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## TECHNOLOGY OF ORGANIZING SPEECH DEVELOPMENT COURSES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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### ABSTRACT

This article describes the technology for organizing classes on speech development in preschool educational institutions.

### KEYWORDS

Theory, oral speech, fluency, principle, discourse, learning, reinforcement, activation, literacy, syllable, pronunciation, thinking.

### INTRODUCTION

The future of an independent Uzbekistan largely depends on the harmonious, intellectual potential generation and the quality of education and training for it. Therefore, the cultivation of a creative person who loves his homeland, his people, is devoted to the ideas of independence, is one of the priorities of the state's educational policy, therefore, ensuring the spiritual maturation of the individual through fundamental reforms in the educational system is one

of the pressing problems of this direction, and in the law of the Republic of Uzbekistan "on education"

One of the most basic tasks in education in preschool organizations is to teach children the native language, develop their speech, teach speech attitude, treatment. Speech culture methodology is a pedagogical science and studies pedagogical laws aimed at the formation of speech in children of preschool age.

The main task of the science of speech culture methodology is to develop the methodological literature of speech culture, their most effective tools on scientific and pedagogical grounds and provide their educators with them. Educators, on the other hand, try to develop the necessary speech skills and skills in children with the help of mastered style and methodology.

The purpose of the speech culture methodology is to develop children's oral speech, to form the skills of being in speech communication with those around them. The task of speech culture methodology also covered several special private tasks. In particular, the following special, private tasks are carried out on the development of children's speech in preschool education:

Work on the formation of the grammatical side of speech. The dictionary is the building material of the language. Grammar, on the other hand, determines the way words are changed in a sentence and their interrelationships. In addition, grammar defines the construction model of a language (word maker, word changer). The child hears speech from those around him, formed from the grammatical side. Along with understanding the meaning of what he hears, he takes the grammatical side of the language, learns the model. The earlier the child acquires all grammatical forms of the mother tongue, the faster it develops

mentally. If the grammatical side of speech is formed incorrectly in children, mental development is delayed.

On the education of the sound culture of speech; the child, first of all, must occupy the sound side of the language, that is, correctly pronounce sounds. Work on the sound side of speech is based on the phonetics and orthoepy of the Uzbek language. The child, imitating adults, gets used to the correct use of stress in words, Masters the intonation side of the native language and gets used to the correct pronunciation of words. Especially when the child is in colloquial communication with those around him, he is taught to speak burro and clearly in a sincere tone. The upbringing of such qualities of speech in each child is important in the future life, that is, in the education of schools, educational institutions, in independent labor activities, in the organization of the community, in the four quarters of society, in the statement of their self-knowledge in a complete and understandable way. If the educator does not pay attention to defects in the child's speech, sound pronunciation, tone and tempo, diction (clear, burro speaking), content and expressiveness of his speech, then a child who went to school with such defects will not be able to master knowledge, and this will also have its own negative impact on his future independent life, that is, a speech All this also affects his mental development.

Teaching colloquial speech (dialogic) is of great importance when teaching and educating children.

Speaking with preschool children is the task of identifying the concepts generated by the daily activities of children and observation of various events and making it the most necessary in one system. The formation of colloquial speech in a child is the ability to listen and understand the speech of others, to power the speech, to answer the question and ask (ask questions). The degree of development of a child's colloquial speech depends on his vocabulary, on the fact that he occupies the grammatical side of the language. Teaching a child to spoken speech also depends on the degree to which he has acquired cultural speech.

Teaching story telling (monological speech). It is very important to develop a monologue speech when preparing children for school. Monological speech requires the child to make an understandable and consistent statement of his opinion, while such a type of speech begins to be acquired by the child at the age of 5-6 years.

Because at this age, logical thinking begins to develop, a large vocabulary accumulates in the child, he can master the grammatical construction of the language.

The monologue form of speech allows children to speak in detail and consistently about what they see, to express their thoughts through correctly composed sentences. Bound speech (monological speech) helps the child to listen to the story of others and understand

it, to tell a story in a short, unfamiliar way, to form the skill of being able to expressively tell what the heroes participating in the fairy tale say.

Children of preschool age (large group) are taught to weave simple stories about what is depicted in the picture, about events in their own life, to weave a story in an independent way, without exhibitionism.

Teaching children to tell stories contributes to their mental development, the circle of thinking expands, psychological processes such as attention, thinking develop, speech becomes expressive, the child develops skills to behave and be able to speak in front of the team.

Children's fiction helps to carry out a wide range of educational tasks and to mature the child's personality in every way. It expands the child's knowledge of the lives of people, enriches his emotional impressions.

To memorize and impressively recite small volumes of poetry following intonations, etc. The child rejoices, rejoices when listening to a story, poem, fairy tale. This emotional interaction contributes to the emergence in the child of an aesthetic perception of fiction, that is, the ability to feel it as a work of art, the formation of moral qualities in it. While the educator introduces children to the work of art, each child has an interest and love for the book.

Since the educator introduces children to works of art, he forms the following qualifications in children:

- Listening and understanding of works of art;
- Assessment of the behavior of the heroes of the work;
- Describing moral qualities and defects in humans;
- Answering questions about the content of a literary work;

All pedagogical work on the development of children's speech is aimed at preparing them for school.

Correct oral speech at school, listening to others, understanding the content of their speech, is one of the important resources in filling or correcting the response of their comrade when necessary. Speech becomes the subject of analysis for children, which requires excellent mental strength from children.

Organization of speech-growing classes in different age groups and halving speech-growing tasks in training.

Thus, in the process of forming the grammatical structure of speech, the skill of performing actions

with syntactic units is formed, the conscious choice of language tools is ensured in the context of certain communication and in the process of composing fluent monological thoughts.

Scientists are actively working to find ways to organize the education of children to the extent that it allows them to ensure the level of mental and speech development in the Raja above, to form language skills.

Knowing the features of the development of a child's speech is also necessary for the correct diagnosis of speech disorders. Some specialists send it to the speech reception of a three-year-old child in order to eliminate defects in sound pronunciation. Is that true? No, Of course. Because, the child, whose speech is developing normally, is still characteristic of the mispronunciation of some sounds at this age. This appearance is called physiological dyslalia, which means that the articulation and speech apparatus in children of this age have not yet formed sufficiently.

G.L.Rosengrad-Pupko divides speech development in a child into two periods:

Periods of speech development	
Preparatory period (Age up to 2 years)	The period of independent formation of speech

A.N.Leontev divides the formation of Child speech into 4 periods:

Up to 1 year old	Up to 3 year old	Up to 7 year old	From 7 years old
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			up to 17 years old
Preparation period	Preschool period	Preschool period	School period

The normal development of speech in a child gives him the opportunity to constantly learn new concepts, to expand his knowledge and imagination about the world around him. Thus, speech and its development are inextricably linked with the development of thinking.

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