

Methods of Developing Monological Speech in Children

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Abstract: The article analyzes speech and methods for its development through the development of monological speech in children in the preschool education system. It is highlighted that this phenomenon is a pedagogical and psychological process associated with the development of logical thinking. Methods for the formation of logical thinking and communication skills in children through the development of monological speech are studied.

Keywords: Speech and its types, monological speech, logical thinking, pedagogical and psychological process, thinking, ability.

Introduction: The fluency of children in preschool institutions is associated with their mastery of speech types. These speech types are dialogic and monologic speech. The task of a preschool institution is to develop fluent speech (dialogic speech) and monologic speech in children. The task of forming colloquial speech is multifaceted. In younger preschool children, the ability to listen and understand speech addressed to them, listen to each other, answer questions and ask questions themselves, and give coherent answers on the topic of the conversation is formed. The difference between these two types of speech is determined by the type of logical connection of the sentence within the text. A monologue always reports on facts of existence that are in a temporal or causal relationship (relative to each other). Temporal connection can be two-way: facts can be in a real simultaneity or sequence relationship. Messages about facts that exist simultaneously are called descriptions. A message in which facts occur sequentially is called narration. The information about facts in a cause-and-effect relationship is called reasoning. At an early age, a child hears fluent speech. At first, these are jokes addressed to him, and then fairy tales, stories, and monologues of adults.

METHODS

The formation of monologic speech in children is associated with the development of logical thinking in them. In addition, in order for a child's speech to

become monologic, he must have mastered the vocabulary and grammatical aspects of the language. Developing children's speech and communicating with them develops a child's way of thinking. In this regard, teaching children to monologic speech is of great importance. As is known, the ability to tell a story plays a major role in the process of communication between people. For a child, this ability is a means of knowing, testing their knowledge, and imagination.

According to psychologists, monologic speech in children appears from the age of five. As psychologist D. Elkanin rightly noted: "A change in a child's lifestyle, the formation of new relationships with adults and new types of activities lead to a differentiation of the form of speech and its function (service). When telling a story, logical thinking and attention develop, speech is grammatically formed, and the ability to behave and speak in front of a group is formed." In this regard, the educational program of preschool educational institutions defines the tasks and content of work for each age group on teaching children to tell stories. If we rely on the ideas of K. Shodiyeva, "The tasks and content of teaching storytelling in middle groups become much more complicated. In the first half of the year, children of this group are taught to independently retell familiar stories and fairy tales, to expressively describe the conversation of the heroes of the work."

RESULTS

In the classes, children are taught to retell the content

of short fairy tales and stories that were read for the first time, to listen attentively when their comrades tell stories, to compose stories describing toys, various objects and seasons (first based on the teacher's questions, then based on a sample and plan).

In the second half of the year, children continue to be taught to listen to familiar fairy tales and stories, to understand the words and characteristics of the characters participating in them, to listen carefully to the speech of their comrades who are telling the content of the work, and to notice places where the text of the work is distorted.

In the senior and school preparatory groups, the first half of the year is to develop the skills of retelling works of art, to teach them to tell literary works in a meaningful, logical, clear and descriptive way. When teaching retelling, the educator should focus children's attention, especially on the beginning of the tale, repeated passages, and the conclusion: the dialogue between the characters in the stories. When teaching a child to think creatively, it is necessary to develop creative storytelling skills. Teaching children to complete a story or fairy tale set by the educator, to compose short, concise sentences, and to use figurative language are defined as factors in the development of speech.

DISCUSSION

In order to develop children's ability to compose a story or fairy tale that develops logically based on their personal experiences and life topics proposed by the educator, a number of topics such as "Happy Day", "My Sad Day", "At the Guest", "Our Family", "My Best Friend", "Day Off", "I Looked at My Dad", "I Went to the Puppet Theater" can be recommended. Children should be taught to know the emotional experiences of

the characters participating in the stories or fairy tales they are creating, and when teaching them to compose a story based on pictures, it is necessary, first of all, to create opportunities for their independent thinking, to express their attitude to the events depicted in the picture. At the same time, it is necessary to encourage them to think about what happened before and what should happen next, based on the thematic event depicted in the picture. Looking at a picture of natural landscapes, it is an important task of educators to teach children to compose sentences using descriptive words, similes, and adjectives that can express the beauty and elegance in it. In addition, it is important to cultivate the skills of children to tell stories from their joint life experiences: excursions, walks, work processes, and lively and fluent narration. When telling stories, children should be taught to correctly name the objects around them, events, their characteristics, and actions, to indicate the time and place of events, and to encourage them to come up with riddles.

CONCLUSION

In conclusion, the development of monologic speech in children is associated with the development of logical thinking. The formation of logical thinking and communication skills in children through the development of monologic speech is the future of our future.

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