

Development Of Connected Speech Of Preschool Children Through Fairy Tale Therapy

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Abstract: The article examines the role, content and practical significance of fairy tales in the formation of coherent speech. This article analyzes modern pedagogical and speech therapy exercises aimed at developing children's communication skills and the ability to express their thoughts coherently, grammatically correctly, and logically. It also presents the stages of developing coherent speech and methods for using fairy tales.

Keywords: Coherent speech, technology, speech development, speech therapy, communication skills, interactive methods, special education.

Introduction: Coherent speech is the ability to convey a thought in a complete, fluent and understandable way using words, sentences and parts of text that are logically and meaningfully connected to each other. The main features of coherent speech are logicity, consistency, accuracy, richness of vocabulary and reinforcement by grammatical rules.

The importance of coherent speech is as follows:

1. Based on the clear expression of thought, coherent speech allows a person to convey his thoughts in a clear and fluent way, which is important for successful communication.
2. Effective speech in social communication helps to strengthen social relationships.
3. Coherent speech plays an important role in the educational process, at work or in public speaking.
4. Through the development of speech, a person's logical thinking, creativity and self-confidence increase.
5. Through speech, the wealth of the national language and culture is preserved and promoted.

The main goal of storytelling therapy in developing coherent speech is to develop a person's skills in expressing their thoughts logically, fluently, clearly, and effectively in oral communication, and the technology helps to increase the person's communicative

competence and communicate successfully in social and professional environments.

The tasks of coherent speech include: ensuring the logic and consistency of speech; teaching the sequential and understandable expression of thoughts, correctly forming the structure of a text or conversation; increasing vocabulary, strengthening the clarity and expressiveness of speech by expanding vocabulary; developing grammatical and stylistic skills; teaching the use of correct grammatical forms and adapting speech to a specific context; forming a culture of communication, developing dialogical skills such as listening, asking questions, answering and discussing; developing logical thinking, improving the ability to analyze thoughts, generalize and draw conclusions; developing the emotional expressiveness of speech, developing intonation, rhythm and emotional aspects of speech to influence the interlocutor; developing the skills of adapting speech to different communication situations, adapting speech in formal, informal, scientific or everyday communication; strengthening a person's self-confidence through free expression of one's thoughts in speech.

Technologies and games play an important role in the development of speech skills in children, allowing them to successfully participate in social life. The level of speech development, psychological characteristics,

and needs of each child are taken into account.

The development of coherent speech is carried out in 4 stages:

1-Preparatory stage: Goal: To expand the child's vocabulary, create a basis for the formation of grammatically correct speech.

Tasks: To teach the correct pronunciation of words; to distinguish between subject, action, and adjective words; to form sentence building skills.

2-stage. Formation of sentence building and coherence: Goal: To teach logical connections between sentences.

Types of exercises: Telling a story sequentially based on 2-3 pictures. Compose a text according to the structure "Beginning of the story - continuation - end". - Strengthening coherence through the game "What happened then....?"

3-stage. Storytelling and independent expression stage. Goal: Develop the ability to consistently express independent thought. Create a story based on a picture. Tell a story based on personal experience (themes of the weekend, animals, holidays).

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Stage 2. Formation of sentence building and

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Types of exercises: Telling a story sequentially based on 2-3 pictures. Compose a text according to the structure "Beginning of the story - continuation - end". - Strengthening coherence through the game "What happened then....?"

3rd stage. Storytelling and independent expression stage. Goal: Develop the ability to consistently express independent thought. Create a story based on a picture. Tell a story based on personal experience (themes of the weekend, animals, holidays).

Echkilar sakrab yurar

Ko'm-ko'k maysa o'tloqda

Qo'rquvdan joni halak

Nazar solar atrofga

Children act according to the words in the text. After that, the wolf chases the goats. The caught child plays the role of the wolf. Children, we have now said a lot of words about wolves and goats. We learned that words are made up of syllables. Let's break the words we just

"Shoxdor echki"

Shohdor echki kelmoqda,

Bolalarni ko'rmoqchi.

Kim ichmasa sutini,

Kim emasa oshini,

Suzib oladi uni.

The index finger and the thumb of the hand are bent. This is a "goat". When the line "He will swim", the children move their fingers towards each other. Based on these exercises, tasks are carried out to develop the connected speech, vocabulary, and finger motility of preschool children, which are important in the development of speech.

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said into syllables (Wo-ri, ech-ki, och-koz, do-no). Today we will practice separating sounds from words. A sound is separated from words or syllables. It is convenient to separate vowels from syllables or words. I pronounce the syllables, you say which sound I am stretching: ooo-na. I correctly pronounced the sound "O" with a stretch. "O" is this sound. Together we will repeat the sound "O". In the second syllable, you will find which sound I pronounced with a stretch: o-naaaa (the sound of a). That's right, now determine the other sound in this 2nd syllable: o-nna (the sound of "N"). So, how many sounds are there in the word? (3) What sounds are they? ("o", "n", "a") What are the words, syllables made of? (From sounds) What sounds were pronounced with a stretch in the word "Ona"? I pronounced the sounds "o", "a", "n", you heard them. So, we pronounce the sounds, that is, we say and hear them. We repeat them together (we pronounce the sounds, that is, we say and hear them).

Finger exercises. The speech therapist conducts finger exercises with the children. For this, the children are divided into two groups, the educator reads the poem, and the children perform the action.



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