

IMPROVING THE ORAL SPEECH OF CHILDREN IN PRESCHOOL EDUCATION

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Abstract: the period of the process of assimilation of speech functions in children, the emergence of autonomous speech, the development of semantic aspects of language, the use of various techniques in the development of children's speech;

Keywords: social situation, autonomous speech, emotional experiences, linguistic discovery, subject activity, folklore, fun games (testoplasty, sand games, games in pictures);

INTRODUCTION

It is known that as soon as the baby enters social life, so does his speech adapts to society. Satisfying the child's interest in the environment allows him to become more familiar with the social environment. Preschool age is very important for a child's mental development and is a responsible period. This is the period of active knowledge of the world by the child. During this period, the child tries to walk and explore the space it is difficult to stay still - any object seems to attract him. During this period, the relationship between children and adults becomes stronger. The process of acquisition of speech functions by the child is his it is carried out in three stages during preschool age. The first stage (from birth to 9 months) of adults around the baby he does not understand speech and cannot speak himself. But at this stage the ground is prepared for mastering future speech. The second stage (from 9 months to 3 years) is the stage of speech formation. During this period, children are by adults he tries to understand the words used in simple, simple form, himself also begins to pronounce the first words. The third stage is from 3 to 7 years old includes the period up to the age of At this stage, the child is in everyday life fully acquires actively used speech units and communicates from them widely used in the process.

LITERATURE REVIEW AND METHODOLOGY

Speech is one of the main areas of study today development. R.S. Nemov said that "when he was about three years old, the child memory, perception, imagination and attention begin to acquire human characteristics. But the main thing is that a child at a certain age is mainly responsible for his subsequent behavior. It acquires skills that affect character, intellectual and personal development. It is the ability to understand the language and actively use it in communication with people".[3] According to V. S. Mukhina, "child's communication with adults which occurs in connection with the acquisition of objective activity of forms changes are of great importance for his development at a young age".[2] D. B. Elkonin stated that "like the movement of the

object has developed speech is also formed. Words are a tool for a young child does, uses it more often than other means, so of speech there is an intensive development. [8, p. 277] G.A.Uruntayeva formation of the communicative function of the word distinguished three periods:

1) The main component of the situation is the object. The child mimics the movement and accompanied by intonation-expressive emotional components, his the meaning is to influence adults. If the attempts fail, then they can turn into an expression of protest, crying;

2) An adult becomes a component of the situation. Child turns his eyes from the subject to the adults and stops at the second one. Arriving at the facility attempts to go are replaced by gestures. The child needs the attention of adults tends to focus on his efforts;

3) The center of the situation is transferred to the word. A child looks up to an adult, pays close attention to articulation. First to pronounce the word attempts appear, the child looks at the articulatory-pronunciation picture. Enough speech tests that are not present disappear and the child says the required word - the name of the object.

DISCUSSION AND RESULTS

This refers to the behavior of adults in relation to things. [6, p. 89] Thus, we have a situation in which the speech appeared between the child and the adult we can come to the conclusion that it should mean thematic cooperation. In such cooperation, adults set the task of speech for the child, which is the child's requires restructuring of behavior: to understand, the child is completely clear must say the word. This means that the child turns to adults, he should emphasize what he is saying and use it to influence others. People in joint training with children playing games, playing songs, saying sentences is a great joy for them gives. The group of visual methods includes observations, excursions, pictures, includes viewing illustrations, photos, toys. Children play with things, such as the game "Telephone", child mother, father or fairy-tale characters when using toys can call The game "Telephone" stimulates the development of the child's speech, builds self-confidence.

Scientists such as I.P. Pavlov, A.A. Leontiev how much the child's motor activity proved that the higher it is, the more his speech develops. Delicate games and exercises for the development of motor skills and the development of the child's speech encourages. Effective at work to activate children's speech the use of activities (modelling, drawing, designing) is of great importance. Speech development is a priority of the modern preschool education system direction. Analysis of psychological and pedagogical literature, summarizing the experience of educators and psychologists of the Republic of Uzbekistan is a number allows for conclusions:

1. Studying relevant literature on this research problem it is possible to determine the nature and characteristics of speech development of young children gave We found

out that the process of mastering speech goes through several stages: 1) At the initial stage, the child has a stable selective approach to speech sounds attitude is formed and phonemic hearing is formed;

2) Intensive understanding of speech at the stage of speech emergence, speech there is mastering of styles;

3) Grammatical structure of the child's mother tongue at the stage of oral communication, learns his vocabulary. The child's first words are pronounced with help or demand, therefore, when a teacher works with young children, children's development it is important to take into account age and individual characteristics.

2. Educators and a number of scientists of the Ministry of Education and Culture of the Republic of Uzbekistan based on the analysis and generalization of work experiences, it can be noted that clear, professionally coordinated and thoughtful work, properly organized development environment, individual to the child.

CONCLUSION

The approach and cooperation with parents is successful in speech in young children are necessary conditions for development. Educators in working with young children on speech development it is advisable to use the following methods.

1) Playing games (mobile, didactic);

2) Using small forms of folklore (children's games, songs, jokes, riddles, fairy tales, poems);

3) Non-traditional methods (testoplasty, sand therapy, picture games, mosaics).

Among these methods is the development of oral speech in young children using the work of educators and teachers to achieve the desired result will help.

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