

## Methods of Developing Children's Speech on Preschool Education

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**Abstract:** Special preschools have the task of developing children's speech. At the same time, mentally retarded children are taught to express their thoughts, desires, feelings, to communicate in their native language, to use it in the process of learning life, to overcome mental disabilities, to adapt to social life, and to help the school. preparation for education.

**Keywords:** preschool, speech, speech development, pedagogy, speech pathologist.

Today, changes in special education in Uzbekistan, based on national and universal values, the experience of developed countries, create an opportunity to develop the speech of mentally retarded children, to adapt them to social life, to activate them through specially organized education.

It is important to examine the specifics of speech acquisition in mentally retarded children, and to study the content and methods of working with them at a very early age, that is, when it is most appropriate for speech acquisition.

One of the characteristic differences between children with developmental disabilities and those who are developing normally is the underdevelopment of mental processes. A general description of children with developmental delays shows that their verbal abilities are always low. There is also a complex relationship between the levels of development of a child's speech and his or her intellect.

Numerous scientific studies on the problem of speech development in mentally retarded children of preschool age have shown that in children with this type of defect, the first speech appearances are absent or delayed (this is necessary for later speech acquisition); late formation of initial words; slow and difficult vocabulary acquisition; it takes a long time to make simple sentences from words; lack of independence in speech creativity; occurrence of phonetic deficiency; low level of speech activity; there is a lack of verbal communication.

Many researchers who have noted the reasons for such late onset of speech have noted that mental retardation and mental retardation are characteristic of children with mental retardation. This results in the development of complex mental activities, such as the perception of sounds and their differentiation, that is, phonemic hearing.

Special preschools have the task of developing children's speech. At the same time, mentally retarded children are taught to express their thoughts, desires, feelings, to communicate in their native

language, to use it in the process of learning life, to overcome mental disabilities, to adapt to social life, and to help the school. preparation for education.

Defectologist develops children's speech on the basis of acquaintance with the life around them, family life, kindergarten life, events and happenings in the social life of our country, the work of the Uzbek people, animate and inanimate nature.

Special techniques are used not only to explain the meaning of the words you need, but also to teach them to use them actively in their speech.

The state of cognitive activity, the child's ability to communicate with others, the acquisition of moral norms, the success of social adaptation largely depends on the level of development of the child's speech. The main task of the system of education and upbringing of mentally retarded children of preschool age is to work on the development of their speech.

In the process of education and upbringing in a special kindergarten, mentally retarded children are equipped with the following knowledge, skills and abilities to develop speech:

A speech development course involves not only the acquisition of certain knowledge and skills by mentally retarded children, but also the development of cognitive skills such as cognition, memory, thinking, and imagination. The work done in this direction allows them to perform important mental operations, such as teaching, analysis, synthesis, comparison, generalization, concretization. The importance of correctional and pedagogical work is important. Correctional and pedagogical work provides an opportunity to use special methods of speech development and adapt them to life, taking into account the age, mental characteristics, family conditions, the peculiarities of the native language of the mentally retarded child.

In addition to developing oral communication, it is important to develop children's creative thinking. The development of the process of free spinning and logical thinking in them, of course, begins at an early age. During the speech, the child composes sentences and conveys them to the listener. At this point, he needs to think freely. The use of pictures depicting a variety of events can be very effective in developing a child's creative thinking. Each child describes the events depicted in these pictures differently. It shows how developed their free thinking is.

The notion of incomplete speech development is based on the advanced view of the possibility of a single pedagogical approach to various forms of speech underdevelopment based on the specific state of the child's speech development.

The term incomplete speech refers to a profound approach to speech developmental disorders, and it is the educator's responsibility to analyze it. Such an approach does not require a specialist to make a pathogenetic analysis of the defect structure, which requires great general biological and medical skills.

1. Speech development tasks for young children. Three- to five-year-olds retain the need for adult affection, understanding, and communication. Communication based on trust in adults and the ability to feel its emotional state (joy, pleasure, sadness, calmness, anger, etc.), to understand the causes of mood swings.

A new form of communication with adults - communication on interesting topics - arises and develops. It is first involved in cognitive activities with adults (e.g., experimenting with games, objects, and toys, making things out of paper and natural material, etc.), and then in the fifth year of a child's life. by the end it will have the appearance of 'theoretical' communication on cognitive topics

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unrelated to a particular situation. Unsatisfied children's need for communication with an adult can lead to emotional alienation between them. It manifests itself in a variety of ways: some children become silent, timid, and even cry over trivial things; others show negativism, aggression. In the fourth year of a child's life, his peer remains, first of all, a participant in joint practical activities (drawing, making, composing, etc.), a partner in the game.

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