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METHODS OF FORMING GRAMMATICAL CORRECTNESS OF SPEECH IN PRESCHOOLERS

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ABSTRACT

The article is devoted to the study of theoretical aspects and methodological features of the formation of the grammatical structure of speech of preschool children. The paper presents the main approaches of researchers regarding the problem of research, examines the essence of grammatical development of older preschoolers and ways to implement it in pre-school educational institutions.

KEYWORDS

Senior preschoolers, children of senior preschool age, grammar, thinking, intellectual development, speech, communication, grammatical structure of language, speech development of children, pedagogical conditions.

INTRODUCTION

The most important creative mental function of a person is speech, being an area of manifestation of the inherent ability of all people to cognition, self-organization, self-development, and to build their personality.

A person's language (speech) is not only a means of communication, but also a way of expressing thought: the more understandable and correct the speech, the more accurately the thought is expressed. The

development of speech entails the development of mental operations, and vice versa - the development of thinking contributes to the development of speech. If a person has a high level of speech development, then he not only reads well and writes competently, he perceives and understands what is being studied better, clearly expresses his thoughts.

The formation of different aspects of language competence (vocabulary, phonetics, grammar)

proceeds unevenly, at different stages of development one or another of them comes to the fore. Depending on this, at each stage of the child's personality development, the formation of the grammatical structure of the language differs in specific trends and new relationships.

MATERIALS AND METHODS

Preschool age is one of the main periods in a child's life. It is associated with the formation of speech. The formation of the grammatical structure of speech is one of the problems of speech development of a preschooler. A person acquires the ability to speak correctly precisely through mastering grammar.

Research by domestic and foreign psychologists and linguists proves that mastering the grammatical structure of a language occurs through the formation of a language system based on generalization, analysis and generalization of speech and language phenomena. Researchers D.N. Bogoyavlensky, L.I. Bozhovich, P.P. Blonsky, N.I. Zhinkin, N.A. Mechinskaya, N.S. Rozhdestvensky, K.D. Ushinsky, D.B. Elkonin, based on the study and analysis of the processes of formation of mental operations of preschoolers in the context of the development of speech skills, emphasized the importance of implementing work on grammar the language that is native to the child.

Psychologists A.V. Zaporozhets, A.V. Zakharova, N.I. Zhinkin, S.N. Karpova, A.R. Luria, F.A. Sokhin, D.B. Elkonin, who studied the formation of the grammatical structure of speech in children, also noted the importance of working on grammar in the system of language development of preschoolers.

The analysis of theoretical material devoted to aspects of the formation of the grammatical structure of speech of preschool children suggests that the reason for difficulties in mastering grammatical forms of language is that adults themselves do not realize these meanings, using them intuitively, having learned them in the process of natural perception of their native language. In this regard, it can be concluded that in the process of teaching children, it is worth taking care that they hear all the grammatical forms of their native language as early as possible and gradually realize their meaning.

Understanding the meaning of grammatical meanings is a process of formation and development of the intellect of a developing personality. This process proceeds unconsciously, but if it is slowed down by inept learning, then the mental development of children will be significantly delayed. Thus, a preschooler who has not mastered the grammatical structure of his native language before entering the primary school education level shows low academic performance, is unable to understand the connections and relationships between the phenomena of the surrounding reality studied within the framework of the school curriculum.

RESULTS AND DISCUSSION

Based on the theoretical analysis of psychological and pedagogical sources and the practice of preschool educational institutions, it is possible to substantiate the relevance of the problem under study, as well as the insufficient theoretical and practical development of a system of work on the formation and development of the grammatical structure of speech of older preschoolers. In this regard, it became necessary to study in detail the aspects of the formation of the

grammatical structure of speech of older preschool children.

The formulation of the purpose of the article. The purpose of this article is to study the theoretical aspects and methodological features of the process of forming the grammatical structure of speech of older preschool children.

Presentation of the main material of the article. Older preschoolers have great physical and mental capabilities. The physical development of older preschoolers is interconnected with the mental one. It is a necessary condition for the versatile development of a child. At this time, mental, aesthetic, and moral development is gaining momentum. The child's speech is being comprehensively improved: he must pronounce all the sounds of his native language correctly, reproduce words clearly and clearly, have the vocabulary necessary for free communication, use many grammatical forms correctly, his statements should become more meaningful, expressive and more accurate. The thinking of an older preschooler is formed through the assimilation of grammar.

So, within the framework of this study, the concept of "grammatical structure of language" will be understood as a product of long-term historical development, without the formation of which the thinking of preschool children will not be improved. This is because it is the grammatical forms of language that are the material basis of people's thinking. So, the higher the level of mental development of a preschooler, the better his grammatical speech system is formed.

The formation of the phenomenon we are analyzing is an indispensable condition for the timely and

successful development of monological speech as one of the leading types of speech activity.

Thinking develops through the mastery of grammatically correct speech. The preschooler begins to think more logically, consistently, to distract from the concrete, to generalize, to express his thoughts correctly.

K.D. Ushinsky, naming grammar the logic of language, emphasized that "Grammar, taught logically, begins to develop human self-awareness, that is, precisely the ability due to which a person is a person between animals."

The sources and factors of children's speech development and their grammatical structure are diverse; this suggests that organizational and pedagogical conditions, means and forms of pedagogical influence should also, in turn, be used in their diversity.

According to the theorist of psychological science A.V. Zaporozhets, the formation of the grammatical structure of a preschooler's language is "spontaneous", he "extracts language", his grammatical system from the factors of perceived speech, in which language performs a communicative function and is not presented systematically.

The process of developing the grammatical structure of speech occurs in parallel with the process of general speech (language) development of the child. Speech development is carried out in stages: from a verbatim, semantic-semantic system to situational phrasal involuntary speech, and then to the development of a dialogical form of speech and, finally, reaches the level of mastering the monological form of coherent speech. The sequence of periods of this process should

be taken into account when choosing pre-school teachers forms and methods of pedagogical guidance.

The basis for mastering the grammatical side of language is the child's knowledge of the relationships and connections of the surrounding reality, expressed in grammatical forms of language. Grammatical meanings of words express the relations that exist between words, or indicate the subjective attitude of the communicant to the objects or phenomena called.

According to the famous scholar in the field of linguistics A.A. Reformaty, the connection of grammar with reality is carried out through vocabulary, since grammar is devoid of any specifics.

In the process of a variety of speech practice, the senior preschooler, by imitation, independently and gradually learns the grammatical structure. This is explained not only by age patterns, but also by the complexity of the grammatical system of the native language.

It is necessary to work on the formation of the grammatical structure of speech in the following directions:

- 1) create a favorable speech environment;
- 2) to prevent the appearance of grammatical errors in children;
- 3) correct errors that already exist in children's speech;
- 4) improve the syntactic side;
- 5) develop sensitivity and interest in the form of one's own speech.

In order to successfully form grammatically correct speech in children, a teacher must understand the causes of children's grammatical errors and take them into account when choosing methods and techniques of work. It is necessary to continue working on fixing in older preschoolers those grammatical forms, the assimilation of which causes them difficulties:

- improving the ability to coordinate words in sentences;
- help children with incorrect stress in the word;
- correction of errors in the alternation of consonants;
- familiarity with different ways of forming words;
- exercises in the formation of single-root words;
- exercises in the use of simple, compound and compound sentences;
- improving the ability to use direct and indirect speech.

The process of developing the grammatical structure of speech is carried out in the process of observation, games, and in the daily communication of preschoolers. Based on this pattern, we conclude that the most important pedagogical condition in this process is the competent organization of children's activities in everyday life.

CONCLUSION

Summarizing the above, we conclude that the grammatical structure of speech is the product of a long historical development, and grammar, as one of its most stable parts, determines the type of language.

The need to develop grammatically correct speech is an urgent task for the education of older preschool children. From the moment when a child begins to freely use all grammatical means in communication

with peers and adults, there is a genuine mastery of grammar. In this context, communication between a child and other children is of particular importance, since it most fully reveals the potential of an older preschooler.

Thus, mastering the grammatical structure of speech has a major impact on the overall development of an older preschooler, providing him with a transition to the formation of language competencies at a more in-depth level at school.

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