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FEATURES OF SPEECH FORMATION IN PRESCHOOL CHILDREN

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ABSTRACT

Speech is a wonderful gift of nature – it is not given to a person from birth. It should take time for the child to start talking. And adults should make a lot of efforts to ensure that the child's speech develops correctly and in a timely manner.

KEYWORDS

Coherent speech, dialogical form of speech, joint- partner activity, monologue speech, retelling, description.

INTRODUCTION

Preschool age is a period of active assimilation of a spoken language by a child, the formation and development of all aspects of speech – phonemic, lexical, grammatical. Full command of the native language at preschool age is a prerequisite for solving the problems of mental, aesthetic and moral education of children in the most sensitive period of development. The earlier the teaching of the native language is started, the more freely the child will use it in the future. At preschool age, the circle of communication of children is expanding. Becoming

more independent, children go beyond narrow family ties and begin to communicate with a wider range of people, especially with peers. The expansion of the circle of communication requires the child to fully master the means of communication, the main of which is speech. The complicating activity of the child also places high demands on the development of speech.

MATERIALS AND METHODS

The development of speech for a child plays a fundamental role. The development of speech is the basis of communication in the family. The development of speech is the main means of achieving desires for the individual. Without the development of speech, full-fledged human communication in society is impossible. Speech development is at the center of a child's learning. The speech development of preschoolers occurs over several age periods. The most important period is considered to be the age from one year to four years, when the child masters the basic laws of the language. A child in the process of interacting with the world and people around him enriches his experience, gets new impressions, in this regard, his mental abilities develop, and, accordingly, speech. Work on the development of children's speech should be comprehensive and solve problems related to all aspects of speech development – phonemic, lexical, grammatical. Comprehensive influence on the child's speech is a prerequisite for the development of coherent speech. But spontaneous speech development cannot raise a child to a high level, adult help is needed, i.e. purposeful learning and communication. In addition, an adult awakens a child's interest in language and encourages him to be creative.

Timely and full-fledged speech formation at preschool age is one of the main conditions for the normal development of a child and his further successful schooling. Any delay and any violation during the development of a child's speech affects his behavior, as well as his activities in its various forms. Modern and full-fledged mastery of speech is the first most important condition for the formation of a full-fledged psyche in a child and its further correct development. Modern means started from the first days of a child's life. Full-fledged means sufficient in terms of language

material, encouraging the child to master speech to the extent of his capabilities at each age stage.

RESULTS AND DISCUSSION

The speech development of children is considered as the development of the ability to understand and use language: the development of phonemic hearing, sound analysis, vocabulary, grammatical categories, the development of communicative skills, skills and abilities of coherent speech. Among the many important tasks of educating and educating preschool children in kindergarten, teaching their native language, speech development, and speech communication is one of the main ones.

1. Features of speech development of children 2 - 3 years old.

By the end of the child's year, it is already possible to talk about speech development, since the basics of understanding are being formed, the child begins to use a few simple words. An adult's verbal appeal to a child can calm him down, encourage him to perform simple actions. The second year of life is a period of intensive speech formation. The connections between the object, the action and the words denoting them are formed 6 to 10 times faster than at the end of the first year of life. By the age of two, the child's active vocabulary grows to 200 – 300 words. The child understands the speech addressed to him and begins to speak himself. It is at the age of 2 that speech becomes the main means that a child uses to communicate with loved ones. Younger age is the most important period in the development of a preschooler. It is at this time that the transition of the baby to a new relationship with adults, with peers and with the object world around him takes place. By the age of 2, children practically master the skills of using singular and plural forms of nouns, tense and person verbs, use some case

endings. At this time, the understanding of adult speech significantly exceeds the spoken capabilities. At the age of 2-3 years, there is a peak in the development of the child's speech. He begins to actively listen, and remembers and analyzes the information. During the 2nd and 3rd years of a child's life, there is a significant accumulation of active and passive vocabulary, along with the expansion of which there is also the assimilation of speech sounds.

2. Features of speech development of children 3 - 4 years old.

The age of 3 – 4 years is a very important stage in a child's life. At this age, the foundations of the future personality are formed, the "foundation" of the physical, mental, and moral development of the child is laid. It is still difficult for a three-year-old child to control his behavior. The formation of self-esteem begins, where the leading place belongs to an adult. The development of speech in children 3 – 4 years old is especially fast. As a rule, a child by the age of 3 almost learns his native language. The active vocabulary of children from 3 to 4 years old is growing literally by leaps and bounds, up to about 100 new words per month. If a few hundred words are enough for a child to communicate at the age of three, at the age of 4 this figure reaches 1.5 – 2 thousand words. At the age of 4, phrases uttered by a child already include sentences consisting of 5-6 words. There are compound and compound 6 sentences, use prepositions "by, before, instead of", conjunctions "what, where, how much". At this age, they begin to accompany their game with speech. He actively uses generalizing words (clothes, vegetables, animals, etc.), names a wide range of objects and phenomena of the surrounding reality.

3. Features of speech development of children 4 – 5 years old.

The average preschool age of 4-5 years is characterized by increasing arbitrariness, premeditation, purposefulness of mental processes, which indicates an increase in the participation of the will in the processes of perception, memory, attention. Most of all, a child of four or five years old is struck by his success in mastering his native language. By the age of five, the vocabulary exceeds 2,000 words. Abstract concepts appear in it. The kid is trying to understand the meaning of general categories: happiness, tenderness, justice, love. The child wants to comprehend the meaning of words, explain their origin. He is interested in all the characteristics of words: meaning, sound form, melody and musicality. The child seems to be playing with words, as before he carefully and for a long time examined various objects. The kid can spend hours modifying words, coming up with new ones. He "plays" with rhymes, but this is not poetry. Most often, the rhyme is not related to the content, but only sounds in a special way. Children begin to master monologue speech. At this age, the child is not yet able to logically and clearly tell about events on his own. His speech is still situational. But with a little help from adults, a child of 4-5 years old can convey the content of a well-known fairy tale, recite a small poem by heart, describe a picture, clearly convey his impressions of what he saw to others. A kid at this age learns grammar rules more easily than ever and remembers letters. With the correct organization of the child's literacy training, he is able to easily and quickly learn to read.

4. Features of speech development in children aged 5-6 years.

By the age of 5, preschoolers have a fairly large stock of ideas about the world around them, which they receive due to their activity, desire to ask questions and experiment. At this stage, children are usually ready for

the correct perception and pronunciation of all the sounds of their native language, correct pronunciation becomes the norm. The child is able to detect speech defects of pronunciation of other children and some shortcomings of his speech. The vocabulary of a child aged 5-6 years increases to 2500 – 3000. Generalizing words appear in the active dictionary, children correctly name a wide range of objects and phenomena of the surrounding reality. In the process of using words, their pronunciation is improved. In the speech of a child of the sixth year of life, as a rule, there are no omissions, permutations of words and sounds. The only exceptions are some difficult unfamiliar words. At this age, the vocabulary of children is improved, enriched. Children can make complex sentences, many retell, make up stories on their own. The dialogical and monological speech of children is more perfect. Children can read, compose a word from sounds, highlight the position of the sound (at the beginning, in the middle and at the end).

5. Features of speech development in children aged 6 – 7 years.

At this age, the preschool period of the child's development ends, the main result of which is readiness for systematic learning. A child of senior preschool age 6-7 years old is aware of himself as an independent subject of activity and behavior. He can make positive moral choices not only in an imaginary plan, but also in real situations. By the end of preschool age, a significant emotional sphere is formed. At this time, generalized emotional representations are formed, which allows them to anticipate the consequences of their actions. Thanks to such changes, the behavior of a preschooler becomes less situational and is more often built taking into account the interests and needs of other people. The sound transmission of the child is fully formed, and work is

underway to improve diction, the ability to correctly use sounds in the flow of speech. At the age of 6-7 years, the child has a well-developed dialogic speech and actively develops monological speech. The child can coherently and consistently retell or tell. He is critical of mistakes, strives for accuracy and correctness of statements. Uses complex (allied and non-allied) sentences in speech. Children show creative activity: they come up with an ending to a story, a new plot, compose riddles, stage excerpts from works. By the end of preschool age, the child accumulates sufficient reading experience. Thus, preschool childhood is a period of intensive development of communicative forms and functions of language activity, practical speech skills, awareness of speech activity.

CONCLUSION

The development of speech in a child is accomplished as a process of mastering the native language, the richness of its vocabulary and grammatical forms necessary for each person to understand other people and the ability to express their thoughts, desires, experiences. Speech develops in the process of everyday communication of a child with adults and peers. The success of speech development is ensured not only by the richness and correctness of adult speech, but also by the growing needs of the child. The need for communication, the desire to learn, to understand new things, the desire to be understood, to inform another about something, the need to influence another are the motives that encourage the child to actively master the language. The level of development of coherent speech is closely related to the level of mastery of all aspects of the native language: vocabulary, grammatical structure, sound composition.

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