



## THE ROLE OF STORIES IN THE DEVELOPMENT OF SPEECH IN PRESCHOOL CHILDREN

Maziyayeva Mukaddaxon Esonovna  
Master Degree at Fergana State University

### Abstract

The article discusses the influence of stories on the development of the speech of a preschool child.

**Keywords:** method, speech development, story, didactic games.

Speech is a great gift of nature, thanks to which people have received ample opportunities to communicate with each other. However, very little time is allotted for the appearance and formation of speech - early and preschool age. It is during this period that favorable conditions are created for the development of oral speech, the foundation is laid for written forms of speech and the subsequent speech and language development of the child. Any delay, any disturbance in the course of the development of a child's speech is reflected in his activity and behavior. Poorly speaking children, beginning to realize their shortcomings, become silent, shy. Therefore, preschool age is sensitive for language acquisition. It is at this age that children are most sensitive to linguistic phenomena.

The development of a child's coherent speech occurs in close relationship with the development of the sound side, vocabulary, and grammatical structure of the language. An important component of general speech work is the development of figurative speech. The cultivation of interest in the artistic word, the ability to use the means of artistic expression in independent utterance lead to the development of a poetic ear in children, and on this basis, their ability to verbal creativity develops.

Senior preschool age is fertile for the development of creativity, cognitive activity and interests of children. This should be facilitated by the whole atmosphere of the life of children. For children of this age, it is important to emphasize the role of the book as a source of new knowledge [1]. They become clear about the motives for following the rules. Supporting positive actions and deeds, an adult relies on the child's developing sense of self-esteem and his growing independence. We can gain knowledge about the culture of behavior and communication both in everyday life and from fairy tales, nursery rhymes, rhymes.

The subject of special attention of the educator is the social and moral development of children, the formation of their relationships with others. An adult is an example of





literary heroes, and should show his own examples of a kind, caring attitude towards people, encourage them to notice the state of the heroes of works of art and those around them (offended, upset, bored) and show sympathy, willingness to help. An adult should push the child to show care, compassion, attention, help. This enriches the moral experience of children.

Discussing these problems with children, an adult seeks to educate children in the spirit of peace, respect for all life on earth. He shows children how their good deeds make life better and more beautiful [2].

The condition for the full development of older preschoolers is the reading of fiction, analysis of what has been read, meaningful communication. Works of fiction reveal the world of human feelings to children, causing interest in the personality, in the inner world of the hero.

Having learned to empathize with the heroes of works of art, children begin to notice the mood of their loved ones and those around them. Humane feelings begin to awaken in them - the ability to show participation, kindness, protest against injustice. This is the basis on which adherence to principles, honesty, and true citizenship are brought up.

The child's feelings develop in the process of assimilation of the language of those works with which the teacher introduces him. The artistic word helps the child to understand the beauty of sounding native speech, it teaches him the aesthetic perception of the environment and at the same time forms his ethical (moral) ideas.

The child's acquaintance with fiction begins with miniatures of folk art - nursery rhymes, songs, then he listens to folk tales. Deep humanity, extremely precise moral orientation, lively humor, figurative language, the features of these miniature folklore works. Finally, the kid is read author's fairy tales, poems, stories available to him.

According to F.A. Sokhin's fiction opens and explains to the child the life of society and nature, the world of human feelings and relationships. It develops the thinking and imagination of the child, enriches his emotions, provides excellent examples of the Russian literary language [3].

At older preschool age, children begin to realize events that were not in their personal experience, they are interested not only in the actions of the hero, but also in the motives of actions, experiences, feelings. They can sometimes catch the subtext. N.S. Barentseva writes that the emotional attitude to the characters arises on the basis of the child's understanding of the entire collision of the work and taking into account all the characteristics of the hero. Children develop the ability to perceive the text in the unity of content and form. The understanding of the literary hero becomes more





complicated, some features of the form of the work are realized (steady turns in a fairy tale, rhythm, rhyme) [4].

All subsequent acquaintance with a huge literary heritage will be based on the foundation that we lay in preschool childhood. From the book, the child learns many new words, figurative expressions, his speech is enriched with emotional and poetic vocabulary. Literature helps children express their attitude to what they have heard, using comparison, metaphors, epithets and other means of figurative expression.

A literary work addresses both the feeling and the reader's thoughts, helping him to master the rich spiritual experience of mankind.

A characteristic feature of the perception of a work of art by children is the unity of the feeling and the thinker. The perception of fiction is considered as an active volitional process that involves not passive contemplation, but an activity that is embodied in internal assistance, empathy for the characters, in the imaginary transfer of events to oneself, as a result of which there is the effect of personal presence, personal participation in events.

A high level of speech culture includes such features as richness, accuracy, expressiveness. The richness of speech involves a large amount of vocabulary, understanding and appropriate use of words and phrases in speech. The accuracy of speech can be considered as optimal word usage: it is the choice of such words that best convey the content of the statement, reveal its topic and main idea in a logical sequence. And, finally, the expressiveness of speech involves the selection of language means that correspond to the conditions and tasks of communication. The most important sources for the development of the expressiveness of children's speech are works of fiction and folk art, including small folklore forms (proverbs, sayings, riddles, nursery rhymes, counting rhymes) and phraseological units.

Fiction is a universal developmental educational tool, taking the child beyond the limits of the directly perceived, immersing him in possible worlds with a wide range of models of human behavior and orienting in them, providing a rich language environment. Literary texts allow you to emotionally, intuitively grasp a holistic picture of the world in all the variety of connections things, events, relationships.

Here is what K.D. wrote about the power of the word. Ushinsky: Not only does a child learn conventional sounds by studying his native language, but he drinks spiritual life and strength from the native breast of his native word. It explains nature to him as no natural scientist could explain it, it acquaints him with the character of the people around him, with the society in which he lives, with its history and aspirations, as no historian could acquaint him with; it introduces it into popular beliefs, into popular poetry, as no aesthetician could introduce; it finally gives such logical concepts and





philosophical views, which, of course, no philosopher could communicate to a child. These words of the great teacher indicate not only the expected result of mastering the native language, but also the method of learning it: trust in the “language-teacher”, which not only teaches a lot, but also teaches surprisingly easily, according to some unattainable facilitating method [5].

In a literary text, words and their combinations acquire additional meanings, create vivid images. The visual means of the label language are emotional, they enliven speech, develop thinking, and improve the vocabulary of children. The kindergarten does not set itself the goal of giving preschoolers theoretical information about the means of figurative expressiveness of the language. All work is practical in nature and is subject to the system of development of thinking and speech. The language of works of art serves as an excellent model for children: on the basis of reading, analysis, and memorization of passages, students' speech is formed, their linguistic instinct and taste develop. However, we must not forget that excessive attention to the details of the language can destroy the overall impression of a work of art. Therefore, the analysis of the artistic means of the language, with all the interest in it, should not turn into the main type of work in the process of speech development. One should strive to ensure that work on the visual means of the language is organically woven into the system of ideological and artistic analysis of works, emphasizing their ideological content. Thus, we note that the use of various kinds of works of art in modern speech determines the possibility of effective and fruitful development of the speech of preschoolers, contributes to the replenishment of the vocabulary of the latter, thereby forming the communicative culture of a preschooler. The teacher should not consider the work on the development of the speech of preschool children as a solution to the problem of preventing and correcting grammatical errors in their speech, solidifying individual difficult grammatical forms. We are talking about creating conditions for the child to fully master the grammatical structure of the language on the basis of spontaneous indicative, search activity in the field of grammar, the use of language tools, in various forms of communication in the process of getting to know works of artistic culture. Thus, from the book the child learns many new words, figurative expressions, his speech is enriched with emotional and poetic vocabulary. Literature helps children express their attitude to what they have heard, using comparison, metaphors, epithets and other means of figurative expression.







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