

FORMATION OF FLUID SPEECH IN PRESCHOOLERS.**Dilbar Khakimovna Gafurova**

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ANNOTATION

The article deals with the development of speech in preschoolers. The author revealed the problems arising in the development of speech in preschool children. In addition, the article deals with the history, the development of science, the development of speech. And also the author gives examples of types of work on the development of speech in children of younger, middle, senior and preparatory age.

Key words: speech skills, coherent speech, memory, storytelling, retelling, creative stories, monologue, dialogue, preschool age, grammatical norms, fluent speech.

Speech is one of the important acquisitions of a child in preschool childhood, since speech is not given to a person from birth. It will take time for the child to start speaking, and adults must make a lot of effort to develop the child's speech correctly and in a timely manner. Speech for a child is a means of planning and organizing their actions, activities.

Preschool age is the most important stage in the development of personality, the period of the formation of speech skills, familiarizing it with the world of culture, universal human values.

We find attention to the issues of speech development in the works of the ancient Greek philosophers - Plato, Aristotle, Socrates, in which the need for the development of the speech of children is mentioned. Also, great attention was paid to the development of the speech of children by the Czech teacher - humanist Jan Amos Komensky. He developed the world's first manual for early childhood education and devoted the eighth chapter of this work to the development of speech. In his opinion, reason and speech are inherent in man by nature, and the development of speech begins with a clear correct naming of objects. The Swiss educator Johann Heinrich Pestalozzi revealed the social, cultural and general pedagogical significance of the native language. Italian teacher Maria Montessori believed that the main tasks should be the education of muscles, feelings and the development of language.

In Russian pedagogy, the necessity of teaching the native language in the first years of a child's life is contained in the works of S. Polotsky, A.D. Kantemir, A.P. Sumarokov, M.V. Lomonosov. Based on the progressive ideas of Russian and Western European pedagogy, KD Ushinsky theoretically substantiated and developed a holistic, harmonious system of teaching the native language in primary school. EI Tikheeva created her own system for the development of speech in preschool children in the context of public preschool education. L.S.Vygotsky, S.L. Rubinstein, A.N. Gvozdev and others had a great influence on the research of children's speech. Interest was aroused by the work of A.P. Usova on the use of folk art, including verbal, in the education of preschoolers.

The development of speech is becoming an urgent problem in modern society. The formation of the speech of the younger generation is a huge responsibility of teachers involved in the development of speech. The normal development of children includes mastering coherent speech. The basics of using speech, its development falls on the early period of childhood. In the interval from a year to 5-6 years, the basis is laid on which in the future the child will build his whole life. A small person during this period more than ever needs help, support from loved ones, needs someone who can guide his development and help in mastering the rich and varied language material, teach him how to properly handle an amazing and complex communication tool - speech. Since with the help of speech, the child learns the world around him, develops communication skills,

associative thinking. The baby draws his first experience of reproducing human speech from his environment, listening to and remembering the speech of adults. The early period of speech development is one of the most important in the general development of a child, and therefore, mastery of speech is a key indicator of their general mental development for preschool children.

The mastering of speech by a child at preschool age can be divided into three stages, each of which has its own characteristics, and which are closely interrelated both with age and with the general neuropsychiatric development of the child. The stage of speech development falls on the age from one to three years. At this age, the child begins to realize his "I". Before starting to master active speech and speak, the child learns to understand the speech of others. During this period, the baby, although he knows only a few basic words, understands everything. Therefore, it is necessary to tell the baby what and why you are doing. It is necessary to show and name the objects in the baby's field of vision. In the second year of life, you can read fairy tales, paying attention to intonation, since children at this age perfectly distinguish intonation. After two and a half years, children can already use simple sentences in coherent speech. At the age of about three years or a little older, the child moves from the accumulation of words to active learning. Every day, every hour, a lot of unfamiliar words and meanings fall on the child. Nevertheless, he easily navigates this variety and his speech develops easily. In the speech of a child 5-6 years old, complex and complex sentences begin to appear. At this stage, the child's assimilation of the grammatical norms of the language continues.

The speech of a small child is developed by conversations with adults, parents, educators. You can talk on any topic, since the baby, like a sponge, absorbs everything and seeks to imitate. A good developmental contribution to the child's speech will be reading books together, learning poetry and songs, tongue twisters. A sense of rhythm will become an irreplaceable assistant in the development of speech for the baby. Just moving to the music, falling in time, singing, reading poetry is very important for the psychophysiological development of a little person. The peculiarities of speech development of preschoolers suggest that children are happy to remember and better assimilate the information that is interesting to them. Preschool age is a period of quick vocabulary enrichment. By the end of the first year of life, children have the first meaningful words (10-12 words). From one and a half to the end of the second year of life, the number of words is 300-400 words. By the age of three, it can reach 1500 words. By the age of 4, the number of words reaches 1900. At the age of 5 - up to 2000 - 2500. By the age of six, the active vocabulary of a preschooler should number at least 3000 - 4000 words. The vocabulary of a younger preschooler is directly dependent on living conditions, upbringing, health, general development.

A remarkable connoisseur of children's language, KI Chukovsky, in his book "From two to five" has collected extensive materials on the speech of children. He especially notes rhyming as a kind of mastering the sound shell of words.

The task of forming a vocabulary is one of the most important in the speech development of preschool children. The formation of the dictionary is carried out in the process of expanding ideas and acquaintance with the objects of the immediate environment, their properties, signs and methods of action in various types of activity. The development of the vocabulary is aimed at activating words of various parts of speech in speech and at developing the following skills: to be able to identify and use words in speech - objects (nouns); words - signs of objects (adjectives); words - actions (verbs); generalizing words, paired opposite signs of objects. The main source of enrichment and activation of the vocabulary of preschool children is the organization of

educational activities for children to familiarize themselves with the social and objective environment, familiarize themselves with nature, and observe natural objects.

In the younger preschool age, the foundations of mental activity are laid, memory develops. Children 3-4 years old are characterized by spontaneous, involuntary memory with a bright emotional coloring. At this age, children can already remember 4-5 words and 5-6 names of objects. By the end of the younger preschool age, the ability to memorize significant passages from favorite works is manifested.

If the child has problems with speech, then do not put pressure on him. On the contrary, it is necessary to praise for the slightest success, to encourage it. If a child pronounces a sound incorrectly, you do not need to interrupt and correct him, but in a conversation with him, use the problematic sound more and pronounce it more clearly and clearly. In many cases, the development of correct, clear and coherent speech can be helped by special articulatory gymnastics. It will help your child cope with especially difficult sounds to pronounce. Speech games can help. This is a game of rhymes, and co-inventing fairy tales and stories. The development of coherent speech in preschool children is a constant dynamic process. And it requires continuous painstaking work.

The kindergarten program provides for the teaching of dialogic and monologue speech. Depending on the function, four types of monologues are distinguished: description, narration, reasoning and contamination (mixed texts). In preschool age, predominantly contaminated (mixed) statements are observed, in which elements of all types can be used with a predominance of one of them.

Depending on the source of the statement, monologues can be distinguished: on toys and objects, on a picture, from experience, creative stories.

Depending on the leading mental process on which children's storytelling is based, they distinguish: stories from perception, from memory, from imagination. At an early age, children are taught to listen and understand stories and fairy tales available to them in content, to repeat individual phrases by imitation. In the second junior group, children retell familiar fairy tales and stories, tell them using visual material, and talk about topics from personal experience. In the middle group, they retell fairy tales heard for the first time, make up a story based on a series of plot pictures. In the older group, children coherently, consistently retell literary works without the help of a teacher, conveying the dialogues of the characters. In a group preparatory to school, children are taught to build different types of texts, observing their structure. The tasks of storytelling without visual material become more complicated. Thus, during preschool childhood, the requirements for children's monologues of various types become more complicated.

The main method of forming dialogical speech in everyday communication is the teacher's conversation with children. The teacher's speech can be framed in different ways: in the form of questions, in the form of explanations, in the form of instructions, in the form of explanations. Conversations with children can be individual and collective, intentional and unintentional. The topic and content of conversations are determined by the tasks of education and depend on the age characteristics of children. In the younger group, conversations about what surrounds the children, what they observe: with toys, transport, the street, with their family. In the middle and senior groups, the topic of conversation expands due to the new knowledge and experience that children receive from the life around them, books, and television. The teacher has a great influence on the speech of children. The teacher must educate with his speech.

Telling children is another means of teaching coherent speech. Joint storytelling, when an adult begins a phrase, and a child ends it. It is used in younger groups. A sample story is a short, vivid description of an

object or a presentation of an event, available to children for imitation and borrowing. The outline of the story is 2-3 questions that determine its content and sequence. Collective storytelling is used in the early stages of storytelling training. Children continue the phrases started by the caregiver or other children. Composing a story in parts - a story in which each of the storytellers creates a part of the text. Modeling is used in senior and preparatory groups. A model is a diagram of a phenomenon that reflects its structural elements and connections, the most essential aspects and properties of an object.

Retelling is a meaningful reproduction of a literary text in oral speech. This is a complex activity in which the child's thinking, memory and imagination are actively involved. To master the retelling, it is necessary to listen to the work, understand its main content, memorize the sequence of presentation, the speech turns of the author's text, meaningfully and coherently deliver the text.

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