. It happens in casual. natural setting of communication. Thus, the teacher must take care to bring the nature of communication with children in the classroom closer to natural conditions

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