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THEORETICAL FOUNDATIONS OF SPEECH DEVELOPMENT METHODOLOGY

Abstract This article describes the theoretical foundations of the speech development methodology and the speech development of children of preschool and school age, as well as the words of scientists about speech.

Key words: theoretical methodology, language, "first start", speech activity, communication, skills, pedagogy, thinking.

INTRODUCTION

Theoretical foundations of the methodology for the development of speech: language, speech, speech activity. Language is a social phenomenon. The native language of every people living in the territory of the Republic of Uzbekistan is a vivid indicator of its national identity and spiritual culture. Language forms consciousness without a monand connection with thinking. The connection between speech and thinking is manifested not only in the deep stages of psychological processes, but also at the level of social phenomena. The influence of the word on a person, on his behavior, is well known to everyone. "Although thinking with language cannot live without each other, they do not represent exactly one phenomenon in themselves. Thinking is the suicide of an objective being, and language is the way of expression, a means of giving and strengthening thought to other people. Word-to-word understanding dictates each other in a dialogic way .

The concept of speech and its cultivation. Speech is the use of thinking based on the type of activity of a person, the means of titles (word, vocabulary, sentence). Speech acts as a function of interaction and message, expressing mutual thought with emotion and influencing others. Well-developed speech serves as one of the most important means of active activity of a person in society. And for the student, speech is an appropriate teaching weapon in school. People use language as a weapon of expression. They think about it before they can voice their thoughts and State them. This is internal speech. Internal speech is "thought" (thought) speech that is not broadcast and is not written. External speech is speech aimed at others, being broadcast using sounds or written with graphic symbols. Currently, there are two principles in the interaction between languages in our country: on the one hand, further development and improvement of national languages, and on the other – an increase in the importance of the Uzbek language as a state language. Inner speech helps to understand and remember the material.

According to the way of expressing an opinion, speech will be oral and written.

Oral speech is often in the style of dialogue, while written speech is in the style of monologue.

Requirements for student speech. When growing students ' speech, a number of clearly defined requirements are observed.

1. Let the speech of students be content.
2. Let There Be logic in speech.
3. Let the speech be clear.
4. Let speech be rich in language tools.
5. Let the speech be understandable.
6. Let the speech be expressive.

7. Let the speech be correct.

Speech is an important tool in the cultivation of students' thinking. Not only is it a means of expressing the thought of speech, but it is also a weapon of its formation. Thought acts as the psychological basis of speech, while the condition for its cultivation is thought enrichment. Only on the basis of mastering the system of mental activity can Speech be properly cultivated. Therefore, when growing the speech of students, great importance is attached to the preparation, improvement of the material, selection, placement of the OI on the topic, logical operations.

The independence of the Republic of Uzbekistan and the economic needs that have arisen have made it mandatory to study Uzbek as the state language, the native language of a large number of the country's population, which is of great social importance in the context of a multi-ethnic society. According to psycholinguistic literature, true bilingualism only develops if a person is able to express any thought in at least one language in a suitable way. If speech is not fully formed in any language, then the structure of thought will break down, and the desire to express one's opinion will fail, which will lead not only to psychological oppressions, but also to deep losses in the quality of communication and loss of a person's personality. Such a phenomenon, called semilingualism, in general, is also much more dangerous for society, since a certain part of its members cannot control their emotions and bring their own feelings, needs, desires into Word form in an appropriate way. If a person cannot say what he wants, he will be unable to compete on an equal footing with others, use the usual forms of communication, and he will be forced to resort to some other form of self-government, and sometimes use violence, force. It follows from this that it is necessary to properly organize the correction of the speech development of the individual from an early age. The "first start" also has a positive effect on the adoption of the native language and the subsequent acquisition of any other language". The earlier the language is occupied, the easier and more complete the knowledge is acquired" (N.I.Jinkin) .

From the moment the child is born, the social being is hisosbable. Its social development at each age stage has its own characteristics, task and content, creating the appropriate conditions for work in the field of pedagogy for the implementation of which darkor.

Many Speech Communication and skills in children are formed outside of training. Adults of children in preschool education (educators, medical nurses, assistant educator, etc.) with which his communication takes place in different types of activities.

In the process of Labor - household, manual and agricultural labor, the vocabulary of children is enriched, identified and activated.

During the game activity, the educator forms an independent speech activity in them. In children, the knowledge gained in vocabulary, training is strengthened and activated. The participation of an educator in games contributes to the enrichment of vocabulary, the upbringing of a culture of speech communication.

The comprehensive development of a child is carried out only on the basis of mastering the centuries-old experience of mankind, thanks to his communication with adults, who are the custodians of human experience, knowledge, abilities and culture. This experience can be given only by the most important means of human communication – language.

Language is an integral part of our life, and we treat it as something that is necessarily spontaneous. What is the language itself, how we speak in it, and we don't even think so much about how we learn to speak. The theory, which comes out as the initial stage of organizing knowledge, is formed in the language, which gives a special place to the language in the process of cognition, thereby opening up new scientific horizons in front of the science of language, forcing it to leave the corner where it always sits peacefully and quietly, given the dreams about its humanitarian essence. Ye.I. In his methodology, tikheyeva determines the content of work on the development of children's speech and the types of activities in which the development of speech, the development of oral speech occurs. In establishing

these types of activities in the process of training, Tikheyeva shows that the main focus should be on the enrichment of vocabulary and the development of fluent speech. He considers exhibitionism and observation to be the basis for the development of Child speech. Ye.I.A methodology for conducting excursions was developed by tikheyeva, such an organization of excursions, in her opinion, makes children directly oshno to nature, introduces to them a living being in combination with their natural relationships. It is necessary for the teacher to pay attention to the culture of speech, to speak with simple fluency, to state the material according to a consistent strict plan. Therefore, it is necessary to assess the capabilities of students to listen and hear.

Ye.I.Among the main requirements that tikheyeva puts in relation to speech development training, she advances her connection with children's interests and experiences, the possibilities of conducting them live, moving and trying. In 1956, for the first time for educational institutions of pedagogy in the direction of preschool education, the educational manual "development of speech in kindergarten and teaching the native language" saw the face of the world. Author of this guide O.I.Soloveva was. In the 50s and 60s, great attention began to be paid to the formation of a new section in the methodology for the development of speech-grammatical correct speech. To cover this issue, professor A.N.Gvozdev made a huge contribution, revealing in his book " children's speech learning issues " (1961) the laws of children's assimilation of grammatical structure from an early age. Ye.A.Flerina warned of the dangers of "narrowly solving the problem of teaching preschool children", emphasized the peculiarity of teaching a preschool child: "children learn by reading directly through communication with life, on the example of peers and adults, and through the guidance of the educator in classes and special classes." In his system of upbringing, he gave the main place to art and its use for the development of child opportunities in various types of activities, including artistic-speech. A.P.Usova, having developed a general theory of teaching in preschool institutions, gave a special place to teaching her native language in it. He believes that the educational process itself serves as a guarantee of proper speech development, since "children introduce such qualities into speech development that they usually develop weakly under normal circumstances". Education provides for the optimal development of all children's speech in the event that the laws of speech development are correctly taken into account, believes A.P.Usova. He attached special importance to the formation of the ability of children to tell a story that is difficult for them to occupy independently. A.P. Usova believed that in order to master the program in her native language, it is necessary to train with all children. At this time, he also did a lot of work to develop a methodology for conducting training. The main attention of the researchers was paid to the content and methodology of speech training, which gradually became the focus of Ye.A.Flerina warned that " teaching speech " led to a narrowing of the concept, and in practice – to an increase in the importance of special training in the development of speech. In the 60s and 70s, work was activated to study the issues of the development of children's speech. Currently, the search is underway for an optimal form of Organization of children's education, which allows to ensure a high level of mental and speech development of children, the formation of their language skills. In theoretical and applied research, issues about the content and forms of such training are solved. This is how our scientists have made a huge contribution to speech activity, and this activity still hangs on us young people. The Great Russian writer and Methodist Leo Tolstoy, when he said "Stop teaching children", in fact, it was intended to give them an opportunity to work on themselves, to teach them to work on themselves. Today, even the essence of life competency in the educational range makes it a ultimate goal to bring children to life activities rather than inanimate lesson equipment, to connect the course process with life.

It will be even more interesting and fun for curious children to recommend these letters in images, to teach them in an interesting way, than to put the letters to the child as we emphasize. When the educational and educational process is organized in such a way, there is no need to give children knowledge. They themselves take knowledge away from you. So only if you can know how it is better to organize it. In addition, in the process of teaching savod, telling a fairy tale about each letter makes children more interested in the letter. Although you do not force at night, the child will think about this

letter. The Adventures of the same letter, which have gone through, fantasize about the heroics they have done. After all, this is not the original purpose of the teacher. The various paths and methods that lead to the goal are inappropriate when standing and there is no need to use old methods.

The inner world of children is as if it were fields without plows. Whatever you plant there, it will sprout. Therefore, since we want to turn these fields into gardens-barns, we must provide an opportunity for all the enjoyment of these gardens.

CONCLUSION

The child's speech develops as a result of proper adherence to the laws of language, the perception of adult speech and his own creative activity. In order to develop speech more efficiently, it is required to identify and go to expand in a consistent, planned way children's perceptions of tevarak-surrounding objects (people's life and work, the world of animals, plants, the underwater world).

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