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Effective methods of forming children's speech competence through riddles and quick sayings in preschool educational organizations

**Murodova Farangis
G'anisherovna**

Doctoral student of the Institute of retraining and professional development of directors and specialists of pre-school educational organizations

ABSTRACT

The article reveals the important aspects of using the genre of riddles, which is one of the examples of folk art, in expanding children's speech abilities. The main task is to form the speech competence of preschool children through the use of riddles, to teach them to work as a team, to hear the opinions of others and to respond to them. Teaching with the help of communicative speech technologies ensures and accelerates the speech development process of each child, as a result, the quality of education increases. Folk riddles suitable for the age of preschool children and helping to develop their speech are also presented. Through riddles, in addition to the development of dialogic and monologic speech of children, their oral communication skills are also formed.

Keywords:

Folk creativity, speech development, communicative speech technologies, preschoolers, riddle, method, dialogic and monologic speech

Introduction

A person in every way perfect, potential, for the country worthy and perfect a person being adult when it reaches people oral of his creation genres one riddles too place and role incomparable People's life, standard of living, culture, customs are interpreted to a certain extent in riddles. Each riddle is an independent work with its own form and content. In it, the essence of philosophical, historical, ethnographic signs, concepts, events is described through extremely beautiful figurative expressions. This genre is one of the most valuable genres in the study of people's life, outlook, psychology, and art. Topishmaq, topmache, puzzle, matal are the most ancient and popular genre of folk oral poetic creation. Riddles are sometimes in prose, often in poetic form, compositionally and rhythmically

compact, simple and melodious. Riddles are of great importance for the formation of children's worldview, enrichment of speech, formation of speech skills and expansion of the scope of thinking. In addition, this genre helps children to develop their ability to think, to express a specific idea in an artistic way, and to teach them to be clever and resourceful. Increases enthusiasm and interest in learning. While thinking about the puzzle thrown in the middle, the scope of thinking expands, an aesthetic outlook is formed, and he gets used to analyzing life from all sides. At the time when the consciousness and thinking of the children of preschool educational organizations are being formed, the ability of the educator to pass the training, the ability to attract, and the ability to apply various interesting ways and methods to the training, to be able to use

advanced pedagogical experiences positively very important. The process, object or event familiar to the child is described metaphorically and makes the child think. It serves to sharpen the mind, to think logically, and to reason, and when the time comes, he can feel the pleasure of the correct answer. But it is not appropriate for the educator to simply tell the riddle during the training. It is necessary to start the riddle in such an unusual and interesting way that the child looks forward to this part of the lesson and actively tries to participate in this process.

The pedagogue should evaluate finding the answer to the riddle as a relevant and interesting process. Only then will children approach this work with responsibility and interest. Encouraging the child who found the answer to the puzzle with words or cards is considered the same term. During the lessons, interesting methods can be used to teach riddles to children. Using these methods will make the lessons more interesting and children will be more attentive.

One of these methods is the "Black Box" method. In this case, children are divided into two groups and each group sits in a circle at the table. One black box is placed in the middle of two tables, inside the boxes the answer to the riddle is hidden in the form of a picture or as a toy. The pedagogue tells the riddle and explains it. Each of the children's answers is heard and the groups are asked to choose only one common answer. Children consult together, accept one answer and open the box. If the answer of the group is correct, gifts will be given to that team. This method encourages children to work as a team, think and prove their point. In addition, taking into account the opinions of his friends, it helps to listen and respond to him, to develop dialogic speech.

In our people, when the answer to a riddle is not found, the expression "to give the city" to the riddle is used. An educator should be able to bring this tradition into his training in some modern interpretation. When the lesson is boring, if teacher conducts the lesson through an interesting riddle, the lesson will be revived and the children will be refreshed. Children who find the correct answer will have fun, and

the rest will try to be more attentive and quick. Let's say that the educator threw a puzzle in the middle, saying "which hand is better to stir the sugar in the tea?" Many learners give a right- or left-handed response. In fact, tea should be mixed with a hand holding a spoon. Some mature children may find the answer to this riddle, but the rest will feel some surprise and delight at the unexpected answer. They aim to think more deeply next time. The teacher has his own requirements and methods in listening to the answer of the children when he says a riddle. Each child's answer should be taken into account, even if a wrong answer is given, it should not have a negative impact on the child's psychology. Because the child's answer is worth gold, he is telling his worldview, not with someone else's motivation or opinion. On the contrary, it is only necessary to encourage the child to think correctly. An important aspect of finding an answer to a riddle is to teach children to express their opinion, to explain their decisions and opinions, and to have a mutual conversation with the pedagogue. When the pedagogue asks the child why he gave this answer, the child acquires positive qualities such as determination, the ability to defend his thoughts and opinions, and willpower by explaining the reason. The more conversations with the child, the richer and deeper his speech, the wider his ability to know reality. When using the puzzle method, it is also possible to write it on a piece of paper on each pupil's desk and distribute it. Children puzzle over their riddles independently, after finding the answer they think is correct, each pupil reads the riddle given to him out loud to his peers. In addition to the teacher, other children are also asked to think quickly about the riddle. After listening to several answers, the card holder also gives his answer. In this way, it is continued in sequence with the next children. In this case, the child approaches his work, trying to think deeper about the puzzle named for him personally, to express the answer he considers to be correct in front of his peers

A riddle can have one or more subjects, as well as poetic and prose versions. The teacher should provide it according to the age and

mental state of the child . For kindergarten children, it is not appropriate to throw multiple-object riddles in the middle. It is necessary to gradually grow from simplicity to complexity. After telling the riddle, the teacher can conduct a question-and-answer session with the children about the riddle. These children learn to better understand the hidden aspects of the riddle, to think more closely to the object being asked, and to speak fluently. Let's take the riddle "There is a pile of gold under the ground, it is food for everyone." The teacher asks: What color will the gold be? What shape is the pile? It is easier for the student to find the answer when he faces the student with questions and statements such as we can eat. After finding the answer, it is considered necessary for the educator to continue the conversation on the subject and give some information about it. For example, carrot is considered a vegetable crop, it can be eaten both raw and cooked, Uzbek national dish pilaf cannot be prepared without carrots, it can be yellow or red in color. Organization of such a training process serves for children to gain more knowledge.

"Knock-knock-knock,
My throat is sore,
I float in the water,
I have a lot of fun" (goose).

Summary by doing that's it to say may make sense thinking in cultivation to riddles answer to find math problem, example solve with equal to to power have _ That is why riddles are widely used in the training process along with fairy tales. This, of course, develops the logical thinking of the children.

Quick sayings are a genre that teaches to pronounce a certain word, phrase or sound correctly, to distinguish it from other sounds, strengthens memory and develops speech, increases reading speed. For this reason, it is necessary to use more rapid pronunciations in speech training in pre-school educational organizations. For example,

"To the bottomless swamp",
"Cain roasted in a pot,"
"Did Bahadir give the flag to Batir,

Did Batir give the flag to Bahadur?"

"The scientist took the six apples in front of him" and others.

According to the old rules, it was required to say fast in one breath. In the old fast sayings, there were many words that were not easy to pronounce. That's why they used to belong to adult folklore. The young boy could not say them in one breath. Nowadays, such samples are chosen based on the difficulty of pronouncing some sounds in children. For example, rapid pronunciations designed to clearly pronounce the sounds "r", "l", "s", "sh", "ch" are more often used:

In winter, it is not ripe, it is not ripe, it is not winter,

Blue lid on a white teapot, white lid on a blue teapot.

It should be emphasized that the rapid pronunciations in the activities of preschool educational organizations are selected in a manner appropriate to the age of the children, which helps children to pronounce these sounds clearly.

Although quick sayings are actually a phenomenon of adult verbal creativity, they are essentially aimed at children's education. Children learn to pronounce sounds and words typical of their native languages fluently, more precisely, to feel, understand and learn the subtle nuances of the meaning of words. In this sense, fast sayings are poetic exercises on sound and words. Since fast sayings corresponded to the spiritual needs of children, they quickly mastered it, and gradually they themselves made a number of light and simple examples of it. who started to create. As a result, with the passage of time, fast sayings have become a phenomenon characteristic of children's folklore. Indeed, fast sayings are a folklore genre based on the alliteration of speech sounds, and the meaning that occurs as a result of a mistake (confusion) in the pronunciation of one or another sound or word during the intense pronunciation of similar-sounding words or word combinations. occurs due to change or distortion of content. Below we will look at quick pronunciations that will help you write down the pronunciation of speech sounds.

It is well known that the inability to pronounce sounds in speech manifests itself in two different cases. In the first case, there are defects related to vowel sounds, and in the second case, there are cases related to consonant sounds. In the process of correcting a defect related to vowel sounds in speech, it is very effective to practice the following quick pronunciations for children:

The bees spared the honey from the bear.

Odilbek is a decent boy.

If we pay attention to our first quick pronunciation, we will see that the vowel "a" is used repeatedly, and in the second, the vowel "o" is used repeatedly. If we take into account that the air coming out of the lungs is the main factor in the formation of vowel sounds without encountering any obstacles in the mouth, it is good to use these quick sayings to eliminate the speech defects of children who have difficulty in pronouncing vowel sounds. will give. In this process, it is necessary to pay close attention to the child's pronunciation of sounds. When pronouncing consonant sounds, the air coming out of the lungs meets a certain barrier in the oral cavity. If certain defects in pronunciation of a consonant sound are detected in children, it is important to use quick pronunciations based on consonant contrasts to correct them. For example: for children who have difficulty pronouncing the consonant "g", it is useful to practice the following rapid pronunciation.

Gunafsha's flowers bloomed when they saw the blue.

Although the fact that the consonant "g" and the consonant "k" were also involved in this rapid pronunciation show the similarity between the place of formation of the consonant "g" and "k" in the process of pronouncing the sounds, but the sound and noise contradict each other according to the sign. This feature of the sound is the basis for ensuring the subtlety of direct movement of the tongue in the process of sound formation. If this quick saying is repeated regularly based on a system, it will greatly help to improve the fluency of the speech of children who have a defect in the "g" or "k" consonant.

Is Rana angry with Ravshan?

Is Ravshan angry with Rana? This rapid pronunciation based on the "r" sound also works well for children. Because it is very common for young children to pronounce the consonant "r" as "y". In order to prevent this situation, quick pronunciations based on the contrast of the consonant "r" are effective.

In conclusion, it can be said that the effective use of rapid utterances is of great importance in the fluency of children's speech. It is very important to improve the fluency of the speech of children of preschool age, because the fluency of their speech is of great importance in ensuring the activity of these children in the affairs of our society based on the requirements of the present time. Since speech is a means of interpersonal communication, teaching every young generation to master speech skills is a requirement of the times.

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