

Factors ensuring the development of speech in preschool children

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Abstract: Raising the level of speech construction skills in the development of speech among older preschool children is one of the main tasks facing methodologists in the preschool education system. Taking this into account, when studying the environment, it is advisable to begin research on the problem of speech development in older preschool children by identifying the factors that ensure speech development. It should not be forgotten that the surrounding world is a rich source of artistic imagery in literature. In the process of speech development, literature and artistic imagery play a significant role.

Keywords: Preschool age, speech development, breathing exercises, perception, sociability, understanding nature, observation, listening, artistic expression, artistic representation.

Introduction: It is worth noting the age characteristics of older preschool children, the growing potential for speech development, and vocabulary as factors ensuring speech enhancement. A high level of speech development in older preschool children can be achieved through the following:

- awareness of literary norms and rules of the language;
- ability to freely express their thoughts and opinions;
- ability to engage in communication and interact with adults and peers;
- ability to listen to the conversation partner, ask questions (formulating them correctly), respond, express objections, and when necessary, provide explanations and clarifications.

In developing the speech of older preschool children, special attention should be paid to the development of

both dialogic and monologic speech. Older preschool children learn dialogic speech relatively easily. This is evident in the following ways: children constantly hear dialogic speech at home and in kindergarten. Moreover, children primarily use dialogic speech in their interactions with each other. Methodological literature emphasizes that monologic speech forms the basis of literary language. Therefore, speech development plays a crucial role in the education system.

Monologic speech represents an organized system of thoughts (sounds) expressed as logically coherent sentences on a specific topic and aimed at influencing others. For a child, monologic speech is undoubtedly psychologically complex. The fact is that during the preparation process for monologic speech, the older preschooler understands that the listeners (others) want to learn something interesting from their thoughts and observations.

METHOD

Although intuitively, the child tries to logically construct a plan for monologic speech, correctly choose phrases to express their purpose, construct sentences, and pronounce sounds accurately. An unfavorable

psychological environment creates a situation for an older preschooler where they feel "discomfort" associated with not fully understanding the meaning of the words, phrases, or sentences they want to convey.

Indeed, for monologue speech to be engaging and understandable to the listener, older preschool children must, first and foremost, rely on memory and logical thinking. It is known that a child's speech develops as a result of correctly following language rules, perceiving adult speech, and their own creative activity.

Thus, language and speech are two important means that ensure the psychological development of older preschool children, primarily their memory, thinking, perception, emotions, and passions. Let's outline 5 important principles related to this:

- 1) The ability to perceive speech in the native language depends on the training of the muscles of the child's speech organs (therefore, it is important to pay sufficient attention to exercising the speech organs to improve the pronunciation of words, phrases, and sentences).
- 2) Understanding the meaning of speech depends on the child's mastery of the lexical and grammatical rules of speech.
- 3) The acquisition of speech expressiveness depends on the child's inclination to understand the expressive means of phonetics, vocabulary, and grammar (it is necessary to teach older preschoolers to understand speech expressiveness and ensure that these aspects are assimilated by the child).
- 4) Speech enrichment depends, first of all, on the improvement of speech skills (if the formation of speech in older preschool children was successful at the previous age stage, then the process of speech enrichment and its assimilation will proceed easily and quickly). In addition, researchers have found that the intensity of speech enrichment depends on the development of language perception, cognitive abilities (sensation, memory, perception, thinking), and willpower.
- 5) The assimilation of speech norms depends on the development of language perception. An important role in children's speech acquisition is played by the formation of the ability to use punctuation marks correctly and the capacity to memorize.

It has long been proven in the science of native language methodology that the older preschool age period of human life is most effective for the traditional use of native language elements in standard speech. When addressing a complex of issues related to speech development in older preschool children, special

consideration is given to the cognitive instinct in humans, the realization of innate curiosity through speech, and the child's cognition of the world through speech participation.

Psychologists have observed that knowledge about the surrounding world is acquired through speech. From this, it can be concluded that familiarizing children with their surroundings creates extensive opportunities for speech development. Accordingly, educators guide the speech of older preschool children correctly by introducing them to their surroundings. To achieve effectiveness in children's speech development, it is important to consider their level of knowledge, interests, and personal abilities.

RESULTS AND DISCUSSIONS

It should be especially noted that the role of brain activity in controlling all actions and behavior of older preschool children is increasing. That is, children strive to understand and evaluate the behavior of others and the events occurring around them. Consequently, the types of activities performed by preschool children become more diverse and meaningful. Therefore, productive types of children's activities play a significant role in speech development. The system of relationships between children is formed at a high level in jointly organized games. Activities such as socially useful work and learning are becoming increasingly important. At the same time, the social motives of labor, manifested in the desire to help peers in some way or to bring them some benefit, become even more significant. Older preschool children begin to manage their behavior more rationally.

Children clearly understand the meaning of the tasks set before them by the educator and diligently strive to complete tasks independently and flawlessly. All of this serves as important conditions for speech development. It is known that achieving any success in education depends on upbringing. Therefore, it is necessary to pay a certain degree of attention to the formation of cultural behavior in preschool children, to develop in them moral ideas about goodness, modesty, justice, and conscientiousness, and to cultivate a negative attitude towards the opposite of such qualities.

For more effective speech development, it is necessary to identify and systematically expand children's understanding of surrounding objects (life and work of people, animals, plants, the underwater world).

In the plan to improve the effectiveness of speech development, it is important to conduct walks and trips not only for simple observations of surrounding objects but also for their study. At this point, we need to determine what can be achieved when studying

surrounding objects. For this, first of all, it is necessary to group the surrounding sources of speech development. One such group is artistic expressions.

In the history of Uzbek poetry, depicting the external world as an object, beyond the hero's meditation, became popular mainly from the beginning of the 20th century. Even before that, works embodying the aforementioned qualities were created in classical literature. However, large-scale works expressing the author's attitude towards reality through nature descriptions are distinctly prominent in the poetry of the past century. For example:

Uchib o'tdi sayyora g'ozlar
Sariq sado bo'g'ildi, tindi.
Izg'ib qoldi qora ayozlar,
Katta qorlar yog'adi endi,
Bo'z tumanlar yoyilib oqar,
G'arq qilganча o'rmon etagin.
Endi olis bahorga qadar
Cho'ziladi qishning ertagi.

In this poem by Sh.Rahmon, the final days of autumn are portrayed, and the points that need to be emphasized to enhance the effectiveness of artistic expression are enriched with epithets. Through this, the reader can more vividly imagine the depicted situation. Or

"Osmon to'lib turnalar uchar, muncha ma'yus turna unlari.

Uchib ketar, turnalar emas, haroratli, yaxshi kunlarim"

A melancholic autumn mood arises in the heart of the poetry reader who reads these verses. The primary function of landscape in literary works is to provide an impression of the place and time where events unfold. Additionally, it possesses the characteristic of multifunctionality.

Oq bulutlar yerga qo'ndimi, mo'jizalar bo'ldimi sodir?

Oh, naqadar ajoyib tunda oq mash'ala ekilgan vodiy...

Yechib oppoq ko'ylagini vaqt, kiydi yashil gulli ko'ylagin.

Yurak, uyg'on, kapalak kabi chechaklarga qo'nib o'ynagin...

In his verses, the landscape imagery served to express vibrant emotions filled with joy.

Pure landscape lyrics refer to imagery that does not carry symbolic or metaphorical meaning, but solely performs an aesthetic function. There is also another requirement: poems of this type should depict a

complete scenic picture. For example, Sh.Rahmon's poem "Manzara" (Landscape) perfectly illustrates our point:

Oq sukunat porlar saharda, kun nurida yonib, yaraqlab, Chopib kirar sovuq shaharga yalangoyoq yashil daraxtlar.

Bir zumdayoq devorlar oshib, ko'chalarga tarqab ketdilar.

Darchalarga yuzlarin bosib, bolalarday qarar kattalar.

CONCLUSION

The depiction of dawn with beautiful similes has ensured the poem's readability. Another technique characteristic of the artist is the art of personification (cold rushing in, barefoot trees, silence spreading over the walls), which adorns the "frozen" moment with expressions of unexpected discoveries, allowing the reader to easily bring the image of dawn to life in their imagination.

It becomes a reflection of that mood because it is conveyed through the psyche of the lyrical subject. In short, the methods of artistic expression in landscape poetry are diverse, and by employing them, the poet creates either a symbolic or non-symbolic pure landscape genre.

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