

Developing Speech Literacy in Children

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Annotation: In preschool, the scope of communication between children in contact with children is expanding, which requires the child to be a full-fledged means of communication, the main of which is speech. High demands on the development of speech areas and the development of more complex activities of the child.

Speech development goes in several directions: its practical use of communication with other people is improving; they are at the same time, the basis of the reconstruction of the means of thinking, the means of thinking, and the means of thinking. One of the key components of preparing children to develop speech is school learning.

Speech development is the development of language comprehension and use skills: development of hearing and sound analysis, vocabulary, word structure, grammatical category formation, communication skills, connected speech skills and abilities development. Language acquisition is an important condition for mental development because the content of the historical experience established by the child in ontogenesis is generalized and expressed in the form of speech and primarily in words.

The technique uses methods developed in didactics. Speech skills and abilities are defined as a method of teacher and children's activities that provide a method of speech development. Divide into three groups of methods - visual, verbal and practical. This division is more conditional because there is no sharp boundary between them. Visual methods come with words and use verbal descriptive methods. Practical methods involve both words and visuals. Some methods depend on the spread of techniques for calculation and demonstration, others for oral or practical visualization, words or actions as the source and basis of speech.

Kindergarten used in visual methods is more common. Apply as direct and indirect methods. The direct method is observed and its types: excursions, inspection of rooms, sightseeing. These methods are aimed at collecting speech content and provide communication between two signaling systems. Surprising accuracy based on the use of indirect methods account. Its toys, pictures, photos, descriptions of pictures to tell a story through toys, toys and pictures. They are used to consolidate knowledge, vocabulary, develop the generalizing function of speech, and teach consistent speech. The mediated tides can also be used to get acquainted with objects and events.

Oral methods in kindergarten they are less commonly used: these are reading and storytelling works of art, memorization, repetition, generalization conversation, racing without relying on descriptive material. Generally verbal methods are used Visual methods: objects, toys, pictures, viewing pictures, because the age characteristics of young children and the nature of the word itself require clarity.

Practical methods focus on the use and improvement of speaking skills and competencies. Practical methods include various didactic games, games dramatization, staging, didactic exercises, plastic sketches, and round dance games. They are used to solve all speech problems. Depending on the

nature of children's speech activity, reproductive and productive methods can be conditionally distinguished.

Speech material based on reproductive techniques reproduction, ready-made samples. In kindergarten they are mainly used vocabulary work, low and consistent speech in the formation of grammatical skills in the work of cultivating the sound culture of speech. Methods of observation and its varieties, looking at pictures, reading fiction, retelling, memorizing memorization, games - literary dramatization of the content, ie multi-didactic games. all the ways in which children learn words and their laws are combinations, phrase logical twists, some grammatical events, for example, controlling multiple words, imitating sound pronunciation, close to repetition, copy the teacher's story .

Speech sample is a teacher's correct, preconceived speech activity designed to imitate children and their direction. The sample should be available in the content and form it should be. It is pronounced clearly, loudly and slowly. A sample is given to imitate at this level, which is provided before the children's speech activity begins. But sometimes, especially in older groups, the pattern can be used after children's speech, but at the same time it serves for comparison and correction, not for imitation. The sample is used to solve all the problems. Of particular importance are those in small groups. Pronunciation is the same element of speech (sound, word, phrase) in order to memorize the same thing intentionally and repeatedly. Different options of repetition used in practice: for the teacher, for other children, joint repetition teacher and children, chorus.

It is important to invite children to repeat in context. It is a fun activity for them. Explanation is the process of explaining the nature of a particular event or method of action. In a wide range of didactics, games are used to decipher meanings, explain rules and actions, as well as in the process of observing and examining objects. Directions - Explain to children how to act to achieve a certain result. Separate instructions for training, organization, and discipline. Assessing children's speech is a well-founded review of a child's speech that describes the quality of the performance of the speech activity. Assessment should be not only descriptive but also educational in nature. Pay attention to it in your statements as it is given so that all children can do it. The impact of assessment on children with great emotion.

To achieve this, it is necessary to take into account individual and age characteristics: thus increasing the child's speech activity, interest in speech activities, regulates his behavior. To do this, the assessment emphasizes, first of all, the negative speech qualities, speech defects are corrected using a sample and other methodological methods.

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