

PEDAGOGICAL FEATURES OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN

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Annotation. This article discusses the importance of fiction in teaching preschool children to coherent speech, the priorities for the delivery of works of art to children's minds in the process of modern education. During the study of the article, it is possible to teach children to retell stories, get acquainted with the instructions for the formation of a creative story structure.

Keywords: fiction, vocabulary, upbringing, educational, speech, monologue, grammatical form, activity, thinking.

INTRODUCTION

The artistic word plays an important role in working with children of preschool age. Children like to listen to folk tales, poems, stories. Children's literature gives joy to children, first of all, with its interesting content, the beauty of artistic images, the expressiveness of the language, the musicality of poetic words. At the same time, it has an educational effect on children. The great Russian democrat V.G. Belinsky said that children's books are written for education, "Education is a great work, it decides the fate of a person."

The value of fiction is that it affects the child's growth in all aspects. Literary literature protects the children's work and life of the nature of the native land, their actions and heroism, events from children's lives, children's games, pastimes, and their work. Illuminating the inner world of people, showing their characters, feelings, behavior, as well as the writer's attitude to the depicted events, works of fiction make the child excited, feel sorry for the heroes of the work, or condemn them. The best works of fiction help children to understand something as good or bad, fair or unfair, right or wrong. The interesting content of the children's book shows examples of friendship, honesty, hard work, friendship. Children's works of fiction also have a great impact on aesthetic education. Children like bright images of works of art, poetic scenes of beautiful nature, musicality of poems, sharpness and expressiveness of language. Children feel the power of artistic words, they quickly and easily remember small fairy tales, folk songs and poems.

It is necessary to cultivate love for the artistic word from an early age, the child goes from preschool educational institutions to school with this love and later becomes a lover of the literature of the Motherland. Folk, oral creativity - fairy tales, riddles, proverbs, songs, many of which were created in the distant past and in living conditions that are radically different from the reality of the present, only those that respond to educational tasks are selected.

Children are very impressed by fairy tales with brave, conscientious heroes who overcome any difficulties with their intelligence or courage, patience or hard work, such fairy tales make children extremely sympathetic to positive characters, evil, injustice, jealousy, scheming. forces to be relatively intolerant.

LITERATURE ANALYSIS

In addition to Uzbek folk tales, many Russian folk tales and other folk tales of our country are included in the list of fairy tales that are read to children. A.S. Pushkin, N.A. from representatives of Russian classical literature. Nekrasov, L.N. Tolstoy, K.D. The works of Ushinsky and others are included in the children's reading program. Uzbek writers and poets have created many wonderful works for children. This is G. Ghulam, N. Orifjanov, I. Muslim, P. Momin, Sh. The works of Sa'dulla, Q. Hikmat, Q. Muhammadi and others are the richest source of works to be read to children. From the list of literature dedicated to children of preschool age, the translated works of Russian writers and poets: V. Mayakovsky, A. Kononov, S. Mikhalkov, A. Gaidar, K. Chukovsky and others are widely included. This list includes foreign writers Sh. Also includes fairy tales by Perrault, H.K. Andersen and others. The range of works read to children includes works of various genres: stories and narratives, fairy tales in prose and verse, epics, humorous poems, riddles, parables.

RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

Today, attention is paid to the comprehensive development of children at the level of Public Policy. Among all the links of Education, a lot of practical work is being carried out in the field of preschool education. On the basis of various innovative methods, technologies for increasing the mental potential of children are being developed. As you know, in our country on September 23, 2020 in the new edition

The law "on education" has been developed. On the basis of this law and a number of regulatory documents, radical changes are being carried out in stages. These are:

- updated training system and content;
- state training standards for the updated continuous training system have been developed and are being applied in practice;

- DTS-compatible curricula and textbooks on updated educational content have been created and are being created;
- reform of educational and educational management is being carried out;
- monitoring of the requirements for the spiritual and moral potential of intellectual abilities of preschool children and student youth is being carried out;
- mechanisms of education are being established that adapt to the market economy.[1]

Thus, the renewal of the educational system led to the renewal of the content of children's education, and he, in turn, to the renewal of the content of education and the documentation that defines it (curriculum, curriculum, textbooks). These updates, in turn, naturally necessitated a new approach to the planning of the educational process, the design of educational activities, and a new organization of the educational process.

Speech activity of preschool children is largely based on their vocabulary. The richer vocabulary experience a child has, the more active and fluent his speech becomes. And the role of fiction in ensuring vocabulary wealth is immeasurable. Therefore, the innovative activity of the educator is important in increasing children's interest in books and in the formation of the skill of content acquisition of new knowledge.

Each educator, during his work with the child, can read new literature every day, use these literature in his own interesting and unconventional ways, serve to increase the child's affection for the book.

Most of the works shown in the program of children's preschool institutions constitute the Golden fund of children's literature. Every year, new books are published for children. The educator must follow the books coming out of print, Read critical articles in magazines and participate in the discussion of children's books. The educator should familiarize children with the works of a huge number of children's fiction in each age group. An important task of children's preschool institutions is to achieve the assimilation of the content of children's works, their correct understanding. Children should be able to memorize part of the works, and part should be able to tell them closer to the text. [2.34]

The educator composes the skill of perception of a literary work in children. While listening to the work, the child should not only absorb its content, but also feel the emotions and moods described by the author. In children's preschool institutions, some elements of the analysis of the content and forms of the work are also included. Each child, during the transition to school, should be able to identify the main characters narrated in the work, tell their attitude towards them (who liked why), determine the form of the work (poem, story, fairy tale).

RESULTS

Psychologists say that monological speech in children appears from the age of five.

Psychic D. V. Elkonin writes about this: "a change in the way of life of a child, the formation of new relationships with adults and new types of activities lead to a differentiation of the form of speech and its function (service). New tasks of circulation arise, the child tries to convey his impressions, experiences, plans (intentions) to adults. A new form of speech appears - reporting in the form of a monologue, telling about what they see and hear, solving various issues of competent upbringing in the process of teaching children to tell stories, contributing to mental development.

In storytelling, logical thinking, attention develops, speech is grammatically formed, a skill of behavior, speech in front of the team is formed." [3.143]

In this regard, the educational and educational program in children's preschool organizations defines the tasks and content of work for each age group on teaching children to tell stories.

Children of a small group are taught to tell familiar stories and fairy tales (with the help of questions from the educator and pictures from the book, later Independent), the skill of repeating a story (consisting of 3-4 sentences) on the content of a toy, object and picture is trained, and participate in the staging of passages from familiar nannies.

In Middle groups, the tasks of teaching storytelling and their content are much more complicated. Children of this group are taught in the first half of the year to independently retell familiar stories and fairy tales, to expressively tell the conversation of the heroes of the work .

The classes are taught to retell the content of Small Tales and stories read for the first time, to listen with attention when their comrades are telling, to compose a story that describes toys, various objects and seasons of the year (first the educator's questions, then by example and plan).

In the second half of the year, children will continue to be taught to listen to familiar fairy tales and stories, understand the statements, peculiarities of the characters participating in them, carefully hear the speech of their comrades who are narrating the content of the work, to notice where they have distorted the text of the work. [4.76]

The work on teaching students to tell the story of fiction in the section "speech cultivation" for school preparation groups, the content of which is defined as follows:

The first half of the year to cultivate the skill of retelling works of art. Teaching literary works in meaningful, logical consistency, clear and illustrative, expressive storytelling.

When teaching retelling, the educator should focus children's attention, especially on the beginning of the fairy tale, on the fragments that are being repeated, on the part of the conclusion: such as the mutual speech of the characters in the stories.

To achieve that children can apply a different type of tone of voice (questioning, emotion, surprise, please) when speaking the events of the work.

Teaching children to describe toys when teaching them to compose a story about toys and objects, to express characters (color, shape, *kandau O'unalari*, etc.) that indicate their specific characteristics through specific words.

Teaching educators in creative storytelling to end a story or fairy tale set by the educator, to form short, concise sentences, to use illustrative means.

The development of children's abilities to compose a logically developing story or fairy tale based on personal experiences and life topics proposed by the educator: "Happy Day", "sad day", "away", "our family", "my best friend", "day off", "I looked at Dad", "I went to the puppet theater", etc. [5.17]

Teaching children to know the spiritual experiences of the heroes involved in the story or fairy tales they are composing; the game "first snow", "in *Yakhmalak*", "new year's holiday", "Santa", "season I love", "snow outside, spring in our house", "aunt - aunt played", "who takes-either, *shuginani-yo*", "I am an assistant to my mother", "I am kind to my brother", etc. [6.89]

When teaching children to compose a story by pictures, it is first necessary to make it possible for them to think independently, to express their attitude to the events described in the photo. At the same time, encourage you to reflect on what happened before and what should happen next, depending on the thematic event reflected in the picture. Depending on the photo in which the landscapes of nature are reflected, it is also carried out to teach to compose a sentence with the participation of pictorial words, analogies and adjectives that can express beauty, elegance in it.

According to the tasks and content of the above program of cultivation of monological speech by introducing fiction, children in the group of preschool educational literacy period should master the following types of storytelling:

1. Retelling familiar tales and stories;
2. Retelling a story read for the first time in training and short tales told;
3. What we see is to compose an illustrative story on items: toys, plants, clothes, dishes, furniture, etc;
4. Drawing up an illustrative story on narrative-plot pictures;
5. The fact that children tell stories from memory based on their own experience. [7.93] the big group

program outlines the following types of storytelling:

- retelling works of art;
-thing-stories about objects, toys, plants, clothes, dishes, furniture, etc., drawing up signs indicating their specific characteristics;

- drawing up a pictorial and narrative story by pictures;

- to tell from memory the events and events that he observed in his personal experience, things, what he did at school and at home, the most interesting events that took place in a group and at home.

- drawing up a pictorial story based on educational games: "doll, find toy", "doll, what kind of flower do I have", "Doll, find, who is sitting next to me?", "Doll, how about finding from which fairy tale the pictures in my hand were taken?" and others.

- to teach creative storytelling, to end a fairy tale and story started by an educator, to weave a fairy tale or story based on a theme proposed by an educator, to weave a fairy tale or story using 3-4 words given.

CONCLUSION AND DISCUSSION

The needs of a person have long been able to be satisfied only if he entered into a relationship, acting together with other people. This circumstance creates in the subject the need to say what is important and significant for him. As the child masters concepts by coming to the preschool educational organization, this process begins to be clearly visible and acquires clear speech, by the end of his first year, the main signs of this condition appear. He is able to pronounce words that require complex pronunciation and are not easy to pronounce, form sentences that are logically connected to each other, and prepare text. Children of this age attribute harmony in words to concrete persons – mother and grandmother, and help the child to find a solution to the connection of these melodic words with concrete individuals from his immediate environment. When a child pronounces a word, he seeks to achieve what he wants - to pay attention, to be pampered, to achieve such as attracting attention. In each event in it, the word becomes a means of communication for the child. The number of words used increases steadily, and in the later stages of age groups, it becomes possible not only to expand the vocabulary in the child's speech excessively, but also to use the grammatical forms of the language scientifically correctly, sentences begin to become more complex and longer. The child's language becomes richer over the years until school age. In school reading, writing, and later in language and literature lessons, students are formed a conscious attitude to language as a means of communication and to speech as a process of attitude.

Language appears before children as a complex system of signs subject to the influence of socially formed laws, becoming the subject of a specially organized analysis by the educator.[8.174]

The role of the organization of extracurricular activities in the organization of preschool education in the formation of the qualification of introduction to speech attitudes in educators is great in teaching children to tell stories, mainly in the lessons of fiction, but also in writing exercises, and in the organization of extracurricular activities. At this point, the free and clear speech of the educator is one of the most important conditions for the development of children's speech and thinking. A high culture of speech is considered an important condition for the rational use of time by the

educator, in which - teaching children to tell stories on time is required from the educator. [9.59] this means that speech activity is formed and improved in its own way at different times.

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