

A KINDERGARTEN CHILD SPEAKS DEVELOPMENT

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Abstract

In this article, the pre-school education system is further improved as an important link of the integrated continuous education system, and modern educational programs and technologies that develop children intellectually, spiritually, aesthetically and physically are introduced into the educational process. the use of modern methods and game technologies in the development of children's speech in order to radically increase their level of school readiness.

Keywords: speech, vocabulary, situation, attention, thinking, non-situational, intellect, information, adequate, phonetic content, sound, image, egocentric speech, methods, subject games, folk games.

Pre-school education is not only the first stage of continuous education, but also the first stage of forming an active, creative and spiritually rich person. The decision of the President of the Republic of Uzbekistan dated September 30, 2017 "On measures to radically improve the management of the preschool education system" and "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" "This is the decision. The high level of organization of the educational process in pre-school educational institutions (MTA) allows students to continue to the next stages of education without difficulty. One of the main conditions for ensuring the effectiveness of education is to encourage children's positive attitude to the English language and use various educational tools. Didactic games, which are an important part of pedagogical technology, occupy the main place among these tools. Also, the use of educational tools to ensure the effectiveness of the lesson, the possibilities of didactic games of a technological nature, which serve to create problematic situations in the classroom, are incomparable. Didactic games organized in accordance with the content of the subject studied in English lessons encourage children to think independently and arouse interest in language learning. Interest in reading is a guarantee of thorough acquisition of knowledge.

The development of children's speech in kindergarten age is inextricably linked with their activity and communication. A change in the content and form of a sentence is related to a change in its forms of communication. The transition of the situational speech characteristic of early childhood from the form of business communication to the form of non-situational knowledge-oriented and non-situational-personal communication puts certain demands on children's speech. These requirements create new aspects of the child's speech, features necessary for solving various communicative problems. The speech of a child of kindergarten

age begins to perform the function of establishing social contacts. For this, it is necessary for the child to develop internal speech and develop a monologic character. An important feature in the development of a child's speech in kindergarten is that speech becomes a tool of thinking. There are 2 important aspects in the growth of a child's vocabulary - quantitative and qualitative aspects.

Quantitative growth of vocabulary D.B. According to Elkonin, it directly depends on the child's life conditions and upbringing. In recent years, in studies devoted to learning the vocabulary of children's speech of one age or another, higher quantitative indicators have been determined compared to previous studies. For example, according to V.Logina, by the age of 3, a child's vocabulary contains 1,200 words, and the active vocabulary of a 6-year-old child includes 3,000-3,500 words. However, studies conducted 40-60 years ago indicated that the vocabulary of a 3-year-old child consists of 400-600 words, and the active vocabulary of a 6-year-old child consists of 2500-3000 words.



Situational - children's lexicon (speech) in the form of active communication is related to a situation with a concrete subject. This situation is seen in the fact that the child's speech contains many words related to the noun group. Words from the category of adjectives are either not found at all, or express only the external characteristics of the item: color, size (96.4% of all adjectives). 98% of verbs are used only in relation to action with a concrete object.

In the non-situational - knowledge-oriented (situation-independent) communication of my child, they are freed from dependence on receiving information about various things and

events from adults. Gradually, the reserve of words that reflect the various characteristics of the things around me is expanding. In particular, there are words belonging to the adjective group expressing aesthetic characteristics (11.25%) and words indicating emotional characteristics (5%), words from the verb group meaning volitional and intellectual movement (6, 24%) occurs.

In non-situational - personal communication, when the child tries to get information about relationships between people, compare his opinion with the opinion of adults, general grammatical complexity occurs in his speech. Words in the category of adjectives have the following ratio: attributive (expressing external characteristics) — 69.80%, adjectives expressing aesthetic characteristics — 14.65%, adjectives expressing moral characteristics — 9.3%. Verbs expressing volitional and intellectual movements have increased significantly and make up 9.76% of all verbs used in speech.

The child's vocabulary grows not only quantitatively, but also qualitatively. This is mainly due to my child learning the meaning of words. The process of acquiring vocabulary is inextricably linked with the acquisition of concepts. L.S. Vygotsky writes, "From a psychological point of view, the content and meaning of words is nothing more than a generalization or concept. We have the right to consider the meaning of a word as a phenomenon of thought."

Kindergarten children learn to name the objects, events, qualities, properties, and relations that are expressed visually or involved in the activity of the teacher. This can be explained by the fact that the child's thinking is visual-action and visual-image. Because of this, there are almost no abstract concepts in the vocabulary of children of kindergarten age.

If a child of 3-7 years of age is required to perform a specific action with a word that is an element of speech activity in a given task, for example, if he is given the task of extracting a word from the structure of a sentence, S.N. a more stable tendency to obtain is observed. When asked how many words are in the given sentence, the children repeat the sentence from head to toe. For example, if the sentence "The ball rolled" is given, the child (5-9 years old) says that this sentence contains one word "The ball rolled".

S. N. Karpova's research proved that it is possible to form the skill of extracting all kinds of words from the structure of a sentence in a child of kindergarten age. For this, the child needs to understand the criteria of the word, that is, it consists of a set of sounds, and that the word always has a specific meaning (of course, in ways that are appropriate for the children's age). When this is done, regardless of age, children will have adequate and clear ideas about the word.

For this purpose, it is possible to use only ostensive definitions, i.e. definition by visual presentation of words, without teaching the child understandable criteria of speech. It is on this basis that G.A. Belyakova's imagination about the word, which is spontaneously formed in children, and the meaning of the word "word" are clarified.

As a result of spontaneous mastering of speech correction in kindergarten age, elementary forms of word structure analysis appear in children.

The process of mastering the phonetic (sound) system of speech includes the development of correct pronunciation of sounds and phonemic hearing.

Mastering the phonetic structure of speech begins at the end of the 1st year. By the beginning of the kindergarten period, children have mastered almost all the sounds of their mother tongue. However, there are also children of kindergarten age who have speech defects and pronunciation defects even at a much older age. The main reason for this is the slow development of motor skills of the speech apparatus.

The development of phonemic hearing, the sensory basis of speech, is of crucial importance in mastering the sounds of the native language. Phonemic hearing means the perception of speech sounds, combining and separating them into different meaningful units in the composition of words.

N.H. Shvachkin studied children's phonemic hearing in the initial stages of development and proved that phonemic hearing can be formed at the age of 1-7. By this time, the child can distinguish all the phonemic features of the speech of adults around him. That's why everyone around him can notice the correct and incorrect pronunciation. A child of kindergarten age gradually loses the ability to distinguish a word from a mispronounced word. Phonetic images of words and sounds are formed in the child. During this period, children pay great attention to the phonetic aspect of speech.

According to L. E. Jurova, it is better to introduce a child to the world of language at the age of middle school, that is, during the period of especially acute perception. Experimental studies of L. E. Jurova and N. V. Durovalam show that 4-year-old children can learn not only the intonation of sounds in a word, but also the distinction between voiced and unvoiced consonants, and the naming of the first sound in a word. This is an important necessity for the development of sound analysis skills in 5-year-old children.

As L.S. Vygotsky said, speech becomes a means of practical thinking very early, connected with the practical activities of the child and the environment. In other words, one of the forms of communication with the practical activity of speech is manifested in the planning of future actions, accompanying speech to ongoing actions, and emphasizing the results of actions through the means of speech. All this is very necessary for the formation of mental activity.

At the end of the period before kindergarten, speech is often included in the practical activity of the child.

In the kindergarten age, the child tells about his actions, the objects he uses in them without referring to anyone, plans future actions and analyzes the results. ("The doll is sleeping", "If he fixes the car, he will walk", "The man fell, now I will pick him up"). In this case, speech does not serve for communication. J. Piaget called this type of speech "egocentric speech".

According to J. Piaget, egocentric speech is the result of the egocentric nature of the child's thinking, the fact that individual speech has not yet been sufficiently socialized.

However, L. S. Vygotsky proved that egocentric speech is not the opposite of socialized speech as J. Piaget said, but it is also a social speech by its nature. The reason for its appearance is that the child is still unable to distinguish between speech directed at himself and others. The occurrence of egocentric speech is related to the fact that children of kindergarten age tend to work in cooperation with adults. The slower the child's independent activity, the higher this tendency. Egocentric speech acts as a kind of substitute for cooperation with adults.

Research shows that egocentric speech also performs the task of planning activities. The child verbally expresses the purpose of his activity in advance. Then he orally records the results obtained during the performance of the activity, orally plans new actions, and overcomes the difficulties encountered.

By the end of kindergarten age, the child's independent activity consists of 2 stages:

1. verbal decision-making and activity planning;
2. implementation of activities in accordance with the prepared plan and adopted decisions.

In this case, egocentric speech is gradually collected, internalized (directed inward), and turns into inner speech in 5-6-year-old children.

New needs in the child's activity and communication cause intensive mastery of consciousness. A child's speech becomes more and more meaningful. Situational speech - the main form of speech of a child of kindergarten age gradually gives way to contextual speech, informative speech. Contextual speech is characterized by the fact that the interlocutor can understand this speech only on the basis of language tools, without relying on the situation (situation).

The context form of speech requires that the meaning be expressed in a complete, logical sequence, and the use of new grammatical forms. According to its structure, contextual speech is close to written speech. An important feature of contextual speech is its discretion.

The work on teaching literacy to children of kindergarten age is based on the theoretical principles developed by D. B. Elkonin. Forms and methods of literacy training for kindergarten age were developed by L. E. Jurova based on the method of D. B. Elkonin.

In a special study aimed at studying the possibilities and characteristics of children's acquisition of literacy and determining the optimal age for it, N.S. Voronsova found that 5-6-year-old children have a selective type of reception in learning literacy, and from 6 years old, they pay attention to reading. determined that. Based on this, N.S. Voronsova noted that 5 years is the most optimal period for teaching sound analysis, and 6 years is the most optimal (best and most convenient) period for teaching reading.

Thus, one of the most important features of the kindergarten age is the appearance of the planning function of speech by the age of 4-5. Initially, planning is done verbally, and later in late kindergarten, planning through internal speech begins.

Education consists of regular and planned development of cognitive abilities of a child of preschool age, equipping with the simplest knowledge system defined in the kindergarten educational program, forming skills and abilities. Education plays a leading role in mental education of children of preschool age. Because all issues related to intellectual education are solved during the educational process. Education implies consistently providing knowledge to children, identifying and systematizing this knowledge, developing cognitive processes and thinking activity.

Education helps to develop the qualities of observation, curiosity and intelligence, such as thoroughness, intelligence, criticality. It is also necessary for the successful implementation of physical, aesthetic and labor education. In kindergarten, children are taught cultural and hygienic skills, basic actions, they learn cultural and moral rules.

The foundations of children's educational activities are formed during the educational process, important conditions are created for their successful study at school. It is appropriate to carry out education in two ways.

✓ **The first way** is for children to acquire knowledge, skills, and abilities through interaction with adults.

✓ **The second way is** to systematically educate children about the necessary knowledge, skills, and abilities in special educational institutions.

The purpose of education in this way is to acquaint the young generation with scientific achievements necessary for active participation in modern production, socio-political and cultural life of society. In the process of teaching children, the following methods are used:

Showy	Oral	Practical	Game methods
Follow up	Explanation	Exercise	Didactic games
Show	Storytelling	Independent work	Action games
Use of TV	Telling	A simple experience	Exercise games
	To read		inssenirvkas
	Conversation		

➤ **The observation method** allows children to be introduced to their surroundings. In this, children will have the opportunity to acquire knowledge through seeing, hearing, and feeling. This is mainly used in imparting new knowledge. Observation is a planned perception of objects and events by children with a certain purpose. This method takes the leading place in tracking certain objects.

- **Demonstration method.** In this method, the teacher shows children the object itself or its image. Observation is carried out verbally. It is mainly used to introduce things that cannot be directly observed and seen. For example, introduction to the life of animals and plants.
- **Use of technical tools.** Makes the educational process more interesting in Preschool Educational Institutions. Expands the opportunity to get acquainted with the environment. Technical tools are used by the educator in senior and preparatory groups. Starting from small groups, children are shown pictures of stories. This allows for consistent perception of objects and objects and develops meticulousness.
- **In the storytelling method** the material is described clearly, figuratively, impressively. From the middle group, artistic works are read expressively. This is important for children's education and their mental development. The storytelling method is used as an independent method.
- **Interview method.** Conversation occupies an important place in the didactics of Maktabagcha Educational Institutions. The educator tries to help the children acquire and consolidate new knowledge, relying on their knowledge and practical experience, using questions. "Interviews are not held with 3-4-year-old children. Conversation with 4-5 year old children is not conducted as an independent activity. At this age, observation is combined with a short conversation. From the age of 6, the conversation can be conducted as an independent training."
- **Practical method.** This method helps the educator to organize various practical activities of children, to acquire knowledge, skills and abilities. Through this method, the child learns the properties of objects he is not familiar with. The teacher sets tasks for the children in practical training and requires them to practice. Through these, the child acquires knowledge, skills and abilities.
- **Game method** helps to organize the didactic task in a more understandable and interesting way.

The game method increases children's voluntary attention, develops the child's will and creative thinking. A child is intellectually educated and developed in a creative game. The main content of children's story games is to describe various actions performed with objects. In the process of such games, children learn socially reinforced ways of using objects and performing actions with them. In this, the process of generalizing actions and separating them from a specific object in the child's mind takes place.

Depending on the child's development, their creative games become increasingly planned: children agree on the content of the game, the use of toys, etc. In this way, the planning function of thinking, which is important for the child's development, is included during the game.¹

¹ O.U. Hasanboyeva, M.X. Tojiyeva, Sh.K. Toshpo'latova va boshq. Maktabgacha ta'lim pedagogikasi. Pedagogika kollejlari uchun o'quv qo'llanma. (To'ldirilgan va qayta ishlangan 2-nashri). T.: «ILM ZIYO», 2011. — 184 b.

Along with creative games, didactic games play an important role in the child's mental education. Such games have ready-made content and clear rules. Many folk games are passed down from generation to generation. Many games have been developed by teachers. The very fact that they are called didactic games means that the purpose of these games is to develop children mentally. Therefore, they are considered as a means of mental education.

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