

DEVELOPMENT OF COHERENT SPEECH OF YOUNGER CHILDREN PRESCHOOL AGE

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Annotation:

The article reveals the features of the development of coherent speech of younger preschoolers; conditions, methods, techniques of their development.

Keywords: coherent speech, dialogical form of speech, joint- partner activity, monologue speech, retelling, description.

INTRODUCTION

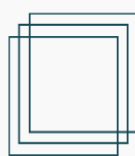
Among the many important tasks of educating and educating children in preschool, the development of coherent speech is one of the main ones. The goal of speech development of preschool children is the formation of not only correct, but also good oral speech, taking into account the age characteristics and capabilities of pupils.

MATERIALS AND METHODS

Coherent speech is a single semantic and structural whole, including interconnected and thematically combined, complete segments. The main characteristic of coherent speech is its intelligibility for the interlocutor. "A simple form of dialogical speech (answers to questions) is available for 3-year-olds, they are just beginning to master the ability to express their thoughts coherently. Their speech is still situational, expressive presentation prevails. Kids make a lot of mistakes when constructing sentences, determining the action, the quality of the subject. The teaching of colloquial speech and its further development will be the basis for the formation of monologue speech. In the younger preschool age, it is important to develop initiative speech, the child's desire to share impressions and the dialogical form of speech".

The development of coherent speech occurs:

- in all types of organized educational activities, taking into account the principle of integration and thematic construction of the educational process;
- in joint-partner activities carried out during the regime moments; (according to the daily routine, the program provides time for reading and reviewing fiction);
- in the independent activity of children (success depends on the creation of conditions, a subject-developing speech environment corresponding to this topic of planning);



– in the family (interaction of children and their parents). Purposeful training of coherent monologue speech begins in the second younger group. Children are taught to retell fairy tales and stories that are well known to them, as well as to tell from visual material (description of toys, telling from a picture with a plot close to children's experience).

At the younger preschool age, the educator tries to make every child easily and freely communicate with adults and children, teaches children to express their requests in words, clearly answer adult questions. It fosters the need to share their impressions, talk about what they did, how they played, the habit of using simple formulas of speech etiquette (greeting, saying goodbye in kindergarten and family). The educator also encourages children's attempts to ask questions about their immediate environment. (Who is this? What's it? Where is it located? What does it do?).

RESULTS AND DISCUSSION

According to Sokhin F.A., "retelling training begins with a simple reproduction of well-known fairy tales built on repetition ("Kolobok", "Turnip"). The educator helps the kids to remember the sequence of the appearance of fairy-tale characters. The most effective method of teaching retelling is when children are included in the repeated story of the teacher, repeating one or two words or a whole sentence.

- Once upon a time there was a grandfather...
- ...and a woman.
- I was with them...
- ...a pockmarked chicken.

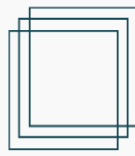
Gradually, the children approach the retelling of the questions:

- Who did bun meet? – A fox.
- What song did bun sing to the fox?" [1, 120].

Children are gradually brought to the compilation of short – in 3 – 4 sentences – descriptions of toys and pictures. The educator, through the dramatization of familiar fairy tales, teaches children to make statements and narrative type. He shows the child the ways of connections in the sentence, sets the scheme of utterances ("Fuck the bunny...There he met... They have become..."), gradually complicating their content, increasing the volume.

CONCLUSION

One of the conditions for the development of dialogic speech is "the organization of a real environment, the interaction of adults with each other, adults and children, children with each other. The main method of forming dialogic speech in everyday communication is the conversation of the educator with children." An effective method is also a didactic game, a mobile game, the use of verbal instructions, joint activities and specially organized speech situations. The work on the development of coherent speech is time-consuming and always falls almost entirely on the shoulders



of teachers. The educator has a great influence on the speech of children. In this regard, his own speech should, first of all, be understandable, competent, clear.

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