

## THE USE OF VISUAL TECHNOLOGIES FOR THE DEVELOPMENT OF SPEECH IN PRESCHOOL CHILDREN

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### Abstract

This article reveals the possibilities of developing coherent speech of preschool children using visual technologies, in particular, the criteria of manufacturability, methods of structuring information, principles of visualization technology of educational information are disclosed.

**Keywords:** Speech, visualization, technology, information, development, layout, compression, structuring.

### Introduction

Coherent speech is the ability to express one's thoughts for communication and mutual understanding. That is, the main function of coherent speech is communication, which is realized through the forms of utterance - dialogue and monologue. In the development of each of them, its own methods, technologies and techniques are used. Pedagogues-researchers pay special attention to the development of coherent speech in preschool age, considering it more complex and necessary for the further education of children at school.

As O.S. Ushakova notes, coherent speech is a speech that requires the obligatory development of such qualities, as coherence, purpose, which are connected by each other and are characterized by communicative direction, logic of use, structure, as well as a certain organization of language means [10; 105].

Successful development of a coherent speech is possible if the child answers only out of necessity to fulfill the task of the pedagogue (the child asks – it is necessary to answer). In the course of education, when each voice is made only by the author's contribution to the pedagogue, when the coherent speech provides only "full answers" to the questions, the desire to speak out (the power of speech) fades away or cools down only that it can no longer serve as a stimulus for the expression of children.

In order for children to speak vividly, emotionally, interestedly, so that they try to improve their speech, it is necessary to "bring children into the role of an enthusiastic raskazer" [9; 98].

In the study, M.S. Lavrik presented the situation of a written speech, when a child dictated his speech, and an adult wrote in order to read to the little ones, to include it in the alphabet or to follow a large spokesman.



The basic habits of the Youth Speech should be developed to school, because it is necessary to begin to teach the teacher in the school on a daily basis.

In the children's garden, it is necessary to make efforts to find a goal-oriented didactic material for teaching children the monologic of description, behavior, and reasoning[8; 25].

And so, it can be concluded that for the successful development of coherent speech, it is necessary to use effective methods, techniques and technologies that will arouse children's interest in educational activities and activate their speech.

Having considered the conditions for the development of a coherent speech by different authors, we, among the most important pedagogic conditions, have considered the following: the coherent speech of children of the oldest old age will be developed more. It is successful in the use of effective methods, techniques, means and technologies, which can contribute to the motivation of speech activity, the emergence of interest in the training of speech. In our opinion, these conditions will contribute to the development of the coherence of speech and the increase of the general speech activity in the whole.

Preschool age is the most basic and productive for the comprehensive development of a child. It is at this age that there are all opportunities for the development of cognitive abilities, and the more a person perceives information, the more success he will be able to achieve in adulthood. The main goal of the educational process is to convey new information, so visual information plays an important role. It is the visual material that helps the child to quickly remember information, and with the development of information technology, visualization in the educational process acquires new features.

Visualization is the representation of something physical - a process, phenomenon, etc. - in a form convenient for observation; a technique of directed image evocation [4; 10].

Visualization is the process of presenting data in the form of an image in order to make it as easy to understand as possible.

In the era of informatization of education, the problem of presenting knowledge and its operational use is of particular relevance. In this regard, there is a need to systematize the accumulated experience of visualizing educational information and its scientific substantiation from the standpoint of a technological approach to learning [6; 204].

G.K. Selevko argues that any system or approach to teaching can be recognized as a technology if it meets the following criteria of manufacturability:

scientific (synthesis of scientific and practical achievements, a combination of past (traditional) and modern experience);

conceptuality (the presence of a system of views, ideas, principles, on the basis of which activity is organized);

Consistency;

structuring (the presence of a certain internal organization of the system, system-forming links of elements, stable interactions that ensure the stability and reliability of the system);

controllability (the possibility of diagnostic goal-setting, planning, design of the pedagogical process, variation of means and methods for the purpose of correction, adaptation, etc.);

efficiency;



reproducibility (the possibility of applying (transferring, repeating) pedagogical technology in other conditions and by other subjects) [3; 41].

The concept of visualization is understood in a similar way by A.A. Verbitsky: "The process of visualization is the folding of mental contents into a visual image; Once perceived, the image can be unfolded and serve as a support for adequate mental and practical actions. This definition makes it possible to separate the concepts of "visual", "visual technologies" from the concepts of "visual", "visual technologies". In the pedagogical meaning of the concept of "visual" it is always based on the demonstration of specific objects, processes, phenomena, the representation of a ready-made image given from the outside, and not born and taken out of the internal plan of human activity. The process of unfolding a thought-image and "carrying" it from the inner plane to the outer plane is a projection of a mental image. Projection is built into the processes of interaction between the subject and objects of the material world, it is based on the mechanisms of thinking, covers various levels of reflection and reflection, and is manifested in various forms of educational activity" [1; 53].

In practice, more than a hundred methods of visual structuring are used – from traditional diagrams and graphs to "strategic" roadmaps, spiders and causal chains. Such diversity is due to significant differences in the nature, features and properties of knowledge in various subject areas [7; 2].

Visualization can be represented as the convolution of information into a simplified image (for example, an animal into a geometric figure, etc.)

An effective way to process and compose information is to "compress" it, i.e. to present it in a compact, easy-to-use form.

"Compression" of information means, first of all, its generalization, enlargement, systematization, generalization. P.M. Erdniev states that "the greatest strength of mastering the program material is achieved when presenting educational information simultaneously on four codes: pictorial, numerical, symbolic, verbal". [Vlasenko, T. V. Tekhnologiya vizualizatsii uchebnoy informatsii [Technology of visualization of educational information] [11; 24].

It should also be taken into account that the ability to transform oral and written information into visual form is a professional quality of many specialists. Therefore, in the process of training, elements of professional thinking should be formed: systematization, concentration, highlighting the main thing in the content [5; 107].

G.V. Lavrentiev identifies the following principles of the technology of visualization of educational information: the principle of system quantization and the principle of cognitive visualization. The principle of system quantization, according to the scientist, involves taking into account the following regularities:

large educational material is difficult to remember;

educational material located compactly in a certain system is better perceived;

the identification of semantic reference points in the educational material contributes to effective memorization"

In accordance with the principle of cognitive visualization, "the effectiveness of assimilation increases if visualization in learning performs not only an illustrative, but also a cognitive function, that is, cognitive graphic educational elements are used. This leads to the fact that the



"figurative" right hemisphere is involved in the process of assimilation" [2; 76]. At the same time, "supports" (drawings, diagrams, models) compactly illustrating the content contribute to the systematic nature of knowledge.

Thus, the essence of the technology under consideration comes down to the integrity of its three parts:

1. Systematic use of visual technologies in the educational process;
2. Development of children's ability to "compress" information and its cognitive-graphic representation;
3. The use by teachers of the correct methodology for the step-by-step inclusion of visual technologies in educational activities.

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