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FAIRY TALE-BASED SPEECH DEVELOPMENT TECHNIQUES FOR CHILDREN

Submission Date: February 01, 2024, Accepted Date: February 06, 2024,

Published Date: February 11, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue02-04>

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ABSTRACT

The article written on the topic "Fairy tale-based speech development techniques for children", offers suggestions for helping young children learn how to connect speech. The article aims to clarify the significance of fairy tales' influence on children's speech development. The article also emphasizes the concepts of the instructor organizing the speech development process while taking the pedagogical process into consideration.

KEYWORDS

Fairy tale, speech, children of preschool age, knowledge, teaching literacy, development of speech.

INTRODUCTION

Every person's ability to successfully participate in society depends on their ability to read, write, and speak correctly. It is common knowledge that the population's level of literacy has a significant impact on how modern civilization develops. Human literacy affects the quality of a person's future existence and enables them to function well in the current era of fast

technological advancement. Therefore, having literacy is equivalent to having the key to knowledge.

CONNECTED SPEECH TEACHING FOR PRESCHOOL CHILDREN

Written, verbal, and behavioral symbols make up the system of speech. It is typical for speech to develop

progressively, or in steps. It is a system designed to facilitate communication between individuals. Pre-linguistic development is the earliest stage of a child's life, during that period he expresses his demands through crying and body language. Linguistics is the next stage. During this period, speech becomes the most common form of communication. Before they can speak, most children understand certain concepts. Receptive speech is the term is referred to as this. Speech that describes concepts and events comes before expressive speech, known as receptive speech. A child's language and speech development depends on his overall cognitive development, social, receptive and neuromuscular development. The quantity of words a child hears impacts the way they develop their speech.

The following problems with teaching the mother tongue are also resolved by the development of connected speech in children:

- 1) vocabulary exercises (large vocabulary and being able to use it to completely and effectively convey ideas);
- 2) grammatically correct speech formation (using following and related conjunctions, numbers, adjectives, and agreement suffixes appropriately while expressing one's opinions in a simple and general manner);
- 3) education in the sound culture of spoken expression (meaningful, clear and fluent speech).

Dialogic and monologic speech are the two different forms of in speech, and each has unique characteristics. Dialogic speech is characterized by incomplete (brief) responses to queries posed in a conversation between two or more people.

A monologue is the speech of one person, and it needs the speaker to have a wide-ranging, coherent, cohesive idea.

Monologic speech formation begins with teaching and developing speech in children. Middle-aged children's development of connected speech is greatly influenced by the presence of up to 2,500 words in their vocabulary and the activation of those words.

Young children's comprehension of speech improves; they can follow adult instructions, complete verbal tasks, and comprehend basic concepts in simple literary works. With the help of adults' verbal explanations, speech becomes an instrument for communication as well as for education. The elder age group of children has more developed connected speech. They acquire abilities including discussing, summarizing, and formulating conclusions. They have the ability to provide concise, detailed responses to dialogic speeches and queries. It becomes apparent that asking the right questions can help build skills like making appropriate allusions and correcting and completing a friend's response.

The capacity to recognize the most significant cues from things or situations starts to develop. Children between the ages of five and six actively participate in discussions, debate, and argue for what they believe to be true. They also try to persuade their friends. In order for children to acquire conversational communication, they must be instructed taught to listen to and comprehend adult speech, respond to questions, express their opinions in front of other children and listen to the opinions of others. Teaching children to narrate stories is an effective way to achieve connected speech development.

A **monologue** is a speech delivered by one person and is more complex than a dialogue. One person gives a speech and the others listen to a monologue. In order to focus on the structure and content of a monologue speech, one needs to have a strong recall. Thinking is also necessary for monologue speech.

In terms of language (linguistics), monologue speech is more complicated. It is essential to use simple language and popular terms in the monologue in order to the audience can understand it.

The formation of monologue speech in children is related to the development of their logical thinking. In addition, in order for a child's speech to turn into a monologue, he must have mastered the vocabulary and grammar of the language. Psychologists say that monologue speech appears in children from the age of five.

The following is said by psychologist D.B. Elkonin: "A child's attempt to communicate his plans (intentions) to adults is reflected in the differentiation of speech form and function (service) due to changes in lifestyle, the development of new relationships with adults, and new activities." A new form of speech appears - reporting in the form of a monologue, telling a story about what one sees and hears, "in the process of teaching children to tell stories, it solves various issues of proper education, helps mental development. Story while doing it, logical thinking, attention is developed, speech is grammatically formed, behavior and skills of speaking in front of the team are formed.

In this regard, the tasks and content of work for teaching children to tell stories are established for each age group in the MTT educational program. Children in this group learn how to narrate well-known stories and

fairy tales (with the aid of the teacher's questions and the pictures in the book, later on their own); they also learn how to repeat a story (usually in three to four sentences) based on the information contained in a picture, object, or toy; and they take part in the acting out of familiar fairy tale excerpts.

The tasks of teaching stories and its content becomes more complicated in middle groups. Children in this group are taught to autonomously recreate fairy tales and well-known stories during the first half of the year in order to portray the dialogue of the work's heroes.

Children are taught to listen to famous tales and stories in the second half of the year, to comprehend the words and traits of the characters in them, to pay close attention to their friends' narrators as they explain the work's content, and to identify instances in which they have misrepresented the work's text.

Colloquial speech is a fairly simple form of oral speech, which is supported by interlocutors. Speakers understand each other using various means (expressive means, eye gaze, gestures, intonation, etc.). The subject (item, object) to be discussed becomes known to the speakers. This form of speech is syntactically very simple: exclamations and exclamations are used from unfinished sentences;

Connected and comprehensible communication is essential for conversation. Preschoolers receive instruction from adults while they learn spoken language. Children ages 2-3 are prone to become distracted from the subject of discussion. They still struggle with poor thought processes, memory, focus, vocabulary, and speech grammatical accuracy. Language development, cognitive function, memory

and focus, vocabulary, and speech morphology all have a role in dialogue speech development in children.

Four to five-year-olds start to progressively articulate their ideas in a comprehensive and expansive manner. They begin asking a lot of questions (Why? Why?) as they speak. Children as young as five years old can talk for extended periods of time. During the conversation, the youngster responds to inquiries, pays attention to the other person, and so on.

The first and second groups in the "First Step" educational program are required to do the following activities and requirements for conversational communication: they must learn to ask questions, listen to and comprehend the teacher's speech, and develop the ability to answer questions confidently.

The objectives for their conversational speech in the medium- and large-group programs get more complex: they must actively participate in the conversation, comprehend the questions posed on the subject and be able to respond succinctly and completely, and they must pay closer attention to the responses of their fellow participants.

The impact of fairy tales on child speech development.

In the field of world folklore studies, the analysis of fairy tales from a historical-typological and historical-comparative perspective has always been viewed as a significant theoretical approach. The historical background, storytelling, and artistic development of a country's folktales have a complex connection to those of other countries. During the establishment of economic, cultural, trade and territorial relations between peoples, folklore traditions come into contact with each other. As a result of various events such as the Arab conquest of Central Asia, the passage of trade

caravans along the Great Silk Road to Eastern countries, and the translation of literary, scientific, moral, and religious works, many themes from Arab, Persian, and Indian fairy tales have become part of Uzbek folklore. Arab storytellers' epic repertory had a significant transformation in the next 1st and 2nd centuries, according to folklore materials from the Arabs of Central Asia (such as stories from the Arabs of Bukhara). This has primarily to do with the Turkish translation of the collection of Arab folktales "Alf Layla Valaila".

A number of Arabic fairy tales from the "Thousand Nights" collection were translated into other languages throughout the 15th and 16th centuries. These tales immediately became part of the Turkish epic heritage and disseminated among the populace through the creative medium of fairy tales.

"One Thousand and One Nights" is a highly valued literary work among our people. In actuality, the impact that the collection of Arab folktales "One Thousand and One Nights" had on the composition and stylistic advancement of numerous folktales.

Every fairy tale has a unique concept. For instance, the fairy tale "Turnip" makes sure children get the concept that "strength is in unity" and helps them think and recount stories in order. Furthermore, Zumrad's good deeds and diligence are exalted in the fairy tale "Zumrad and Kimmat," to the point where the forest's flowers and trees appear to welcome her. Kimmat is portrayed as a sluggish, dull girl. She is therefore punished at the end of the story. In this approach, children learn about good and evil listening to the fairy tale.

They rarely take part in asking questions themselves. Reading aloud fairy tales during classes and retelling them to children has a great impact on the growth of speech culture. The telling of fairy tales by children using various visual aids is also important in strengthening their worldview and imagination.

There are particular tasks for a child's speech development at each age. These tasks get increasingly difficult as one's comprehension of literary works increases.

Here are some ideas for introducing fairy tales in small groups. The instructor's duties during small-group instruction are as follows:

- 1) stimulating children's curiosity in fairy tales;
- 2) helping them to grow in their ability to listen, comprehend, and pay close attention to how things unfold; and
- 3) responding to inquiries regarding the details of the fairy story;
- 4) to acquire abilities such individually and subsequently with the teacher, repeating stories and fairy tales without straying from the subject matter;
- 5) to develop children's interest in works of art.

The educational program "Ilk Qadam" states that fairy tales should be introduced to children at an early age.

It's necessary to teach children early on how to differentiate fairy tales from other literary genres.

The teacher should tell the children that a fairy tale is a genre of fiction. For example, "Today I will tell you a fairy tale."

When children in the small group learn about the creative work's genre, they instantly recall that stories like "Masha and the Bear," "The Greedy Dog," "The Cat, the Rooster and the Fox," and "The Wolf and the Goat" are fairy tales. Retelling stories to preschool-aged children instead of reading them aloud from a book will have a greater emotional impact and aid in their comprehension of the story's core idea. Children are asked to retell the sections of the story that they found most fascinating after it has been told.

It's advised that children read short stories. While asking a child this age a lot of questions is not suitable, you should ask them two or three to find out which words kept in their memory and how well they understood the story's content.

Children are repeatedly read and told well-known stories throughout the year. This makes the fairy tales more memorable to the kids for a longer period of time.

The perception of fairy tales is the subject of research in the intermediate group. Now, children in this age group start to comprehend fairy tales on a profound level. Children attempt to articulate their connection to the play's characters more precisely. When introducing a literary work to this group, the instructor describes its genre, for example, "Now I'll tell you the tale "Golden Watermelon" from Uzbek folk tales."

Works in this category of literature have a very wide range of themes. As well as focusing on the work's substance, the teacher draws the students' attention to certain aspects of literary language, such as metaphors, similes, and artistic terms and idioms. When presenting questions to the students, the teacher ought to give it some serious thought after

reading the assignment. The inquiry posed to the children ought to assist them in accurately expressing their thoughts and assessing the actions of the fairy tale's characters. Children are encouraged to consider, ponder, and develop conclusions when questions are asked correctly.

For example, after telling the fairy tale "The Golden Watermelon", you can ask the following questions: "What is the story about in this fairy tale? Who and what did you like in this fairy tale? What about the old man who healed the stork? What about the rich man? Did he do the right thing by breaking? Why did a golden watermelon grow on the poor old man's lawn? What about the rich man's lawn? How did the Stork punish the rich man? Why did the Stork punish the rich man?"

Such questions help to determine how children understand the content of the fairy tale and what is their attitude towards the characters of the work. Correct analysis of a fairy tale as a work of art increases the value of artistic speech, prepares children for independent storytelling. In the middle group, as well as in the small group, work is carried out to enrich children's vocabulary, work is carried out to strengthen the new words learned in the training.

A big group. The goal of the "Ilk Qadam" educational program is to teach a large group of children how to recognize (sense) specific characteristics of expressive means while interpreting the content of literary and artistic works.

Fairy tales for children are an extremely effective instrument for educating them about morality, art, and mental health as well as for the growth and richness of their speech in all domains. Children learn about the inner sensations of the personal world, the

relationships between people, and the ways in which society and nature function through the lyrical imagery of fairy tales. The child's emotions are developed, his imagination is trained, and the best works of Uzbek literature are shown to him. These examples are diverse in terms of their impact: folk tales reveal the expressiveness and meaningfulness of language to children, show the diversity of speech, the richness of humor in front of children's eyes.

The preschool education instructor faces complex tasks such as conveying each fairy tale as a work of art to children's minds, revealing its content, having an emotional attitude towards the characters participating in the fairy tales, and teaching them to express their attitudes towards the characters participating in the work. In order to fulfill these tasks, the teacher himself, before introducing children to fairy tales, must feel and understand them, and be able to analyze their content.

Only when fairy tales can be conveyed to children in an expressive way, it is possible to correctly perceive their ideological content. Children's ability to understand fairy tales does not arise by itself, it should be developed and educated from the child's early age, only then the child learns to listen carefully to fairy tales and pay attention to artistic speech. Conveying the moral and aesthetic essence of fairy tales to children's minds is a difficult task.

Young learners in preschool are observers as well as listeners. These fairy tales can serve as the basis for small-group preparations for toy shows: "Alpomish", "Goroguli" from Uzbek folk epics, "The Turnip" from Russian folk tales, "Two Comrades" and "Three Bears" by L.N. Tolstoy for the middle group; "Crooked and Straight", "Generous and Stingy", "Cock and Wolf" by

A. Avloni, "The Little Red Riding Hood" by Sh. Piero for large groups.

Shadow theater arouses interest in children. Shadow theater is a common type of dramatization of fairy tales. Demonstrating a shadow theater has several characteristics of reading a fairy tale or a story, a parable: the immobility of silhouettes, the inability to put them in a row. To expand the capabilities of the shadow theater, several silhouettes (views) of one character are prepared.

The teacher has to read the text for several characters. Therefore, he should practice the ability to convey the voice of any character to children (diction, expressiveness of voice tone).

To introduce children to fairy tales and enrich their vocabulary, you can use the methods of showing and repeating the text of the slide film.

Before showing the film to the children, the teacher sees it himself, learns to read the text expressively, and determines which frames to show the children in detail.

Planning and implementation of educational work is a very important stage in the work of a preschool teacher.

The teacher's organization of the process of speech development and consideration of the pedagogical process. Children learn their mother tongue according to certain laws, which must be considered while organizing speech development activities. Children must be trained to use their speech organs more effectively in order for them to comprehend and perceive other people's speech. As such, it is important

to plan to raise children's speech activity both inside and outside of the training environment.

Children's story-telling and reading skills are given special consideration in speech development workshops. It takes a lot of expertise and responsibility for a teacher to teach students to repeat stories from art, stage them, and memorize poetry.

One of the goal-oriented work plans is a monthly (4-week) work plan for training. The consistency of training in the monthly work plan is reflected in the development of all components of the mother tongue (vocabulary work, education of sound culture, connected dialogic and monologic speech, grammatical construction of the language). It is necessary to develop all aspects of the child's speech at the same time in a parallel way, because the work tasks for the development of the child's speech are closely related to each other. Therefore, several tasks of developing the child's speech are solved in one session, but one of them is considered the main one, and the other is planned as a part of the session itself.

Children of each age group interact with their educators in household, work, and play activities. The educator organizes a children's game, reads works of art or tells a story. In this process, both the good and the bad sides of the teacher's speech are evident, and these features are reflected in the speech of the students. So, the speech characteristics of kindergarten children depend entirely on the teacher's speech. The teacher's speech, which is always in the center of children's attention, is a model of cultural speech for children.

Properly organized pedagogical process should be taken into account on a regular basis. The importance

of this process is that it evaluates and analyzes the activity of the educator and the success of the children.

The report determines the extent to which the educator understands the work methodology, is able to choose different work methods according to the children's characteristics, and observes the development process of some children's speech. The main form of the report is the educator's writing of his daily work. These records are short and reflect the children's general activities (whether they actively mastered the material or were not interested, whether the topic is suitable for the children's age or difficult, most of the tasks were completed correctly or independently, etc.). At the same time, the reasons why some subjects are difficult for children to master are: the subject is far from the children's experience, the teaching methods are very difficult, the conditions are not sufficient, etc. are displayed.

The report always shows which aspects of children's speech were practiced and improved (completeness of the story, clarity The success of individual students is mentioned in the report in addition to providing a broad evaluation of the group's pedagogical efforts. Children who, for whatever reason, are unable to master the program material are closely watched. The teacher sets the assignments and procedures for future work in addition to demonstrating the caliber of the work. Specifically, the acquisition of program material (learning to pronounce sounds correctly, answering questions in full, reciting poems in a lively and expressive manner, etc.) by children with speech impairments is also demonstrated individually. Forms for monitoring children's knowledge and abilities and accounting for the pedagogical process have not yet been devised.

The instructor frequently takes part in the examination and assessment of colleagues' work plans, which include assignments, self-evaluations, instructional activities, and so on. For this reason, the mentor should create a series of fundamental inquiries to evaluate his colleague's work schedule.

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