

FORMING CHILDREN'S SPEECH WITH THE HELP OF FAIRY TALES

Jo'rayeva Aziza

Student of SamSIFL

Ergasheva Sabina

Student of SamSIFL

Ibadova Nafisa

Scientific supervisor

Annotation: *This scientific article examines ways to eliminate and develop speech deficits of young children, including children of preschool age.*

Key words: *pedagogues of the CIS countries, speech development work, "Smart Bookshelf", mental ability, verbal activity, speech...*

INTRODUCTION

The pedagogues of our country and the CIS countries have conducted a number of researches on the development of children's speech, in particular, it is possible to meaningfully organize speech development work in MTT using the pedagogical treasure of R. Inog'omova, L. Mominova, V. Gerbova, M. Konin, G. Lyamina, O. Ushakova. .

Today, the educator of the preschool educational organization faces the following difficulties in forming children's speech skills:

- to determine the individual abilities of each child and accordingly development;
- activation of the child in educational relations based on cooperation;
- creating special game situations with children with hidden speech abilities.

Thus, we classify the practical advantages of introducing a work of art in an innovative way rather than reading it traditionally.

DISCUSSION AND RESULTS

Traditional educational activities for preschoolers recognize that the teacher tells stories, reads, and memorizes through repetition. But experience shows that children repeat the teacher's story with minor changes, the stories are only interpreted using poor words. Therefore, after reading the story, instead of retelling the story, the game "Find the place of the pictures" that requires the children to put the mixed pictures based on the story on the magnetic board according to their place, encourages the children to be in an active speech situation. In the process of finding pictures according to the sequence of events, they develop not only their speech, but also their attention, observation, and logical thinking. Observing the composition of the story that they are creating activates the students and tries to describe it with new words. This activity protects

children from boredom, if it is not possible to retell the story of the whole group, this method involves all children in the work process.

Especially when the educator changes his status from the role of the main performer to the level of an observer, it gives children freedom. The pedagogue's encouragement of performing children's behavior paves the way for speech activity.

When choosing such innovative technologies, it is necessary to pay attention to the following requirements:

- not to teach technology, but to direct the development of children's communication skills, education of speech culture;

- organizing active speech practice in various activities for each child, taking into account his age and individual characteristics.

METHODOLOGY

Taking into account that the main tasks of speech development - enriching and activating vocabulary, forming the grammatical structure of speech, teaching coherent speech are solved in preschool age, special attention should be paid to creative educational technologies. In particular, it is necessary to pay attention to richly equipping the speech development activity center with artistic manuals and didactic materials. It is the educator's responsibility to create a methodical bank consisting of sets of pictures with plots suitable for the topic, sets of toys intended for staging, and printed didactic games aimed at developing all aspects of children's speech. Recognizing that exposure to fiction plays an important role in the development of speech, it is important to organize book corners and "Smart Bookshelf" in groups. Because the pupils get to know new impressions, knowledge, and skills directly with such materials. It is in a favorable environment for the formation of dialogic, emotionally rich speech. As the children's speech and thinking develop with the help of works of art, at the same time they enter into a connected dialogue and begin to express their thoughts. It gives the child pleasure and joy, these feelings are the most powerful tool that stimulates active perception of speech and creates independent speech activity. When we observed this in practice, it became clear that children were active, expressed their thoughts boldly, did not get bored in the process, used new words in their vocabulary, and were eager to learn new information due to their interest. This is the main and necessary requirement for the formation of general important competencies in preparing children for school education in MTT.

Taking these into account, it can be concluded that the educational process of speech development in preschool educational organizations and the processes in the activity center of speech development should be carried out using modern technologies. Because the introduction of innovations in the work of the preschool



education organization is the most important condition for the improvement and reform of the preschool education system.

It was not for nothing that our wise people said, "Fairytales lead to good deeds." Fairy tales play an important role in instilling good qualities in the minds and hearts of children and enriching their spiritual world. With their help, children's memory, attention and thinking develop. Listening to fairy tales is one of the main factors that determine the development of language and speech. Some speech defects in a child can be eliminated by listening to stories and fairy tales, memorizing poems, as well as correct pronunciation of words and performing various exercises.

Based on the content of the fairy tale, it is necessary to cultivate good qualities in children, to promote human qualities, to form friendly relations between them, and to teach them to think independently.

For example, in the fairy tale "The distribution of the fox" about animals, trickery and trickery are expressed through the image of a fox. The fairy tale "Three brothers and sisters are drowned" begins with a father's advice. In the image of the heroes, a high example of morality and decency, qualities such as humanity, wisdom, and courage are manifested.

After reading a fairy tale by the teacher, the children should be encouraged to draw a general conclusion. Asking questions such as "What would you do if you were in his place?", and encouraging free communication will help to increase their activity.

Each fairy tale has its own idea. If the fairy tale "Magic turnip" encourages children to think, tell the stories in sequence, and ensures that they understand the idea of "Strength is in unity", the fairy tale "Emerald and Precious" glorifies the hard work of Emerald. Expensive is embodied as lazy, uninteresting. Children are taught to make contributions from the story by listening to the story. Also, skillfully reading fairy tales to children makes it possible to establish emotional communication with the little one, to have an inadvertent educational effect, and to effectively fill the knowledge and information reserves about the environment.

In pre-school educational institutions, it is important to focus on increasing children's vocabulary, developing their speech, thinking and spirituality, based on new pedagogical technology.

FOYDALANILGAN ADABIYOTLAR:

1. Ostonov J.Sh. Basic strategies for coping behavior in adolescents. EConference Globe 2021/7/26 275-277 c



"PROBLEMS AND PROSPECTS FOR THE IMPLEMENTATION OF INTERDISCIPLINARY RESEARCH"



2. Ostonov J.Sh. Coping behavior and its research style. Proceedings of 7th Global Congress on Contemporary Sciences & Advancements// Hosted online from, New York, USA// June 25, 2021. 237-239 b
3. Ostonov J.Sh. Socio-Psychological Basics of The Study of The Styles of Attitude in Coping by. Adolescents Middle European Scientific Bulletin Volume 13 June 2021. B. 442-446
4. Остонов Ж.Ш. Изучение копинг-стратегий и психологических защит у подростков в трудных учебных ситуациях. Вестник интегративной психологии //- Ярославль, 2021. Выпуск 22. С.144-146
5. Остонов Ж.Ш. Концепция копинга: определение, функция и виды. Вестник интегративной психологии //- Ярославль, 2020. Выпуск 22. С.279-281
6. Остонов Ж.Ш. Ўсмирларда психологик ҳимоя ва копинг ҳуқ-атвор омиллари намоён бўлишининг ўзига хос хусусиятлари. Psixologiya jurnali. 2021 й. 4-сон. 66-73 b
7. Остонов Ж.Ш. Факторная структура копинг-поведения подростков. Психология илмий журнали. 2020. № 4. Б.47-50
8. Остонов Ж.Ш. Копинг-ресурсы личности и адаптационный потенциал. Мактабгача таълимда компетенциявий ёндашувлар: истиқболлар, муаммолар ва ечимлар Республика масофавий илмий амалий анжумани. БУХОРО, 2020 йил, 3-ноябрь Б.297-299