

METHODS OF SPEECH DEVELOPMENT IN THE PROCESS OF FAMILIARIZATION WITH FICTION IN A PRESCHOOL EDUCATIONAL INSTITUTION

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Annotation: The article discusses the importance of familiarization with children's fiction in the formation of communicative qualities, in particular, the effectiveness of speech. The importance of the effectiveness of speech for older preschool children is revealed.

Keywords: Communicative activity, effectiveness of speech, formation, fiction, preschool child.

INTRODUCTION

The impact of fiction on the mental, moral and aesthetic development of a child is well known. Its role in the development of speech is also great. Fiction opens and explains to the child the life of society and nature, the world of human feelings and relationships, develops thinking and imagination, enriches emotions and gives excellent examples of the Russian literary language.

Preschool children go a long way from an unaccountable emotional response to understanding the dependence of the means of artistic expression on the content of the work. This development occurs when such a literary work is conveyed to the child, when his attention is drawn not only to the content, but also to the expressive means of the language of a fairy tale, story, poem. The perception of a literary work will become effective if the child is prepared for it.

In pedagogical practice, a high level of speech culture is indicated by the term "good speech". This concept includes all communicative qualities: accuracy, logic, relevance, expressiveness, richness of speech, effectiveness. In our opinion, it is necessary to pay attention to the quality that makes it the most effective. In our opinion, this is an important communicative quality - the effectiveness of speech.

MATERIALS AND METHODS

Efficiency is the quality of the communication process, and effectiveness is the quality of speech. In other words, it is effective speech that makes communication effective. A. A. Murashov, V. F. Rusetsky note that the effectiveness of speech is a communicative quality, which consists in the ability to solve exactly the task that the speaker set for himself and the audience.

The communicative activity we are considering - verbal communication - represents the interaction of people with the help of speech. V.A. Artemov notes that one of the conditions for communication is understanding each other. Analyzing the mechanisms of speech activity, it can be established that the effectiveness of speech is determined by the listener's reaction to the speaker's message.

At the same time, I.A. Zimnaya notes that the complexity and heterogeneity of this process is caused by a number of objective and subjective factors. The objective factor is the speech message, its novelty, the way of presentation. The subjective ones are: the meaningfulness of perception, its

discreteness, the conditionality of perception by a person's past experience, the anticipatory nature of perception and the conditionality of perception by the laws of memory functioning.

In the studies of L.K. Graudina and E.N. Shiryaev, it is noted that the structure of dialogue is determined not so much by the rules of linguistic behavior of people, as by the canons of human communication and individual features of the worldview of speakers.

It should be noted that children's fiction should be the canons of human communication among preschool children.

At the senior preschool age, children are able to understand the idea, content and expressive means of language, to realize the figurative meaning of words and phrases.

E. A. Flerina attached great importance to working with the living word, believing that telling the children themselves develops thinking and speech skills. She pointed out that through smooth, coherent speech in the story, the child builds it logically and consistently. The teacher gave clear instructions in choosing a repertoire for storytelling: a certain theme, a single plot line, a simple but sonorous, rhythmic, colorful language. E. A. Flerina gave a special place to the imagery of speech, so that the verbal material evoked clear ideas, clear images in the imagination of the child and affected him emotionally.

Analysis of the research data allowed us to establish that some indicators of effective communication were considered by individual scientists. So, O. S. Ushakova, E. A. Smirnova studied the features of making a coherent narrative by older preschoolers, determined the possibility of forming the concept of the development of the plot in the story in children, developed an idea of the structural elements of the composition, the types of connection between the semantic parts of the text, between sentences and within them.

Considering the development of coherent speech of younger preschoolers, L. G. Shadrina drew attention to how children establish logical and formal connections, connect sentences with each other, what language means they use at the same time.

N. V. Gavrish was looking for ways to form figurative, expressive speech of preschoolers based on the use of different genres of literature and oral folk art. Considering the development of imagery as an important link in the general system of speech work, the author emphasizes that the indicator of wealth is not only a sufficient amount of active vocabulary, but also a variety of used phrases, syntactic constructions, as well as the sound (expressive) design of a coherent utterance.

The subject of L. A. Kolunova's scientific research was the accuracy of word usage, understanding of the semantic shades of the meanings of words, their role in the development of verbal creativity. The author notes that children can develop an understanding of the differences in the meaning of a word depending on the semantic shades that give them additional emotional and evaluative characteristics.

We have identified children's fiction as the main means of teaching the effectiveness of speech in older preschool children. In this regard, it is necessary to focus on determining its significance for the speech development of children and to identify methods of familiarization with this kind of art.

The problem of perception of literary works of different genres by preschool children is complex and multidimensional. The child goes a long way from naive participation in the depicted events to more complex forms of aesthetic perception. L. S. Vygotsky, A.V. Zaporozhets, O. I. Nikiforova, L. S. Slavina, B. M. Teplov and others drew attention to the characteristic features of preschool children's understanding of the content of literary works. This is, first of all, concreteness of thinking, a small life experience, a direct relationship to reality. Therefore, it is emphasized that only at a certain stage of development and only as a result of purposeful education is it possible to form aesthetic perception and on this basis - the development of children's artistic creativity.

Teachers, psychologists, linguists (L. I. Aidarova, L. S. Vygotsky, A.V. Zaporozhets, M. L. Kusova, A. A. Leontiev, S. L. Rubinstein, M. P. Sakulina, F. A. Sokhin, B. M. Teplov, E. I. Tikheeva, M. L. Kuzova, A. A. Leontiev, S. L. Rubinstein, M. P. Sakulina, F. A. Sokhin, B. M. Teplov, E. I. Tikheeva, K. D. Ushinsky, E. A. Fleerina, A.M. Shakhnarov, etc.). Fiction opens and explains to the child the life of society and nature, the world of human feelings and relationships. It develops the child's thinking and imagination, enriches his emotions, and gives excellent examples of the Russian literary language.

B. M. Teplov, considering the nature of the child's artistic perception, pointed out that empathy, mental assistance to the hero of the work is the "living soul of artistic perception."

RESULTS AND DISCUSSION

In order to fully perceive a literary work, it is necessary to emotionally experience it, "get infected" with it. The specifics of knowing a literary work lies in the fact that the child actively contributes to the heroes and experiences the events taking place with them. He internally experiences the life of the characters, treats them personally - loves some, despises others, appropriates their spiritual experience, and this experience, embodied in images exactly corresponding to the consciousness of the baby, becomes his own, personal, begins to influence his actions.

The perception of literature should be emotionally direct. B. M. Teplov emphasized that one of the most difficult tasks of artistic education is to preserve this immediacy "with increasing consciousness of attitude, with deepening both in content and in technique."

By means of an artistic word, even before school, before mastering grammatical rules, a small child practically masters the norms of the language in unity with its vocabulary. In the stories, children learn the conciseness and accuracy of the word, in the poems they catch the musicality, melodiousness, rhythmicity of Russian speech, folk tales reveal to children the accuracy and expressiveness of the language, show how rich the native speech is with humor, lively and figurative expressions, comparisons.

Another important component of the process of perception of a literary work is cognitive activity, which helps to penetrate the meaning of the work, to understand its ideological orientation. It should be emphasized that the child must establish connections in the text, the causes of events, the motives of the actions of the protagonist, his thoughts, experiences, speech actions that influence the interlocutor.

The emotional response consists in internal assistance to the characters, when the preschooler identifies himself with the hero, appropriates his communicative experience, which affects his own speech behavior.

In addition, it is important to emphasize the great role of fiction for the speech development of preschool children. Such scientists as L. M. Gurovich, A.V. Zaporozhets, N. S. Karpinskaya, S. M. Chemortan, A. E. Shibitskaya and others dealt with these issues. At the same time, E. V. Bodrova, N. V. Zakharyuta considered the connections and relationships of the heroes of the work, the understanding of its composition.

A. D. Kosheleva, L. P. Strelkova investigated the emotional aspect in the perception of literature. These studies confirm that if, in the process of perceiving literary works, attention is drawn to understanding the meaning of a word with all its contextual shades, in all their semantic and emotionally expressive volume, then there is an expansion of the passive vocabulary of children, which up to a certain point they did not use in speech.

N. S. Karpinskaya believed that an art book provides excellent examples of literary language. From the book, the child learns a lot of new words, figurative expressions, his speech is enriched with emotional and poetic vocabulary, which is especially significant for our research. Literature helps children to express their attitude to what they have listened to, using comparisons, metaphors, epithets and other

means of figurative expressiveness. When reading the book, the connection between speech and aesthetic development clearly appears, the language is assimilated in its aesthetic function. In our opinion, the possession of linguistic visual and expressive means serves to develop the effectiveness of speech utterances in children.

Communicating with a child, it is necessary to develop a model of his speech behavior when reading fiction. First of all, you need to teach your child to listen. It should be noted that this is achieved not by appeals to obedience and listening, but by the selection of interesting literature accessible to the child, unhurried expressive reading, the ability to feel and take into account the emotional state of the baby.

The book should not be imposed, presented as something mandatory, read in between.

It should be noted that the perception of a work of art is formed in preschoolers in connection with the course of their mental development, which is primarily due to education and training.

CONCLUSION

Thus, literary works reveal to children all the inexhaustible wealth of the Russian language, contributes to the fact that they begin to use this wealth in everyday speech communication and in independent verbal creativity. At the senior preschool age, the foundations are laid for the formation of such communicative qualities as accuracy, logic, expressiveness, relevance and effectiveness, etc.

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