
ISSUES OF DEVELOPMENT OF FLUENT SPEECH OF PRESCHOOL CHILDREN BASED ON A VARIATIONAL APPROACH

Ra'no Turapova

TerDPI Teacher

O'rinova Nafisa

Talented Student of TerDPI

Abstract

In this article, the development of the fluent speech of preschool children, its goals and tasks, the inseparableness of speech from the world of thoughts, fluent speech is the fluency of thoughts, in which the child's ability to think logically, reflect on what he perceives and express them correctly information has been given.

Keywords: fluent speech, dialogue, interaction, interpersonal, intra-individual, universal, acoustic and articulatory aspect, imitation method.

Fluent speech is a widely spread idea of content that ensures communication and mutual understanding between people. Fluent speech cannot be separated from the world of thoughts: fluent speech is the fluency of thoughts, which reflects the child's ability to think logically, reflect on what he perceives and express them correctly. Formation of fluent speech, changing its function is a consequence of the child's activity, which is becoming more complicated, and it depends on the conditions of the child's communication with others, the form of communication. At preschool age, it is formed in the process of communication and education. The formation of fluent speech occurs gradually from an early age. In the first seven years of children's life, it is necessary to pay special attention to the emergence and development of speech as a means of communication with the people around them. Fluent speech is important in everyone's life, and it performs three main tasks: interpersonal, intra-individual and universal. Language is a unique treasure of the nation, which has always been expressed orally and in writing. The noble possibilities of the language are revealed in the process of speaking through speech. If there is no speech, the unlimited possibilities of the language will not be revealed.



Sultan of words and ghazal A. Navoi explains the relationship between language and speech in this way. "Language is a tool of speech with so much honor. If the speech turns out to be unpleasant, it is in the interest of the language." So, no matter how good the language is, it serves as a tool for speech. His strength and power are manifested in the process of speech. If language is an arrow, speech is a bow. The power of the arrow depends on the power of the bow. It is known that language is the highest and main tool of human mind and activity. Because it is not the language that separates man from other creatures?

Therefore, the highest products of human mental activity, the fruits of thinking, are realized through language and speech. Language is a powerful weapon that is a means of applying the product of thought to life.

The task of speech reflects the stage of its real development process in ontogeny, each of which has its own characteristics:

- ✚ Task 1 is a means of communication between individuals. In this case, speech takes the form of oral speech - monologue, dialogue, conversation of several people.
- ✚ The 2nd task - internal individual - here speech raises many mental processes (thinking, attention, memory, imagination, etc.) to the level of clear awareness and allows the individual to regulate and control mental processes. serves as a means of their implementation.
- ✚ The 3rd task is universal - in this place, speech allows an individual to receive information from the treasury of universal social and historical experience. In this case, it is written speech materialized in graphic symbols and signs.

Teaching in educational institutions is carried out in two ways:

- ✚ a) in free speech communication;
- ✚ b) special. in training.

Dialogue appears more in free speech communication, and it is the basis for the natural development of grammatical skills related to pronunciation, the basis for the acquisition of fluent speech skills. Dialog is taught in special classes (1-2 classes per month); During his stay in educational institutions, the child communicates freely with the pedagogue and other children. At home, adults should engage in dialogue with the child on various topics.

Teaching dialogic speech (or oral speech) usually takes place in the form of a conversation, that is, in the form of an exchange of ideas between an adult and a



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Hosted online from Dubai, U. A. E., E - Conference.

Date: 19th February, 2023

Website: <https://eglobalcongress.com/index.php/egc>

ISSN (E): 2836-3612

child and between children themselves. Special classes on the development of dialogic fluency are conducted on the basis of the conversation method (conversation) and the imitation method.

These methods are often implemented using the following methods:

- + -Preparatory conversation (speaking) methods;
- + -Methods of dramatization (imitation, retelling).

The prepared interview has the following tasks:

- + Directly encourage children to talk, i.e. listen without interrupting the interlocutor's words, hold back while waiting for a convenient moment to take a bite, speak in a way that is understandable for the interlocutor;
- Companion - practicing pronunciation and grammar skills, clarifying the meaning of certain words.

During the conversation, the educator uses various methods, such as questions, riddles, artistic words. All these methods help to guide the process of acquiring knowledge during the conversation, ensure speech communication, and activate children's thoughts, attention, memories, and emotions.

Regarding children of preschool age, it is necessary to consider two forms of speech - dialogic and monologic forms. Dialogue is characterized by the exchange of opinions of two or more speakers on a topic related to a situation. In the dialogue, all types of syntactically simple expressions, exclamations (please, request), and interrogative sentences are shown using prepositions. Language tools are reinforced by gestures and facial expressions. The teacher should create such a situation in which children can ask, answer, explain, request, throw a bite, etc. let him face the necessity.

For this purpose, it is necessary to use the conversation on various topics related to the child's life in the family, preschool education organization, his relations with friends and adults, his interests and impressions. It is in dialogue that the ability to listen to the interlocutor, ask questions, and answer based on the content develops. The mentioned qualifications and skills are also necessary for the development of monologic speech. Cooperative activities are important to establish a dialogue with peers. This activity is formed gradually. At first, children interpret the happenings and act nearby. In this situation, speech is stimulated by the presence of a peer child and the opportunity to talk with him, and he performs the function of planning and organizing his activities, as well



as establishing social communication. Communication between children is mainly practical.

Dialogue is often carried out in such a way that the child responds to the short words of his partner with actions or expresses his attitude to the happening event using non-verbal means. There are many folk games through which children learn to pay attention to each other, recognize their friends by their voices, notice the details of their appearance, and communicate. It is recommended to use board games and printed games ("loto", "domino") to establish dialogue. Children's methods of dialogic cooperation while playing in pairs; they learn to follow their turn, address each other politely, defend their point of view with evidence, coordinate their thoughts with their partner. Various types of speech tasks can be involved in such games as the basis of knowledge, for example: choosing words with a given sound, classifying acoustically and articulatory sounds close to each other, classifying generic names, telling a story together based on a series of pictures. etc.

The development of fluent speech in children is the main task of the preschool educational organization, by the end of the preschool age, the child must master the main forms of oral speech characteristic of adults, that is, he must master two forms of fluent speech - dialogic and monologic speech. The mission of the preschool educational organization is to develop fluent conversational speech (dialogic speech) and monologic speech in children. The task of forming conversational speech is multifaceted. In preschool children, the ability to listen and understand the speech addressed to them, to listen to each other, to answer questions and to ask questions themselves, to give coherent answers on the topic of the conversation is formed. The difference between these two types of speech is determined by the type of logical communication of the sentence in the text. The monologue reports on the facts of existence, which are always temporally or causally connected (relative to each other). Temporal relations can be two-way: facts can be really contemporaneous or sequential. Information about facts that exist at the same time is called description. A message that comes in a sequence of facts is called a narrative. At an early age, the child hears fluent speech. At first, it will be jokes about him, and then fairy tales, stories, monologues of adults.

While distinguishing language elements from fluent speech - sounds, morphemes, words, sentences, the child remembers the place of each language



element in a fluent text, which forms the process of developing language senses, which begins pre-speech exercises from an early age. It is known that fluent speech expresses the interaction and communication of children with others as a result of the impact of events. This expression can be reflected in one or several sentences. A child's relationship with the environment and manner of handling play a big role in the formation of fluent speech. Taking into account the fact that older children of preschool age have a lot of experience, skills and abilities in developing fluent speech, it is necessary to determine what we should pay attention to in the formation of fluent speech in them, first of all, when listening to the text of fairy tales. First of all, they begin with the formation of initial ideas about the Motherland. It is intended to teach children about great figures, generals, and great thinkers in the "Program for Preschool Educational Organizations". All this helps children to develop fluent speech based on identifying, strengthening and expanding their knowledge about our national values.

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Date: 19th February, 2023

Website: <https://eglobalcongress.com/index.php/egc>

ISSN (E): 2836-3612

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