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Factors of Development of Speech Culture of Preschoolers

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ABSTRACT

This article provides information on the understanding of speech, the factors of development of speech culture of preschoolers.

Keywords:

speech, speech culture, development, preschool education, society, communication, emotion, sound, word

According to the decision of the President of the Republic of Uzbekistan "On measures to improve the management of the preschool education system" dated September 30, 2018 No. Many reforms are being implemented in our country in order to create a favorable environment for education, upbringing and integration of children, as well as children in need of rehabilitation and rehabilitation.

Speech is the use of language in the processes of expression and exchange of ideas, a certain way of life of language as a separate type of social activity. Speech refers to the processes of its oral (voice) and written manifestation, that is, the process of speaking and its result (speech ideas, works, stored in memory or recorded in writing). Speech is the use of language in the processes of expression and exchange of ideas, a certain way of life of language as a separate type of social activity.

Speech culture, speech etiquette - 1) acquisition of oral and written literary language standards (pronunciation, accent, vocabulary,

grammar, stylistic rules), as well as the ability to use visual means of language in accordance with the purpose and content of speech in various communication-intervention situations; 2) the department of linguistics that studies the problems of standardization (regulation) in order to perfect the language as a tool of culture

The main results achieved in the development of the speech of older children of preschool age are related to profound changes in the field of communication. Communication with peers comes first. The child begins to prefer his peers to adults. Speech directed at a friend during the game becomes much more meaningful than communication with adults. Dialogue with a partner is a coordinated subject and speech activity. Children can now attract the attention of their neighbors, and they themselves are interested in his work and opinions. Using speech to communicate with others, to draw attention to oneself, one's work and experiences, to understand each other, to influence the partner's behavior, his thoughts

and feelings, to organize one's own activities, used to coordinate the actions of one's partner in the game. Speech serves as an important source of knowledge about the environment, a means of recording ideas about the world of nature, things and people, and a means of cognitive activity. The speech of older children of preschool age is also manifested as a specific field of objective communication, which he understands by playing with words, sounds, rhymes and thoughts. considered as the formation of mobile, functional systems containing the rules of conducting operations. It is an individual language system based on language generalizations. At different age stages, individual differences are observed in children's speech in mastering different language tools, i.e. speech sounds, lexical-grammatical materials, etc. Also, individual differences are observed in the main stages of the formation of children's speech. Children's language is not only the first stage of adult language, but also completely independent structures that obey their own special laws.

Children's speech is a valuable voice of a specific child-related subculture. Speech development is not only a part of introducing the child to the world, but also a pillar of general mental development. The development of the child's speech is related to the formation of the personality as a whole and at the same time all mental processes. "The process of acquiring a language is not only a process of imparting knowledge, skills and abilities. This is education first of all. Educating the heart, educating the mind, forming the structure of thoughts, is patiently processing the most delicate aspects of the human psyche" (K.D. Ushinsky).

Understanding that a child's speech development is determined by external influences, on the one hand, and characterized by its sudden occurrence, "spontaneous action" on the other hand, is characteristic of modern ideas about the ontogenesis of speech. Understanding these laws and mechanisms of speech development requires their detailed consideration. It should be noted that, according to scientists, the processes of self-development are not only in speech, but also in games, which are absolutely children's activities. and

children's curiosity is clearly manifested in the process (N.N.Podyakov) and it does not deny the role of adults: adults respond to children's activity, call the child to activities and communication while paying attention to the child.

In recent years, much attention has been paid to the study of some stages in the development of speech. It is known that every person improves his speech throughout his life by acquiring linguistic resources. Each age stage brings something new to his speech development. The most important stage in the acquisition of speech corresponds to preschool age.

Psychological analysis of the period before the verbal stage (or preparatory stage) leads researchers to the conclusion that important factors of speech are formed in this period. After all, during this period, the need for communication is formed, emotional connection with the surrounding adults is established, voice relations, speech-motor apparatus, phonemic listening skills, active acceptance and understanding of adult speech are developed. The formation of these factors is an important condition for the timely transition to the speech stage of development. The facts obtained in recent years show how the child's timely and properly organized direct-emotional communication with adults helps the child understand the speech of adults, his indicates that it is of decisive importance in determining when he begins to speak actively and at what pace his speech will develop in the future.

The stage of the formation of speech, which is close to the borders of early childhood, is of interest to scientists of various fields, including: psychologists, pedagogues, linguists, first of all, because of its unique period in the development of speech. Its peculiarity is that it is sensitive to the development of speech; speech appears and improves as a means of communication during this period; its development takes place at such a rapid pace that it is no longer observed during all future ontogeny. K. D. Ushinsky noted that: "a child learns so easily and quickly at the age of two or three that even after studying diligently for twenty years, he will not be able to learn even half of it."

The issues of speech development of children of early age have been developed for many years. This period attracts researchers with aspects of speech development that play a big role not only in a certain period, but also in the future development of the child. Most of the causes of defects and delays in the development of speech of relatively older children are often related to the specific aspects of the formation of children's speech in the early stages. Ye.I. Tikheyeva also paid attention to this aspect. E.I. Tikheyeva, N.M. Shelovanov, V.I. Fradkina, N.M. Aksarina, G.M. Lyamina, V.A. Petrova made a significant contribution to the study of children's speech in early childhood.

Summarizing the results of a large number of studies on the development of a child's speech during the transition to active speech, we describe these basic rules. Speech development at an early age is carried out in two directions: improving the child's speech and forming his own active speech. . During the development of the speech of children of the first age, individual differences in the duration and pace of the formation of pronunciation aspects of speech are very noticeable, active speech usually appears by the age of 2-2.5 years. The child's need to communicate with adults who are close to him is a crucial condition for the timely and correct development of speech.

In conclusion, it should be said that the culture of speech is first of all speaking in accordance with the standards of the literary language. A high level of speech culture is an indispensable characteristic of a cultured person. It is the duty of each of us to improve our speech. For this, we need to monitor our speech in order not to make mistakes in pronunciation, use of word forms, and sentence construction.

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