

METHODICAL METHODS OF EDUCATION OF SPEAKING CULTURE IN THE DEVELOPMENT OF COMMUNICATION

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Annotation: At the moment, the concept of how the culture of communication of a person given great attention. However, the problem of forming a culture of speech in children of older school age remains important. In modern society, speech and communication play a significant role in the development and formation of a child, and then an independent adult personality. Having been born, the child comes into contact with the people around him. As the child develops and grows, these contacts deepen and expand, as a result of which the communication of the child with adults. That is why teachers note the importance of the school period in a child's life, which contributes to the formation of his individuality, features of socialization, mental and physical health. No man can function well in a society without contact with people. After all, communication is a paramount condition for human existence and one of the main factors in its development.

Keywords: Communication, features, socialization, period, child, physical, teachers, formation, expand.

School children become more independent, because they begin to communicate with other people, including peers. And, consequently, the circle of relationships of the schooler becomes wider. Thus, their exactingness to fully master the means of communication increases, the main of which is speech. The pschooler is active in knowing about the environment, it is important for him to answer all his questions. Children of senior school age can understand signs and symbols, simple logical operations, manifestation interest in letters and numbers, children tend to explore new things more and more. And it is this desire that becomes the dominant motive in their behavior .The speech of schoolers in the process of its formation is closely related to the nature of their activities and communication. Speech development occurs in several directions: the improvement of practical use with other people, and speech also becomes the basis for the restructuring of mental processes.

The main function of speech is communicative, the function of communication. Indeed, from an early age, children begin to communicate with the world around him, while using speech. By the end of school age, under specific conditions, children begin not only to use speech, but also to understand its structure. This is essential for later literacy. Children of primary school age are only taking the first steps in this direction. Further development of coherent speech occurs at school age. Over time, the child begins to use the situational, then contextual speech depending on the conditions and nature of communication. Research by A.M. Leushina showed that in children of older school age, the situational nature of speech is noticeably reduced both in independent stories on topics from the life of schoolers and when relying on pictures; at in retellings with and without pictures, speech is of an important degree contextual in nature .

In older school age, active speech is quite developed in children. There is an enrichment and expansion of the vocabulary due to acquaintance with new subjects through the use of new prefixes, suffixes, which are widely used in the speech of schoolers. As a rule, generalizing adjectives and nouns appear

in the speech of a child of senior school age, which denote the features of an object. During the year, the child's vocabulary increases by 1000-1200 words. Most new words move from the passive dictionary to the active dictionary.

In older school age, coherent, monologue speech continues to improve due to the mastery and free use of grammatically correct speech. Coherent speech is understood as a detailed statement, which consists of several or many logically connected sentences, which are united by one topic. Characteristics of connected speech:

- content;
- credibility;
- subsequence;
- intelligibility;
- diversity.

In school children, coherent speech reaches a fairly high level. As a rule, the child answers questions with precise, short or detailed answers. The ability to evaluate the statements and answers of peers is formed, while supplementing or correcting them. The development of dialogical speech by schoolers begins involuntarily, since it is closely related to the practical activities of children, it is used to establish contact with adults and peers in the process of games and other activities. With different questions school children age can turn to an adult, also with a request, and try to understand the adult's answers. Therefore, this type of speech is vital for the child. N.F. Vinogradova singled out the features of the dialogic speech of older school children. Let's consider them in detail:

- inability to correctly build sentences;
- inability to listen to the interlocutor;
- inability to formulate questions and answer in accordance with its content;
- inability to give replicas;
- frequent distraction from the question posed;
- the inability to use appeals in sentences, the rare use of replicas-additions, replicas-consent.

However, older schoolers often need a previous model teacher. The ability to convey in a story one's emotional attitude to the described phenomena or objects in a child of older school age is not sufficiently formed. Improved in children of older school age and monologue speech. Children at this age begin to master different types of statements based on visual material, sometimes without support. The syntactic structure of children's stories becomes more complicated, the number of compound and complex sentences.

However, these skills are unstable in a significant proportion of children. Most often, they have difficulties in selecting facts for their stories, in the logical sequence of their location, in the structure of statements, in their language design. Psychologists such as D.B. Elkonin, A.N. Gvozdin, L.S. Vygotsky and others, as well as methodologists O.S. Ushakova, T.N. Ushakova, T.V. Lavrentiev, A.M. Borodich, M.M. Alekseeva, V.I. Yashina and others distinguish the following features of the speech development of older school children:

1. Sound culture of speech:

- the ability to clearly pronounce difficult sounds, namely hissing, sonorous, whistling;
- improvement of auditory perception, development of phonemic hearing;

- the ability to freely use means in one's speech intonation expressiveness;
 - the ability to adjust the volume of the voice in various situations;
 - improvement of speech breathing.
2. The grammatical structure of speech:
- the ability to make the first attempts of arbitrary use of grammatical means and analysis of grammatical facts;
 - the ability to use simple common phrases in speech sentences, as well as complex and complex;
 - the ability to independently form words, choosing the right suffix;
 - the ability to control one's speech, appearance critical attitude to their mistakes.
3. Lexical side of speech:
- the ability to freely use generalizing words.
4. Connected speech:
- the ability to give a description of the toy, to compose a plot story;
 - the ability to see not only the main and essential, but also to notice the details in the picture;
 - the ability to use in dialogical speech, depending on the context, a short or extended form of the statement.

The foundation of speech development is laid in the school period, and therefore the speech of a child at an older school age should be the subject of special care on the part of adults. The most striking characteristic of the speech of older school children is considered to be the active mastery or construction of various types of texts, namely description, narration, reasoning. In the process of mastering coherent speech, children actively begin to use different types of connections of words within a sentence, between sentences and between parts of an utterance, observing its structure, namely the beginning, middle, end. Thus, speech is a powerful factor in the mental development of a person, the formation of him as a person. Another important condition for the formation of personality is communication. The ideas that communication plays a significant role in the formation of a personality were developed in the works of domestic teachers: V.G. Ananiev, A.A. Bodalev, L.S. Leontiev, A.V. Petrovsky and others [9].

From the point of view of L.S. Leontiev, communication is understood as the process of establishing and maintaining purposeful, direct or indirect contact of people with each other, one way or another related with honey . Speech is a necessary component of communication. The most important prerequisite for improving the speech activity of older schoolers is the creation of an emotionally favorable situation that contributes to the desire to take an active part in verbal communication . Thus, the use of forms of speech, the transition to detailed statements are due to the new tasks of communication. Full communication with other children is achieved precisely at the senior school age, it becomes an important factor in the development of verbal communication in children.

The formation of a culture of verbal communication is an important part of the development of children of older school age, because it is in this period that the child is formed as a person with certain moral qualities. Research M.I. Lisina, E.O. Smirnova, S.Yu. Meshcheryakova, L.N. Galiguzova determined that the culture of speech communication contributes to: the formation of the basics of communication in children (observance of rules and norms); the ability to interact with others; child's desire to have contact with people; prevention of inhuman manifestation of emotions .

Without mastering schoolers with the rules, norms of the native language and the development of speech, the formation of a culture of their speech communication is impossible. Problems in the formation of a culture of speech communication are considered in the works of E.O. Smirnova, O.M. Kazartseva, N.E. Boguslavskaya and other authors. However, this issue still requires theoretical awareness and methodological preparation. The culture of communication necessarily implies a culture of speech. A.M. Gorky believed that concern for the purity of speech was an important tool in the struggle for the general culture of man. The culture of speech implies that the schooler has a sufficient vocabulary, the ability to speak concisely, maintaining a calm tone. The culture of speech communication is a skill not only develop in the right way, and refrain from actions, words, and gestures that are unacceptable in a given situation. The child must be taught to pay attention to the condition of other people. The culture of speech communication is focused on implementation child of the norms and rules of communication with adults and peers, based on respect and goodwill, using the appropriate vocabulary and forms of behavior when addressing, polite behavior in public places, everyday life.

In conclusion we should say that when educating school children positive

abilities and habits, it is necessary to fulfill further principles of the unity and integrity of the learning process, the connection of tasks, methods and techniques of education: priority, systematicity in education; the secondary nature of exercises in the development of abilities and habits with the best distribution of these exercises over time. We also add that positive results in the formation of a culture of speech are guaranteed only in a combination of exactingness with respect and trust in children.

The formation of cultural communication skills has special conditions that are associated with taking into account the age characteristics of schoolers. The best teachers of domestic and foreign practice identify key methods of teaching pedagogical influence. Let's consider them like this: the teaching method is the way the teacher and children work, which guarantees the acquisition of knowledge, skills and abilities by children.

In the methodology of teaching the native language A.M. Borodich distinguishes several groups of methods: Visual methods. If the objects under study can be directly tracked by the children, the educator uses the observation method or its variety, such as looking at real objects. You can use a toy character from a work of art in class, have a conversation with the children about what polite words he used here in his speech. If the objects are not available for direct observation, the educator assumes that the children get to know each other indirectly, most often including visual means, such as showing pictures and photographs, films, which are aimed at the formation of a culture of speech communication.

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