

METHODS OF DEVELOPING SPEECH IN OLDER PRESCHOOL CHILDREN DURING ENVIRONMENTAL INTRODUCTION

O. T. Makhmudova

Fergana State University

Senior Lecturer of the Department of Preschool Education, PhD.

R. Mirzayeva

Master's Student of Fergana State University

Abstract

When exploring their surroundings (guided by educators or parents), children should not merely observe, but also examine objects, their parts and elements, perceive processes and phenomena, and reflect on them. To achieve this, the educator is tasked with employing methods such as comparison, contrast, differentiation, generalization, imitation, and other similar techniques. Additionally, during the learning process, it is important to involve older preschool children in age-appropriate types of work (cleaning small ditches, loosening soil around trees, tending to flowers).

Keywords: Environment, speech development, perception, listening comprehension, monologue, dialogue, engaging in communication, older preschool age, speech impediment, imitation.

Introduction

Perceiving the surrounding environment, studying it, experiencing it, and conversing about it are important stages of speech development. Environmental resources for speech development include:

1. Animal and plant world;
2. Tools and technical means of human labor;
3. Surrounding objects and items;
4. Toys, pictures, and works of art;
5. Branches of the national economy (buildings, structures, historical sites);
6. Events occurring in the surrounding area.

When a person performs a task with their own hands, they remember it more thoroughly and completely. Using this method, deficiencies in the coherent speech of older preschool children are addressed by recalling the names of objects verbatim and through memorization. The development of speech in older preschool children largely depends on the correct implementation of the following aspects:

- didactic materials for speech development (purposeful speech of educators and parents, fairy tales, songs, and stories read or told to children);
- educational methods and techniques used for the assimilation of didactic materials;
- organization of education (selecting objects from the surrounding environment, planning related speech development);
- based on the content of the educational material, specific methods of studying it, and the relevant principles, the educator must plan all activities related to speech development.

Main Part

In the process of conducting research on this problem, we concluded that in speech development, understanding speech material for teaching speech organs and hands; understanding the importance of speech and developing lexical and grammatical skills; evaluating speech expressiveness (for this, it is advisable to select didactic materials that develop certain emotions in older preschool children); the principle of fostering love for the native language (this involves organizing education for children to master the tradition of applying native language facts in speech); comparing written speech on a specific topic with oral speech; and working based on several didactic principles, such as the gradual enrichment of speech, yields good results.

Proper language learning, speaking with attention to its grammatical structure, free discussion among children, asking questions, drawing conclusions based on ideas heard from others leads to understanding various forms of connections between objects and phenomena. Creating a healthy, natural environment in kindergarten encourages children to engage in proper communication and increases their desire to talk to others. For this, it is important to achieve the logical unity of children's speech in form and content, which consists of the following:

- Initially, the child should have their own vocabulary;
- Pay attention to the clear formation of the grammatical structure of children's speech;
- Cultivate sound culture in children;
- Develop dialogic speech, that is, conversational speech;
- Storytelling;
- Familiarize children with literature;
- Prepare children for literacy, and more.

These requirements are implemented at all stages of preschool education. However, in each stage, the age characteristics of the children and their level of personal preparedness are taken into account. As children observe their surroundings, their pronunciation begins to change positively; they start to pronounce sounds correctly, the content of sentences expands, they begin to construct grammatically correct sentences, and their vocabulary increases. Children themselves begin to compose small stories and can freely narrate them. They start to develop qualities such as engaging in communication with adults and freely expressing their thoughts. Accordingly, it is important and necessary to improve children's sound culture in speech, expand and activate vocabulary representing the names of surrounding objects and phenomena, observe simple forms of monologue speech, and develop skills to express their thoughts grammatically correctly and clearly. These requirements are formed in children through the



process of perceiving, understanding, feeling, composing stories, expressing their thoughts, and engaging in expressive reading activities.

It is known that connected speech expresses the interaction and connection of children with others as a result of the influence of events and phenomena. This expression can be conveyed in one or more sentences. The child's interaction with their surroundings and the form of communication plays a significant role in the formation of speech. Considering that older preschool children have skills and abilities in oral speech, it is necessary to determine what we should focus on when forming coherent speech in them, first of all, when observing the surroundings. This begins with the formation of initial ideas about the Motherland.

Results and Discussions

Expanding the child's understanding of the independent state of Uzbekistan. Provide brief information about the cities of Samarkand, Bukhara, Shahrisabz, Khiva, and Tashkent.

Continue to provide the child with concepts based on the "Constitution Lessons" and "Saving Lessons" programs.

Introduce Uzbekistan's Independence Day; state symbols; emblem, flag, and anthem. Teach memorization and performance of the anthem. Explain that the state language in Uzbekistan is the Uzbek language, that the Republic of Uzbekistan is governed by the President, and that the capital of Uzbekistan is Tashkent.

Inform the child about the city, village, neighborhood, and street where they live. Explain the aspects related to their names. Teach them to give a complete home address.

Cultivate in the child's heart feelings of love and respect for their Homeland and people, foster national pride, and instill the qualities of kindness, hospitality, and diligence characteristic of the Uzbek people. Provide an understanding of historical monuments, ancient landmarks, and modern structures in the territory of Uzbekistan.

Great figures. Continue familiarizing the child with our history and the life and work of great Eastern scholars. To provide initial insights into great figures like Al-Biruni, Abu Ali ibn Sina, and Mirzo Ulug'bek.

To provide information about Alisher Navoi being a great poet, thinker-scholar, statesman, and wise person. Familiarization with his works on etiquette and upbringing appropriate for children's age, inspiring feelings of love for parents and the Homeland.

Holidays. Expand children's understanding of national holidays: September 1 - Independence Day, October 1 - Teachers' and Mentors' Day, December 8 - Constitution Day, January 1 - New Year, March 8 - International Women's Day, March 21 - Navruz.

Regular organization of holidays and festivals, diverse in form and content. For example, birds, flower festivals, melon festivals, etc.

Famous commanders. Formation and development of a child's interest in the history of the nation. To provide an understanding of Zahiriddin Muhammad Babur as a king, poet, and great commander. Provide information about Amir Temur being a famous commander and prominent statesman.



To form an idea about the military forces of Uzbekistan and their tasks, and that January 14 is a professional holiday for military personnel. Cultivating a love for the Motherland and protecting it like the apple of one's eye.

Folk Applied Arts. Cultivating in the child a sense of love and pride for their people. Introduction to works of Uzbek folk applied art, examples of national crafts, and architectural monuments. To provide them with information about the professions of engraving, gold embroidery, and pottery.

Adult labor. Developing a child's understanding of adult work. Formation of ideas about the fact that the Uzbek people have been engaged in agriculture (cotton, wheat, barley, rice, corn, etc.) and animal husbandry since ancient times. Expand their understanding of livestock professions (shepherds, grooms, milkmaids).

Reinforcement of knowledge about people's labor in gardens, melons, and fields. For example, the farmer plowing the land in autumn to prepare for the next year's harvest, the importance of fertilization, sowing seeds in early spring, caring for them, timely irrigation, etc.

Familiarizing the child with the work of cotton growers, explaining that they need to cultivate the land, plant cotton seeds, carefully grow cotton until harvest, irrigate and cultivate timely, and overcome weather conditions.

Introduction to cocoons, silkworm breeders, and the labor of cocoons before they become silk fabrics. Conduct conversations about how silkworms feed on mulberry leaves and spin cocoons, how silks are unwrapped from them, and how various fabrics - satin and adras - are woven from silk. To briefly talk about the place of Uzbek cotton and silkworm cocoons in the world market, to form in the child's heart a sense of pride and honor for our achievements.

To provide an understanding of construction, which is considered an important branch of the national economy. To draw the child's attention to the great changes taking place in our country, the construction and commissioning of magnificent buildings, modern houses, wide roads, and strong bridges. Conducting conversations about the results of construction workers' work and the importance of the construction profession.

To provide an understanding of the market, store, seller, buyer, and the culture of interaction between seller and buyer. Reinforce their understanding of the types of markets and shops (food, clothing, household goods).

Expand the child's understanding of the work of doctors.

To cultivate a sense of respect for the work of adults, to teach initial labor skills, to strive to maintain constant order and cleanliness in the surroundings, at home, in the group room, to be useful to others; to perform duty duties independently and diligently; to prepare the table for meals; to clean dishes after meals, to wipe the tables; to arrange materials and manuals prepared by the teacher for classes on the table; to tidy up the creative game corner, to put the played toys back in their place, to tidy up the toy cabinet; to make it a habit to wipe the cabinets in the group and bathrooms, dust on the windowsill, toys and manuals.

Ensure the child's active participation in the repair of books and toys. To accustom them to picking and cleaning leaves on the playground and paths. Teaching how to loosen the sand in a sand container by digging. Form in the child a culture of work, a sense of satisfaction with the cleanliness and order in the room, on the playground.



Conclusion

Games teaching professions and crafts, such as "Shop," "Grandpa Farmer," "Post Office," "Craftsman," "Driver," "Teacher," "Nurse," "Bazaar-Bazaar," "Cooking," "Gardener-Gardener," "Who is Quick?," "What Has Changed?"

Means of transport and communication. Continue teaching the child traffic rules. Identification and consolidation of concepts about traffic light signs and their observance. Teaching to differentiate vehicles based on the environment of movement (ground, sky, water).

Introduction to the services of communication personnel, explaining that the means of communication for the population are: mail, telephone, telegraph, internet, and their tasks are to deliver letters, letters, greeting cards, newspapers, telegrams, faxes, SMS, emails, and various information. Improvement of the understanding of postal workers about the interdependence of their work, the use of vehicles, telephone services to facilitate these services. Organize conversations on topics such as "Who should I be?," "What a driver should know?," "Road rules are the benefit of life."

With the help of such actions, it is possible to develop the speech of older preschool children through the perception of the environment.

References:

1. Quronov D. Adabiyot nazariyasi asoslari. –Toshkent: Akademnashr, 2018. – 480 b.
2. Тамарченка Н.Д. Поэтика: слов актуал терминов и понятий. – М.: Издательство Кулагиной; Интрада, 2008. –385 с.
3. Куронов Д. ва б. Адабиётшунослик луғати. – Тошкент: Академнашр, 2010. –400 б.
4. Раҳмон Ш. Абдиёт оралаб (тўплаб, нашрга тайёрловчилар: Г.Раҳмонова, О.Толиб; масъул муҳаррир И.Мирзо). – Тошкент: Мовороуннахр, 2012. – 384 б.
5. Sodiqova Sh. Maktabgacha pedagogika. – Toshkent, 2017. – 180 б.
6. Babayeva D.R Nutq o‘stirish nazariyasi va metodikasi. – TDPU, 2018. – 240 b.
7. Qodirova F.R. Katta guruh uchun nutq o‘stirish bo‘yicha mashg‘ulot ishlanmalari. – Toshkent, 2011. – 164 b.
8. Loginova V.I., Samorukova P.G. Maktabgacha tarbiya pedagogikasi. – Toshkent: O‘qituvchi, 1991. – 178 b.
9. Ziyomhammadov B. Pedagogik mahorat asoslari. – Toshkent, 2009. – 210 b.
10. Qodirova R.M. Maktabgacha yoshdagi bolalarda dialogik nutqni rivojlantirishning ruhiy omillari. – Sariog‘och, 1998. – 180 b.

