

**Sharof Rashidov Samarkand State
University, "Practical Psychology"
Department, under the review of PhD
Djurakulova Dilfuza Farkhadovna**

Kuzieva Marjona Faxriddin qizi
Master's student in Psychology at
Sharof Rashidov Samarqand State
University
Email: mquziyeva7@gmail.com

METHODS OF TEACHING CHILDREN TO SPEECH FLUENTLY

Abstract: This article focuses on the essence of fluent speech, methods of its development, the influence of the family environment on the development of a child's speech, and its psychological characteristics. In turn, it highlights the fact that the family is a primary factor in the development of child speech, and that problems in children's speech are one of the most relevant topics today.

Keywords: speech, fluent speech, thinking, monological and dialogical speech, family, socio-psychological characteristics of the family, methods and techniques for developing children's speech.

Introduction: The comprehensive development of a child is carried out only on the basis of his assimilation of the centuries-old experience of mankind through communication with adults who are the keepers of human experience, knowledge, abilities and culture. This experience must be given only through the most important means of human communication - language. Language is an integral part of our life, and we pay attention to it as something that must be there by itself. We do not think much about what language itself is, how we speak in it, and how we learn to speak. Speech culture is the ability to speak correctly, that is, to speak in accordance with the content being conveyed, taking into account the conditions of speech communication and the intended purpose of expressing an idea, and using all language means (language means, including intonation, lexical reserve, grammatical forms). The theory and methodology of speech development is a science included in the system of social sciences and studies the problems of raising the physical and mental development of preschool and older children, as well as teaching them. In the development of speech of preschool children, raising the level of speech composition to a special level of attention is one of the main tasks of methodologists of the preschool education system. In the development of speech of preschool children, special attention should be paid to the development of dialogical and monological speech. The historically formed content of human experience is summarized in verbal form, and its presentation and assimilation also implies the participation of speech in this process. Speech opens the way for the child to all the achievements of human culture and values. Our scientists have proven that the most important stages of mastering speech fall on preschool age. At the same time, speech is closely related to thinking. Lev Vygotsky wrote in his book "Mind in Society" that "the connection between speech and thinking plays an important role in the development of children [Lev Vygotsky "Mind in Society" 1978 USA]". At the same time, he emphasized the great importance of their mutual relationship in the development of a child. Preschool education ensures the healthy, all-round development and formation of a child, instills in him a sense of desire to learn, and is a school that prepares him for regular education. The words that a preschool child hears, understands, remembers, and uses are gradually learned by familiarizing himself with the environment, through information from his parents and peers, as well as relying on his own limited vocabulary.

Materials and methods. Howard Gardner stated that "Children receive the best help in developing language from the society and family in which they learn [Howard Gardner "Frames of Mind: The Theory of Multiple Intelligences" 1983]. In this opinion, we can see that the role of

school and parents in the development of speech is extremely large. Ushinsky, describing the speech of children under 6 years old, highlighted some of its features, such as: incomprehensibility of sounds, insufficient vocabulary, lack of coherence. He proposed various methods of training with children:

- stories from children's lives;
- the child sees the properties of objects

By the age of 6, he begins to compare pairs of objects, find similarities and differences between them, tell stories based on pictures, teach children to answer questions, and then tell a fluent, understandable and free story, writes detailed information about practical exercises that prepare children for reading and writing. K.D. Ushmsky's teaching about language and its role in the spiritual formation of the child is important for distinguishing the methodology for developing speech as an independent discipline. Komensky advises parents to pronounce the names of objects and words correctly when communicating with children, to practice saying difficult and relatively long words for children, and to use a game method for this. Comenius's merit is that he was one of the first educators to pay attention to the development of a child's speech, to the assimilation of his native language with all its beauty and national characteristics, instead of poetry, fairy tales, proverbs and sayings, and rapid recitation. In order for children who are just beginning to speak to understand the speech of adults, they need to see the speaker's face and gestures, understand his questions and answer them correctly, wrote Comenius. Jean Piaget cited the idea that “in the development of children, along with the study of speech, they form their own worldview [Jean Piaget “The Language and Thought of the Child” 1923.]”, in which we can see that Piaget analyzed in detail the relationship between speech and thinking in the development of children. Fluent speech is a widely spread idea that ensures communication and mutual understanding between people. Fa and 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, to reflect on what he perceives and to express them correctly. The formation of fluent speech, its task is an increasingly complex activity of the child, which depends on the conditions of communication with others, the form of communication. In preschool age, it is formed in the process of communication and education. The formation of fluent speech occurs gradually, starting from the first; age. In the first seven years of a child's life, it is worth paying special attention to the process of the emergence and development of speech as a means of communication with others. Fluent speech is of great importance in the life of every person, and it performs three main functions: interpersonal, intra-individual and universal. Language is a unique treasure of the nation, always manifested in oral and written form. A rich, bright, interesting speech is considered a light, regardless of who speaks it. The noble possibilities of the language are revealed in the process of speech through speech. Without speech, the unlimited possibilities of the language remain unexplored. In relation to preschool children, it is necessary to consider two forms of speech - dialogic and monologic forms. Dialogue is characterized by the exchange of thoughts of two or more speakers on a topic related to a given situation. In dialogue, with the use of loads, all types of syntactically simple declarative, exclamatory (request, demand), interrogative speech are manifested. Language means are reinforced by gestures, mimicry. The educator must create such a situation in which children encounter the need to build a dialogue using various language means: ask, answer, explain, request, throw a bite, etc. For this purpose, it is necessary to use conversations on various topics related to the child's life in the family, in the preschool educational institution, his relationships with friends and adults, his interests and impressions. Cooperative activity is of great importance for establishing dialogical communication with peers. This activity is formed gradually. At first, children act nearby, interpreting the events taking place. In this situation, speech is stimulated by the presence of a peer child and the opportunity to talk to him, and it performs the function of planning and

organizing his activities, as well as teaching social communication. Communication between children is mainly practical in nature. Dialogue is often carried out in such a form that the child responds with movement to the short interjections of his partner or expresses his attitude to the 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 verbally.

Results and discussions. is a complex and multifactorial process of assimilation of socio-historical experience, which occupies a central place in the individual psychological process of a child. Work on the development of children's speech occupies a special place among the educational work in a preschool educational institution. The purpose of this work is as follows: to teach children to master an important form of speech communication - oral speech in accordance with the norms of the literary language, and to understand it in its full form and engage in active speech. Based on this goal, the tasks for the development of speech culture in preschool children are as follows:

1. To educate the sound culture of speech.
2. To enrich, strengthen and activate the vocabulary.
3. To improve the grammatical correctness of speech.
4. To teach oral (dialogical) speech.
5. To develop fluent speech.
6. To cultivate interest in the artistic word.

Activity: Teaching how to compose a descriptive story. Topic: "Autumn".

Objective: To teach how to correctly express time when describing an event, to use simple colloquial speech.

Tasks:

- Activate vocabulary on the topic "Autumn".
- To teach how to distinguish, compare and generalize the important features of an event, to choose specific words to express them.
- To form the skills of composing a coherent speech-story.
- To pronounce sentences, sounds clearly, to use the correct tone of voice.

Expected results:

- Learn to use simple colloquial speech when describing an event.
- Strives to speak grammatically correct.
- The vocabulary is activated on the topic of "Autumn".

- They learn to distinguish, compare

and generalize the important features of an event, and choose specific words to express them.

- They pronounce sentences and sounds clearly, and can use the correct tone of voice.

Aimed at developing speech in children.

Conclusion. In conclusion, the most important thing for a child is to listen to him, to take his opinion into account. Enrich the vocabulary with words - people, plants, food, clothes, furniture, pets and their children, the names of toys, the names of parts of objects (shirt sleeves and collars; car body and wheels). It is extremely necessary to teach children in games to compare the verbal expression of movements with their own expressive movements and the movements of toys. First of all, in order to develop a child's fluent speech, we need to be in constant communication with the child, constantly conduct exercises with the child in a playful way. It is extremely necessary to use speech development methods, paying attention to each child and teaching them to compose stories and fairy tales.

References:

1. Askarova M “Development of speech in young children” – T., 2001.
2. Babayeva D.R.- Theory and methodology of speech development. Tashkent- 2018. p. 46.
3. Edited by Mary Rafferty “A brief review of approaches to oral language development” USA 2014.
4. Ibuka Masaru “After three o’clock it’s late” publishing house 2020. p.
5. Howard Gardner “Frames of Mind: The Theory of Multiple Intelligences” 1983.
6. Lev Vygotsky “Mind in Society 1978 USA
7. Jalolova G. “Using non-traditional games in preparing children for school”. –T., 2004.
8. Jean Piaget “The Language and Thought of the Child” 1923.
9. Kadirova R.M. Factors of development of dialogic speech in preschool and older children (textbook) – T.: TDPU, 2002.