



METHODS OF SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN - BILINGUAL

Najmiddinova Gulnoza Odilovna

*PhD, acting associate professor of the department of
Pedagogy and psychology of preschool education*

Abstract: the article analyzes views on the methods of speech development of bilingual children in the preschool education system as a means of independent thinking of preschoolers, and also examines the types of speech development of bilingual preschoolers.

Key words: bilingual children, oral, written, reading, narration, memorization, conversation, question and answer.

It is known that the main goal of speech development in preschool education is to arouse in children the desire and interest in independent thinking. The conducted analyzes of the speech and language difficulties of bilingual children of preschool age during bilingual education provided an opportunity to highlight the most common features of the language development of these children when they master the Russian language.

Typical mistakes they make due to their bilingualism include the following:

- making a large number of spelling errors in elementary words;
- the predominance of distorted or unstable sound pronunciation in Russian, since the influence of the second language system does not provide the opportunity to consolidate the correct sound image;
- transfer of the language model of the native language into Russian: adding extra sounds to words; replacement of hard and soft sounds;
- incorrect use of case endings;
- the emergence of difficulties in the use of generic concepts;
- difficulties in using possessive adjectives and relative adjectives;
- when retelling a text or telling an independent story, the use of a limited set of words often prevails;
- difficulties in independently composing a story based on a plot picture or a series of plot pictures;
- difficulties in understanding and using allegories, proverbs, sayings, subtext, hidden meaning;



- невозможность усвоения интонации русского языка.
- impossibility of mastering the intonation of the Russian language.

The last of these errors is one of the most difficult to correct. Intonation acts as one of the most important components of speech, playing a special role in learning, which is usually acquired by the child very early. It can be noted that it is precisely this that predetermines a person's belonging to one or another national language, to one or another linguistic culture as a whole. Accordingly, mastery of intonation structures is difficult for bilingual children, and often without special training, intonation cannot be fully mastered by this category of children. These errors are not typical for preschool children who speak only Russian and do not have any speech pathologies.

In bilingual children, these errors may be evidence of interference between two language systems and the presence of abnormal speech development in their native and second languages.

Teach the native language, that is, to develop the skills of "clear, coherent, concise expression of ideas in the native language", personal qualities. Development and preparation of children for school.

Completing this task develops in children imaginative, logical thinking, curiosity, observation, hearing and memory, as well as visual memory. Therefore, the teacher must be well versed in speech development techniques, apply them in the classroom, select and improve the most suitable methods.

In the pedagogical literature, methods of speech development are classified as follows;

1. Verbal or verbal methods.
2. Demonstration methods.
3. Practical methods.
4. Game method.

Knowledge, skills and abilities transmitted to children orally are formed by the teacher's words, explanation, storytelling, description, conversation, reading and memorization. In particular, the teacher must be able to think clearly and concisely using oral methods, express words and phrases clearly and concisely, ask questions clearly and concisely, and help children find answers.

The conversation method is one of the most common. the narration also involves a question and answer format. The great scientist and thinker Ibn Sina also considered conversation and explanation to be the most convenient methods. The advantage of the conversational method is that both the child and the teacher are



active in the lesson, interaction is able to support each other, think together, control knowledge, correct it, children participate in them as subject and object.

Demonstration method. In this method, educational material is taught on the basis of exhibitions, technical manuals, and various teaching materials. Demonstration is one of the most common methods of preschool education. In the demonstration method, children think and talk based on their observations of objects, events, pictures, illustrations and excursions. Thus, objects in a group room, plants in corners of nature, animals, observation of peers, surrounding events serve as a means of demonstration, children visually see knowledge, skills and abilities, they perceive and remember, develop memory of vision and memorization.

The following should be noted in the demonstration method.

1. Make sure pictures, illustrations, objects, objects and other displays are child-appropriate and the colors are bright.
2. Draw children's attention to those aspects that constitute the main content of visual aids.
3. Provide opportunities for children to familiarize themselves with visual aids and clearly define the work to be done in this way for each age group.

In a small group preschool, children's speech is developed through visual methods, with special emphasis on comparison, division, generalization and description. Please note the following.

Practical method. The main goal of the practical method is to apply the knowledge acquired by children in practice and improve their speaking skills. Practical knowledge and skills are acquired through practical activities, such as practice, completing tasks independently, conducting simple experiments, in practice, the demonstration method, verbal method are used together and participate in all speech development tasks, children complete tasks independently, find words and phrases for speech through practical research;

Children use hands-on methods in cleaning a room, arranging books, repairing toys and working in nature, where they express through words and actions what they have done. In practice, children develop memory, thinking, performance, independent activity, independent thinking, interest in life around them, adult work, respect for our values, and practical skills in the profession.

Game methods. In preschool education, several types of game methods are widely used, such as didactic games, word games, action games, role-playing games, meaningful games, etc., which are important for speech development. For example, didactic games such as "Who lives in this house", "What has changed", "Who needs



what”, “Toy store”, “Who will continue the story”, increase children’s vocabulary and connect speech. Speech development techniques are divided into verbal, demonstration and game methods. While verbal methods like speech pattern, description, repetition, instruction, directions, methods like showing and moving picture, toys, explanation, initiation are important in demonstration method. Speech development methods, as indicated above, are selected and applied to children in accordance with their age and type of activity.

Fluency in a language is important in every person’s life and has three main functions.

- individual;
- internal individual;
- universal.

The function of speech reflects the current stages of development in its ontogenesis, each of which has its own characteristics:

Task 1 - interpersonal - is a means of communication between people. In this case, speech is oral speech - a monologue, dialogue, conversation between several people.

Task 2 - intra-individual - where speech raises many mental processes (thinking, attention, memory, imagination, etc.) to the level of clear understanding and allows a person to regulate and control mental processes, serves as a means of their implementation.

Task 3 is universal - where speech allows a person to obtain information from the treasury of universal socio-historical experience. In this case, it is written speech, materialized by graphic symbols and signs.

The development of coherent speech in children is the main task of preschool education. The mission of the preschool institution is to develop fluent speech (dialogue speech) and monologue in children. Preschoolers develop the ability to listen and understand speech, listen to each other, answer questions and ask questions themselves, and consistently respond to the topic of conversation.

On the basis of dialogue, a new form of speech is born and formed in preschoolers - a monologue. This is the result of the child's desire to share his thoughts, feelings and knowledge about the environment. In this case, the speech takes the form of a story. One of the special exercises for the development of dialogical coherence is the conversational method, which is carried out in the following ways:

- 1) techniques of preparatory conversation.



A conversation has the following functions: allow children to talk directly, that is, listen without words to the interlocutor, behave while waiting for a convenient time to answer, let the interlocutor understand.

2) theatrical techniques (imitation, retelling).

- satellite - practice pronunciation and grammar, determine the meaning of certain words;

- during the conversation, the teacher uses various techniques, such as questions, riddles, rhetoric.

Didactic games and grammar exercises are an important way to encourage children to engage in language games and their grammatical activities. The teacher needs to teach children to come up with a phrase and then correctly connect the words in a sentence.

A conscious choice of linguistic means is ensured in certain communicative situations and in the process of composing coherent monologue ideas.

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