

DEVELOPMENT OF COHERENT SPEECH OF OLDER PRESCHOOL CHILDREN

Shukurullaeva Nasiba Ikramovna

4 years students, Undergraduate degree

*Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)*

Atajanova Guzal Baxtiyarovna

4 years students, Undergraduate degree

*Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)*

Qutlimurodova Shahlo Ulug'bek qizi

3 years students, Undergraduate degree

*Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan).*

Begdullaeva Dilnaz

2 years students, Undergraduate degree

*Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)*

Abstract: This article is about the development of coherent speech in older preschool children.

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Coherent speech is understood as a semantic expanded statement that provides communication and mutual understanding. Coherence, S. L. Rubinstein believed, is "the adequacy of the speech design of a thought, speaking or writing from the point of view of its intelligibility for the listener or reader." Therefore, the main characteristic of coherent speech is its intelligibility for the interlocutor.

In older preschool children, coherent speech reaches a fairly high level. The child answers the questions with fairly accurate, concise or detailed answers. The ability to evaluate statements and responses of peers, supplement or correct them develops. In the sixth year of life, a child can quite consistently and clearly compose descriptive or plot stories on the topic proposed to him. However, children are still more likely to need a previous model of a caregiver. The ability to convey their emotional attitude to the described objects or phenomena in the story is not sufficiently developed.

Children with mental retardation have a low level of perception development. This is manifested in the need for a longer time to receive and process information; in the insufficiency, fragmentary knowledge of these children about the world around them; in difficulties in recognizing objects in an unusual position, contour and

schematic images. Similar qualities of these objects are usually perceived by them as the same. These children do not always recognize and often mix similar letters and their individual elements; combinations of letters, etc. are often mistakenly perceived.

Speech is of extreme importance and versatility in the development of the child's psyche. First of all, it is a means of communication in all its variety of forms.

Equally important is the regulatory function of speech, which is important both in the management of the child's activities by the people around him, and in the formation of self-regulation of behavior.

Simple observations show that children with mental retardation by the beginning of school age do not experience difficulties at the level of elementary everyday communication with adults and peers. They know the everyday everyday vocabulary and grammatical forms necessary for this.

Naturally, speech deficiencies affect not only communication, but also the cognitive activity of children, which, being disrupted to some extent primarily, is further weakened by speech deficiencies.

Secondary, speech-related disabilities, difficulties in cognitive activity slow down the intellectual development of children at preschool age, but especially appear at the beginning of school education: they manifest themselves both directly in the misunderstanding of the educational material, and in the difficulties of mastering reading and writing. Difficulties in mastering new forms of speech are also noted: narration, reasoning.

One of the most effective types of work on the development of coherent speech of children is the use of commented drawing – this is the modeling of a communicative situation, the center of which is the creation by an adult of a schematic sketch on a topic reflecting the closest experience of children, and the organization of communication among themselves.

We find mention of the drawing technique in J. Allan's book "Landscapes of the Child's Soul", in O.P. Gavrilushkina's developments on working with children with mental retardation on the formation of communicative behavior, in an article by educators of several kindergartens in Moscow on the formation of creative qualities of a preschooler, on the development of speech and intellectual features. This topic is also reflected in the book by N.V. Miklyaeva's "Commented drawing in kindergarten", where the technique of commented drawing, except for speech development, is used to develop creative and artistic abilities of children, to form drawing skills.

In the methodology of the development of visual activity and speech of preschool children, some scientists have highlighted the description of the technique of "commented drawing". The main focus is on commenting on the actions of the characters in the drawing, their thoughts and feelings. It is important that the commented drawing be combined with other forms of expressing the emotions and

thoughts of the child about creating a picture of the world: it is necessary that dramatization, plot-role-playing, game learning situations on the same topic are actively used in the process of commented drawing.

O.P. Gavrilushkina, in working with children with mental retardation, also suggests using commented drawing as a technique for developing children's speech activity, when, about the emerging schematic representation of a situation reflecting the children's everyday, playful, positive, emotional experience (the images were performed by an adult in front of the children with chalk on a blackboard), they entered into communication asking each other questions, making assumptions, messages, practicing all kinds of communicative statements. At the end of the drawing, the children were happy to compose a story based on a picture in which they themselves were the main characters. At the same time, imitation movements were used: children showed how they play, run on skis, skates, etc.

As it was noted, it is difficult for children to talk all the time. They get tired. To avoid this, the process of creating a "picture" is usually interspersed with imitation movements, actions with imaginary objects, pantomime riddles, etc., which then serve as a "physical training minute". These dynamic pauses are also subordinated to communicative tasks, do not interrupt the logic of the entire communicative training.

Thus, it is possible to form the basic rules for conducting commented drawing.

The use of broadcast reception acts as the first and basic rule of adult behavior during "commented drawing".

The second rule is related to the selection of thematic content. The objects for drawing and discussion are children's impressions everyday life, games, observations on a walk, etc.

The main characters of the created drawings are specific children, pupils of the group of their classes, games and, most importantly, relationships. This is the third rule.

The fourth rule. An adult does not immediately seek to correct the child's speech. Russian Russian is similar to the behavior of a mother of a one-and-a-half-two-year-old child, who all the time "translates" his autonomous utterance "from Russian into Russian", giving these utterances a language structure understandable to everyone.

The fifth rule. The teacher creates schematic, informational and schematic images, does not set artistic goals, does not "draw" details that are significant for revealing the main content, draws quickly, conveying only the main, essential.

The sixth rule. In order to form the unity of figurative actions and words, children are offered not only to tell about what is drawn, but also to show through pictorial movements.

The seventh rule. Elements of dramatization, imitation movements accompanied by communicative speech are used as "physical training".

It is quite natural if at first children will give incomplete, monosyllabic sentences. This is acceptable in the dialog. But the adult complements the child's answer every time, makes it structural, grammatically correct. Together with an adult or behind him, everyone repeats the phrase. Pronunciation is expediently accompanied by a smooth movement of the hand – conducting. But it is not necessary to achieve a clear and complete utterance of the phrase yet.

Everyone who has tried to conduct commented drawing immediately notes that an adult has a very high desire to conduct a dialogue himself, changing the intermediary. The unusual position, special requirements for speech behavior, the need to draw when not engaged in it, cause some teachers to react to the rejection of communicative drawing at all. But the result achieved by teachers who used commented drawing in order to develop communicative behavior sometimes surprises them. When children understood the "rules of the game", they literally gave an "explosion" of speech activity, against which it is already possible to raise specific questions directly related to the development of speech.

Involving children in commented drawing, you can use an approximate scheme of the story about the future drawing, recommended by T.V. Luss, T.V. Volosovets, E.N. Kutepova:

Tell me, what are you going to do?

Tell me, what will you use?

Tell me what you're going to do first, what's next?

Tell me how you're going to do?

What else do you want to add to your story?

It is very good if the teacher can record the children's stories on a dictaphone, and then listen to them together with them. The very fact of recording arouses great interest among children and acts as a good incentive to increase the speech and cognitive activity of pupils.

Thus, it can be concluded that direct commented drawing allows you to reflect the life experience of a child and contributes to the development of speech.

We conducted and presented the results of the level of coherent speech of children with ZPR using the diagnosis of Ilona Dmitrievna Konenkova. An educator and children of the older group with ZPR participated in the diagnosis.

Diagnostics revealed the following results:

Two children when performing tasks constantly needed the guidance of the teacher, made mistakes. Difficulties in the construction of statements are noted.

One child needs a teacher's hint when completing a task, makes mistakes. They were often distracted by side topics, they get tired quickly. The level of coherent speech of these children is below average.

Two children perform tasks with errors, when correcting errors, help is required in the form of clarifying questions, sometimes direct instructions. The answers are monosyllabic, coherent utterance is difficult, the vocabulary is small. They were often distracted by side topics, they get tired quickly. The level of coherent speech of these children is low.

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