

Practical Basics of Growing a Child's Speech during the Preschool and School Periods

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Abstract:

This article provides feedback on the practical basics of developing children's speech in preschool and school education, specific methods of teaching, developing and educating them, and the main tasks of a school and preschool educational institution. In addition, information about the social education and training of children, the structure and social origin of mental processes is given. The topic was analyzed and further enriched by the researches of Uzbek and world linguists.

Keywords: children's speech, school and preschool education, intellectual, personal and physical development, social adaptation, didactics.

Introduction

K. N. As Ventsel¹ noted, " kindergarten should not be viewed as a preparation for school, but as an educational institution that allows them to survive childhood at the age covered by kindergarten, within its entire life needs and tasks. aspirations inherent in it " preschool educational institution as a leading social institution plays a decisive role in the development of the child. The socialization and social education of children can be greatly helped by preschool institutions and preschool education in general. Preschool education is carried out through a flexible, multifunctional network of preschool educational institutions, which, in addition to the age and peculiarities of the child, takes into account the needs of the child, family and society as a whole. These facilities offer education, health, development, medical and Organizational Services.

¹ ¹Farxadovna, X. A. (2021).Development of professional competence of the future pedagogical teacher.EuropeanJournal ofMolecular&ClinicalMedicine, 8(1), 619-627.

Since it combines three roles of Teaching, Development and upbringing, the leading process of a preschool educational institution is education. The idea of the educational process is used in the literature. Yu.K.Babansky, P.F. Kapterev and other scientists showed the shortcomings of this concept, as well as the absence of two important components²: team and integrity. The purpose of the educational process is to address the difficulties in education, development and education through the carefully planned and deliberate interaction of teachers and students. The main tasks of the preschool educational institution are as follows³:

- protecting children's lives and strengthening their health;
- ensuring the intellectual, personal and physical development of the child;
- approach the necessary correction of deviations in the development of the child;
- introducing children to universal values;
- Interaction with the family to ensure the comprehensive development of the child.

Main part

Social education and education of children is another duty of preschool institutions as educational institutions. The goal of social education should be to help children develop their social skills and prepare them for social life, not from the point of view of social technology, but from the point of view of a social ideal that is creative and capable of absorbing the transforming energy that manifests the goal of humanity. The child should be completely attached to eternal, universal values, not something that pleases a certain group of people in a particular area at a certain time. The development of practical skills, brain artistic abilities, moral values, and character traits of a preschool child occurs quickly in the right environment. At the same time, poor communication with people, low mobility, and poor quality of acquired external stimuli have been found to negatively affect the entire further development of the child. They took into account not only how well the child studied at school, but to some extent also the success of the child in personal development and work that benefits society. Local psychologists and educators, including L.S. Vygotsky, A.N. Leontiev, T.A. Markova, A.P.Usova, E.A. Flerina and others have shown that the child uses social methods of cognition and transformation of reality to perform higher, in particular, human mental functions (logical thinking, voluntary attention and creative imagination). As a result, the structure of these psychic processes has a social origin and is formed under the influence of education and upbringing. At each age, many unused potentials must be realized not through manifestation, but through educational influence.

Our lives are constantly flooded with phrases from other languages, endangering language and culture. As a result, the issue of the development of speech in preschool children is now especially relevant. Teachers and psychologists have observed that children learn their native language initially by imitating the everyday speech of others.⁴ Since speech development is a means of social adaptation, preschool institutions pay special attention to the work system for the development of speech of a preschool child.⁵ Peer interaction facilitates information sharing, group activity planning, task sharing and coordination, and other processes that lead to the creation of a community of children involved in group activities. Compared to young preschool children, older

² Теория языка. Методы его исследования и преподавания: к 100-летию со дня рождения академика Л. В. Щербы / отв. ред. Р. И. Аванесов. — Л.: Наука, 1981.

³ Turg'unboyev B., Ergasheva D. MUSTAQIL ISHLARNI TASHKIL ETISH-BOSHLANG'ICH SINF O'QUVCHILARI O 'QUV-BILUV FAOLIYATINI FAOLLASHTIRISH VOSITASI SIFATIDA //Евразийский журнал социальных наук, философии и культуры. – 2023. – Т. 3. – №. 1 Part 1. – С. 162-164.

⁴ Qodirova F.R., Qodirova R.M. Bolalar nutqini rivojlantirish nazariyasi va metodikasi. -T.: Istiqlool, 2006.

⁵ Y. X. Hojib "Qutadg'u bilig". Tekst va hozirgi o'zbek tiliga tavsif.

children have higher communicative abilities and more flexible use. The development of the child's self-awareness and the formation of his "I" are one of the most important results of their interaction with peers and adults. Self-knowledge and communication are closely related. The best way to know oneself is through communication. Each kindergarten class has its own unique feature, the interaction and exchange of ideas between students, teachers, and other children is characterized by creativity. In this network of contacts, each child has a unique position. The teacher needs to understand the socio-psychological structure of the group in which he works, as well as the degree of emotional development and adaptation of each child. Materials and approaches used by social teachers, psychologists, speech therapists and others who follow the recommendations of specialists emphasize and strengthen the direction of Correction of the educational process. Below are examples of how adaptive function manifests itself:⁶

- through activities aimed at helping kindergarten students adapt to preschool conditions;
- by gradually increasing the load (learning effect of classes);
- from the beginning to the middle of the school year, through the complexity of the learning material;
- to improve children's adaptation to the daily schedule, taking adaptogens, hardening, exercising in the air, etc.

The prognostic function is based on repeated diagnostics that predict the intermediate and final results of activities, taking into account the talents of children, the abilities of teachers, and the environment of preschool education. The development of preschool education and educational technologies is the most pressing and difficult issue for educators. The organizational basis of Labor is established by technological modeling and systematization of classes, as well as their orientation towards the dominant form of activity - play. It also determines the effectiveness of the methods and approaches used. Modernized class architecture helps to develop a constant interest in reading in young people and ensures their creativity and individuality.

Integrated classes are becoming increasingly important in the teaching process. They serve as a test subject, determining the position of the child at various events. In improving the actions of young people in the technological process, it is of great importance to combine psychological orientation and play components to deep assimilation of the material. Preschools should engage in socio-pedagogical activity, which should take advantage of all their resources, methods, and strategies. Its goal is to support each individual from his first step in preschool age to discover his voice in life and achieve spiritual harmony. Consequently, it assumes the advancement of modern patterns in the theory and practice of preschool education. These actions are manifested in the growing pedagogy and socialization of the preschool education system, which gives us the socio-cultural environment of the institution's child, and the term parental "social adaptation" was first defined as a medical-pedagogical issue in preschool pedagogy.⁷ The behavior of a child in the first days of adaptation to a new environment depends on his own characteristics, which affect how they interact with peers and adults, as well as how preschool children react to various activities, being able to overcome the difficulties they face.⁸ It makes it possible to determine that the purpose of the preschool sphere is social phenomena, and the personal development of the child is distinguished from its environment, taking into account the fact that it occurs within the framework of the activated interaction of the preschool educational institution with other non-institutional variables. Students are taught to work

⁶ Y. X. Hojib "Qutadg'u bilig". Tekst va hozirgi o'zbek tiliga tavsif.

⁷ Vaxobova F.N., Rasulova M. Sh. va boshqalar «Maktabgacha yoshdagi bolalar ta'limtarbiyasiga qo'yiladigan davlat talablari».-T., 2008.

⁸ Vaxobova F.N., Rasulova M. Sh. va boshqalar «Maktabgacha yoshdagi bolalar ta'limtarbiyasiga qo'yiladigan davlat talablari».-T., 2008.

independently, as well as work at the direction of their teachers. Speech development is mainly based on the use of didactics to divide 8-10 minutes of the course into solo activities and make it interesting.

Since children do not yet know how to read and write, various picture cards with words and syllables are used in elementary classes. These picture cards are separated into groups and placed in envelopes; the name of the object is written on each envelope and the image is glued. Readers get these envelopes. Children can read the envelope by looking at its image, after reading the inscription on it, read the contents inside, and independently finish the work. The teacher checks whether students are familiar with these photographic subjects, and receives short but specific questions and explanations on the images. For example, readers should read words that come with photos of dogs they choose from envelopes. Children complete the teacher's task by taking pictures and reading the text. Instead of filling the missing letter or syllable in a word with a dot, they use the alphabet to find an equivalent letter or syllable. Mastering increases with the amount of didactic dispensing materials used in solo work. In the process of didactic work, when a number of examples (applications) are prepared for each thing and it is used more efficiently, the creativity of the reader is stimulated. For example, when working on a fruit sample, the following task may be given: - Children, here we saw pictures of apples, apricots, and peaches, what other fruits will be? Pick up some fruit pictures that are all left over from your envelope and pick them up on the Parta. Students enjoy completing the task in question. To assess how well the assignment is done, the teacher will examine the students' work. This type of Labor can be performed on flowers, vegetables, and household appliances.⁹

Discussess/Results

Children strive to show their experiences to their peers and are engaged in the rapid and effective performance of autonomous work. Working with children who come to school at different times and at different levels of training is also much easier with the help of didactic materials. When students complete the assignment quickly, the teacher gives them more complex didactic materials; when the child arrives from home, the teacher gives him simpler assignments. After the teacher shows the class something red, yellow, and blue, he asks what toys, fruits, and vegetables belong to each color. After that, the children remember that various things are red, including flags, strawberries, pomegranates, apples and tomatoes, and repeat in their speech. Children who think independently are more active, have better memory, have a wider vocabulary. By playing a variety of games, making different shapes from sticks, alternatively focusing on creating corners, rectangles, ladders, and specific letter shapes, students' unrestricted creative work can also include didactic information. Students, with the permission of the teacher, draw pictures of various boxes and rugs using colored shapes. From these exercises, children form a concrete picture of the corner, side, right, left, bottom, top, learn to work in harmony with their comrades, organize such work, the main goal is to increase their speech communication in the process of working together and encourage them to be active in working with the public. Through the knowledge given by the frequent Organization of various didactic games in the cultivation of children's speech, their communication develops with rapid pictures. If the game is taught to children in a dynamic way, they will not notice that they have learned the game, they will not have any real difficulty in thoroughly mastering the educational materials in the game process. "Games play a very important

⁹ Xamidova, G. (2020). Pedagogical-psychological basis for the development of creative and intellectual abilities of children of preschool age. Архив Научных Публикаций JSPI.

role in the proper growth of children's speech. The child goes into the game with all his being. In the course of the game, his speech develops rapidly".¹⁰

1. **Language-Rich Environment:** creating a language-rich environment is important for the development of children's speech. It is important that adults engage children in conversation, read them aloud, and reveal an extensive vocabulary wealth through books, songs, and apprenticeships.
2. **Communication promotion-encounter Communication:** encouraging children to communicate is essential for the development of their speech. Teachers and parents can provide opportunities for children to express themselves through show-sharing, group discussions, and sharing experiences. This will help them develop their self-confidence and language skills.
3. **Story and imagination - Storytelling and Imagination:** involving children in fairy tales and fantasy games contributes significantly to their language development. This can be done through activities such as Puppet Theater, role-playing games, and fantasy stories, which help children develop vocabulary and storytelling skills.
4. **Phonemic awareness - Phonemic Awareness:** phonemic awareness is the understanding that verbal words consist of individual sounds or phonemes. Teaching children to recognize and control these sounds can provide a solid foundation for reading and writing. Activities such as rhyming games, sound recognition activities and phonetic instructions will help in the development of phonemic consciousness.
5. **Articulation practice-Articulation Practice:** it is very important to give children the opportunity to practice articulation of sounds and words. Engaging in activities such as tongue twisters, word games, and repetition exercises can help improve the clarity and pronunciation of children's speech.
6. **Increasing vocabulary - Vocabulary Building:** forming a strong vocabulary is important in language development. Introducing new words through context, engaging in Word Play, teaching word meanings expand children's language skills and understanding.
7. **Language models-Language Models:** children learn by imitating the language they hear around them. Providing them with good language models through clear and correct speech, correct grammar, and rich vocabulary will help shape speech patterns and language skills.
8. **Multi-sensory learning-Multi-Sensory Learning:** involving children in a multi-sensory learning experience helps develop speech. Activities that involve viewing, hearing, and manipulating objects or materials help children connect between their linguistic and emotional experiences, strengthening their understanding and understanding of words and concepts.
9. **Speech therapy and support-Speech Therapy and Support:** for children with speech and speech problems, resorting to the help of a defectologist can be invaluable. These professionals can provide special interventions and strategies to help Children Overcome speech difficulties and develop strong communication skills.
10. **Individualized approach-Individualized Approach:** it is important to recognize the uniqueness of each child and his development at the pace of life. Adapting speech development activities to the individual needs and interests of each child will help a more productive and interesting learning experience.

¹⁰ Xamidova, G. (2020). Pedagogical-psychological basis for the development of creative and intellectual abilities of children of preschool age. Архив Научных Публикаций JSPI.

Conclusion

It is important that parents, teachers, and educators work cooperatively to create an environment that helps develop children's speech. By implementing these practical foundations, children can be provided with the necessary tools and opportunities to develop strong speech and language skills in preschool and school age.

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