

Development of Connected Speech in Preschool Age Children Terms

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Abstract: *This article discusses the development of a child's speech in conjunction with the formation of his thinking, and most importantly, the need for comprehensive care, support for speech, and the need to help form a rich and stable internal content in the minds of children, as well as the successful development of coherent speech in older preschool children. The conditions are discussed.*

Key words: *connected speech, cognitive activity, memory development, visual perception, creative imagination, communication with peers.*

Introduction

Speech is a psychological function that fundamentally distinguishes humans from the animal kingdom. It is also one of our basic needs. Without it, a person would not be able to receive and transmit large amounts of information.

Preschool is a period of growth, development, self-expression, learning, and a strong desire to know. It is during this period that the foundation for the development of the child's human qualities and mental potential is laid. The earlier education begins with a preschool child, the sooner its results will be visible and will have a positive impact on the child's entire life.

The main task of a preschool educational organization is to ensure the qualitative development of each child's personality in a manner appropriate to their age, to thoroughly prepare them for the next stage of education, and to create a positive atmosphere and necessary conditions in the organization.

LITERATURE ANALYSIS

The development of coherent speech has always been relevant, and many researchers have been engaged in its problems. In particular, Russian scientists LS Vygotsky [1], SL Rubinstein [2], FA Sokhin [3], VV Gerbova [4], EP Korotkova [5] and others have conducted research on this issue. They note that at the age of 4 years, the most important mental processes of a child develop most intensively, among which cognitive processes occupy the main place. They contribute to the further formation of coherent speech and successful study at school. For children to master their native language well, conditions must be created for them to be active in speech activity, to communicate, to perceive, and express their thoughts through speech. However, practice shows that, despite the growing interest in the problem, the level of development of coherent speech in preschool children is insufficient. The study of the features of successful speech development, the search for appropriate methods, forms, and means of developing speech activity in preschool children is one of the most urgent problems of our time.

Coherent speech is understood as a detailed, consistent, logical and figurative expression of any content. According to SL Rubinstein, any speech that conveys an idea for the speaker is coherent and coherent speech [2]. The construction of word combinations already means that the child has begun to establish connections between objects. According to SL Rubinstein, coherent speech is speech that is understandable on the basis of a specific subject content [2]. The speech of older preschool children

is characterized by a number of features. The child has a need to learn new things and to express and convey his thoughts to others. It is impossible to develop a child's speech without developing cognitive processes. L.S. Vygotsky stated that preschool age is the initial stage of the development of cognitive activity [1].

RESEARCH METHODOLOGY

used regulatory and legal documents on the problem, pedagogical-psychological and methodological literature, systematic-structural analysis, observation, interviews, special pedagogical-psychological methodologies, experimental testing, and mathematical-statistical methods.

ANALYSES AND RESULTS

In older preschoolers, visual and figurative thinking is replaced by verbal and logical thinking. Children can not only perform operations with visual objects, but also solve problems assigned to them in their minds. Children begin to systematize knowledge, learn the cyclical nature of events . At this stage, children need the help of a teacher, because children are not yet able to think logically about everything, for example, the size of an object and its quantity. By the age of six, children can already generalize objects into categories: living - inanimate, fruits - vegetables - berries, transport (land, air, water , etc.), etc.

Perception is a leading cognitive process in preschool age , which combines the properties of objects into a whole image of the object, combining all cognitive processes for receiving and processing information. There are the following main types of perception:

1. Visual perception (children perceive information through visual images. Information is processed visually).
2. Tactile perception (tactile perception includes skin and movement sensations).
3. Auditory perception (information comes through the phonemic system of sounds, tone and rhythm).

In older preschool age, perception develops in the form of visual sensations. At this age, 80% of all cognitive material a child receives is perceived through visual analyzers. This is mainly information about the world around us. Older preschoolers are no longer mistaken in distinguishing colors and their shades. In addition, older preschoolers are distinguished by high auditory sensitivity. The child distinguishes musical compositions, their rhythm and tempo. Children 5-7 years old are very good at managing space and time. They know when it is morning and when it is evening. Especially in children, artistic perception develops its own characteristics . Expanding knowledge and ideas about reality contributes to the formation of artistic perception. This is also facilitated by the development of children's speech and thinking. In older children, the child's perception is still not voluntary . Imagination is a mental representation of something or someone, a repetition in the mind. This is the creation of new images based on previous experience. According to LS Vygotsky , “imagination does not repeat previously accumulated impressions, but creates a new series from previously accumulated impressions.” According to him, “the emergence of a new, previously non-existent image as a result of introducing new things into our impressions and changing these impressions is the basis of the activity we call imagination ”[1].

In the senior preschool age, the child's imagination becomes controllable. The actions of the imagination are formed as follows:

- a plan in the form of a visual model;
- an imaginary creature, an image of an object;
- Something or a way of acting with a being.

Older preschoolers begin to identify and control the nature of their imagination. At the same time, children themselves control the movement of their imagination images. Imagination actively develops in preschool age. It is very important to develop creative imagination in older preschool children, because in the future children will be more creative in solving certain problems.

The conditions for the successful development of connected speech are:

1. Creating conditions for the development of children's speech in communication with peers or adults. Communication of preschool children with peers plays a much more important role in the formation of speech than communication with adults. Communication occurs in joint activities and can be carried out in various ways. The more interesting and diverse this activity is, the more important and necessary verbal communication is for children. The development of children occurs most successfully in collective activities, for example, in a game that stimulates the development of communication and speech between children (for example, role-playing games). Communication with peers is a separate area of children's life, which is completely different from communication with adults;
2. The educator's knowledge of correct literary speech. Children always try to imitate adults, especially those around them, so the educator's speech should be clear and correct. The child's speech is formed mainly as a result of imitating the speech of others. It is very important to monitor the speech of the educator and his literacy. Every educator should know that his speech in kindergarten is one of the means of influencing children;
3. Creating conditions for the development of the sound culture of speech in accordance with the age characteristics of children. Educators should encourage the development of the sound culture of speech in children in accordance with their age, monitor correct pronunciation, correct it if necessary, and have them practice (organize onomatopoeia games, use poems, riddles);
4. It is necessary to create conditions for enriching children's vocabulary. Educators should create conditions for children to include the events and objects called into play, help children learn the names of objects and events, their properties, and talk about them, introduce children to synonyms, homonyms, and antonyms;
5. to correctly combine words according to case, time, number ; use suffixes , build sentences, formulate questions and answer them;
6. Develop coherent speech, taking into account the age of children. Speech is a means of assimilating socio-historical experience , a means of mental activity (perception, memory, imagination, thinking and attention), which performs its cognitive function. The child gains cognitive experience in various activities. All types of activities of a preschool child - play, constructive, visual, labor - allow the development of his cognitive capabilities, which teach the child not only to navigate in the world around him, but also to a certain extent to change it;
7. Develop children's understanding of speech, teach children to follow verbal instructions. Create conditions for the development of the planning and regulatory functions of children's speech in accordance with their age characteristics. Pay special attention to the development of children's understanding of speech, teach children to follow verbal instructions;
8. Attention should be paid to each child, because each child is individual;
9. To acquaint children with the culture of reading fiction. Fiction serves as a powerful, effective means of intellectual, moral and aesthetic education of children, has a great influence on enriching and replenishing the child's vocabulary. When memorizing poetry with children, the educator sets himself a number of tasks: to arouse interest in poetry and a desire to know it; to teach expressive reading of poetry in front of listeners (peers, parents, etc.). In poetic images, fiction reveals and explains to children the life of nature and society, the world of human relationships. Fiction enriches feelings, develops imagination and gives children wonderful images of the Russian literary language. The images of the literary language differ in their impact: in stories, children learn the clarity of the word; verses capture the melodiousness, musicality and rhythm of speech; folk tales reveal to them the accuracy and expressiveness of language, show how rich their speech is in humor, vivid and figurative expressions, and similes;
10. Encourage children to create words.

CONCLUSIONS

Thus, educators can significantly increase the level of coherent, connected speech in preschool children by creating these necessary conditions for the formation and development of coherent speech.

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