

**ORGANIZATIONAL AND METHODOLOGICAL BASES OF CHILDREN'S
SPEECH DEVELOPMENT**

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Abstract:

The functions of preschool children's speech are multifaceted. In this case, the child uses speech to communicate with others, to draw attention to himself, his work and experiences, to understand each other, to influence the behavior, thoughts and feelings of his partner, to establish his own activities, to coordinate the actions of himself and his friends who are playing with him.

This article focuses on the development of the speech of children of preschool age, their adherence to the norms of literary language, their ability to express their thoughts, feelings, and imagination in a meaningful, grammatically correct, clear and expressive manner in accordance with the direction and purpose of the speech.

Keywords: Child, speech, environment, activity, thought, emotion, communication, reading, competence, speech development, areas, preschool education, development.

It is known that just as a homeland begins in the cradle, education and upbringing, which begins in the cradle, even before the birth of a child, will lead to positive results in the future. The responsibility for providing early education and upbringing to the youth of our country has been taken on by preschool educational organizations currently operating in our country. The form of imparting knowledge in preschool educational organizations is training. During the training, the child's speech develops, its grammatical and phonetic aspects are honed, and its language wealth increases, as well as its psychological and intellectual aspects. In preschool educational organizations, children are taught educational lessons according to five methodologies. It is no exaggeration to say that the most important of these is "Speech Development Training". Because developing speech not only increases a child's vocabulary, but also develops their communication skills, and is an important tool in developing cognitive processes, including a child's thinking. [2. Pp. 7.].

The encyclopedic thinker of the East, Abu Nasr Al-Farabi, places the ways and methods of comprehensively improving a person, leading them to general happiness at the center of his socio-political doctrine, which indicates that his worldview has a universal basis. The main content of Al-Farabi's worldview is the upbringing and education of a person, his improvement, and his active role in solving social problems. According to him, education and upbringing can be carried out in the family, at school with the help of a teacher, and in a society based on goodness with the help of its leader. According to Al-Farabi, education is the foundation not only of intellectual development, but also of spiritual development in general, including moral development. Education and upbringing are interrelated, and they are different ways of leading a person to spiritual perfection. Al-Farabi paid special attention to the issues of regulating and managing social upbringing. He concludes that labor activity is an important means of upbringing. The content of upbringing and education proposed by Ibn Sina includes mental education, physical health, aesthetic education, moral education and vocational training. Ibn Sina deeply understood all the difficulties and complexities of raising a child. The issues raised in the section "On Education" of "The Canons of Medicine" are clearly resolved, and valuable ideas are expressed about the upbringing of a child's character. In the scientific and pedagogical work of Ibn Sina, special attention is paid to family upbringing, and the main role in this is given to the head of the family - that is, the father. Ibn Sina explains why a tutor, not by his mother, should raise the child. According to his views, the mother of the child is more emotional in raising her child and cannot choose the right path in raising the child. Ibn Sina sets clear tasks for the educator: he must know well when to punish or encourage his student. Ibn Sina calls for respecting the child's personality, studying his interests, taking into account the natural age characteristics of the child. In all their works, the main issue is the spiritual development of the growing generation, the formation of a person with high qualities who can meet the requirements and tasks of an ideal society. The formation of a comprehensive personality can only be achieved through education and upbringing. Understanding all the complexities and difficulties of upbringing, Eastern scholars sought to define the content of upbringing and education (Ibn Sina). Upbringing is the main task of parents, regardless of their position.

Organizational pedagogical and methodological work on the development of children's speech. Increasing the level of speech formation in the development of speech of older preschool children is one of the main tasks for methodologists of the preschool education system. Considering this, it is advisable to begin research on the problem of speech development of older preschool children in the study of the environment by identifying the factors that ensure speech development. A high level of speech development in older preschool children can be achieved due to:

- awareness of the literary norms and rules of the language;
- be able to freely express one's thoughts;
- be able to enter into dialogue, interact with adults and peers;
- Be able to listen to the interlocutor, ask (ask questions correctly), answer, object, and if necessary, explain, comment.

In developing the speech of older preschool children, it is necessary to pay special attention to the development of speech-dialogical and monological speech.

The development of the speech of older preschool children largely depends on the correct solution of the following:

- ❖ didactic materials for the development of speech (purposeful speech of educators and parents, fairy tales, songs, stories read or told to children);
- ❖ methods and techniques used to master didactic materials of education;
- ❖ organization of education (sorting out surrounding objects, planning the development of speech in this regard);
- ❖ Based on the content of the educational material, certain methods of studying it, and the principles related to them, the educator must plan all work related to the development of speech.

The process of studying the environment causes an emotional stimulus that cannot be replaced by anything else in the development of a child's thinking. Such stimulation is of great importance in the upbringing of older children of kindergarten age. Because the emotions that arise based on surrounding objects and realities, develop in the child's thinking and are transferred to his language and vivid expression. Therefore, the child's knowledge of the surrounding reality, his feeling of its beauty, inexhaustible complexities, his entry into the world of social relations and adults, along with his comprehensive development, leads to the enrichment and formation of his coherent speech. After all, childhood is associated with the perception of the world with pleasure and full of emotions, with its discovery. As is known, pedagogical technology is understood as the integral design of the educational process in a certain system in advance, the implementation of a certain pedagogical system in life, the construction of a certain pedagogical system. From this point of view, the development of speech in older preschool children is also a project of a certain pedagogical system. [2. Pp.185.).

In a preschool educational organization, the development of a child's speech using various methods in the educational process is one of the tasks facing every teacher. The most important method in speech is dialogical speech, which is, talking to children. Talking is the simplest form of oral speech, in which various circumstances such as the child's behavior, gaze, behavior, pitch, speed of voice are taken into account. Talking - dialogical speech is carried

out mainly with the help of adults and gives especially good results in the process of knowing the surroundings. In particular, attention is paid to observing the culture of speech in public places, among a large number of people. In this case, supplementing each other's speech, making corrections, asking, asking questions are considered methods of teaching dialogical speech. It is necessary to plan the development of children's speech based on the requirements of the program, depending on the child's age, interests, and ability to complete the task. For this, the role of poems, sayings, proverbs, wise sayings, and stories on various topics is invaluable. It is one of the requirements of today for educators to use various methods and techniques in working with children.

In conclusion, it is worth saying that in order to achieve the effectiveness of developing children's speech, it is important to take into account their level of knowledge, interests and personal abilities. Thus, for the planned development of preschool children's speech, it is important not only to familiarize them with fairy tales, but also to select them reasonably, and to ensure the study of the most important words in terms of their thematic diversity, which is, qualitative composition, and meaning.

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