

THE ROLE AND IMPORTANCE OF MODELING IN DEVELOPMENT DESCRIPTIVE SPEECH IN OLDER PRESCHOOL CHILDREN

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Annotation: this article analyzes scientific research on the problem of modeling in the speech development of children. The modern approach to the development of coherent speech of preschoolers in a preschool educational institution using the method of visual modeling in the cognitive activity of children to activate coherent speech and the role of this method for a more complete perception of the surrounding world by the child are considered. The types of modeling used in pedagogical practice are described, as well as the forms of work on the use of visual models in the process of forming coherent speech utterances, in particular, descriptive speech in older preschool age in order to increase the effectiveness of work on the formation of monological speech of children in preschool conditions.

Keywords: visual modeling tools, circuit models, preschool children, speech development, coherent speech, narrative descriptions.

INTRODUCTION

The problem of developing the ability to tell in preschoolers is reflected in the works of such famous teachers as E.I. Tikheeva, F.A. Sokhin, G.M. Lyamin, O.S. Ushakov, N.F. Ladygin. The patterns of speech development of preschoolers were studied by A.N. Gvozdev, L.S. Vygotsky, D.B. Elkonin, A.A. Leontiev, etc. The issues of the development of coherent speech of preschool children are considered in detail in the works of M.S. Lavrik, T.A. Ladyzhenskaya, F.A. Sokhin, A.M. Borodich, T.B. Filicheva, etc.

However, at present, despite the traditional declaration of the need to develop the ability to tell, this problem has not been sufficiently investigated in pedagogy in older preschool children.

According to psychologists, teachers and speech therapists, the use of the modeling method facilitates the process of forming coherent speech. In modern scientific literature, modeling is considered as the study of any phenomena, processes or systems of objects by constructing and studying their models.

In the process of modeling surrounding objects, orientation activities are improved, perceptual and practical actions are formed. From the same positions, modeling is used in the process of teaching children to compose stories - descriptions. The story - description can be of varying degrees of complexity. It often describes abstract properties and qualities of objects, phenomena, connections between them, which causes difficulties for preschoolers. Visual -figurative thinking is the predominant type of thinking, therefore it is very important to use modeling in the process of forming coherent speech, since visibility helps to better assimilate and remember the material. The approaches to the study of the ability to tell a preschooler were influenced by studies conducted under the guidance of F.A. Sokhin and O.S. Ushakova (G.A. Kudrina, L.V. Voroshnina, A.A. Zrozhevskaya, N.G. Smolnikova, E.A. Smirnov, L.G. Shadrin).

The focus of these studies is the search for criteria for assessing the coherence of speech, and as the main indicator they highlighted the ability to structurally build a text and use various ways of connections between phrases and parts of different types of coherent statements, to see the structure of

the text, its main compositional parts, their relationship and interdependence. Thus, the preschooler begins to master the text as a certain model.

Telling by visual, tactile or auditory perception is descriptive in nature and leads the child to reasoning. Children talk about the objects or phenomena that they perceive at the moment. The content of texts created by children is determined by the objects and phenomena themselves, and visually perceived signs and qualities facilitate the choice of appropriate language tools. This type of storytelling includes descriptions of toys, paintings, natural objects, and natural phenomena. In storytelling by perception, the unity of sensory, mental and speech development is ensured.

MATERIALS AND METHODS

Modeling is an attempt to use visual, motor, and associative memory to solve cognitive tasks. In the studies of many psychologists (L.A. Wenger, D.B. Elkonin, etc.), the availability of the modeling method for preschool children is noted. It is determined by the fact that the modeling is based on the principle of substitution - a real object can be replaced in the activity of children by another sign, object, and image.

Many methods of preschool education are based on the use of visual models, for example, the method of teaching preschoolers to read and write (D.B. Elkonin, L.E. Zhurova) involves the construction and use of a visual model of the sound composition of a word.

Let's focus in more detail on the use of visual modeling in the formation of coherent speech, namely the process of storytelling, in preschool children age. Preschool children, as a rule, are distinguished by an insufficiently formed skill of constructing a coherent utterance. Most children actively share their impressions of the events they have experienced, but are reluctant to take up writing stories on a given topic. Basically, this is not because the child's knowledge on this issue is insufficient, but because he cannot formalize them into coherent speech utterances. In the process of learning coherent descriptive speech, modeling serves as a means of planning an utterance. During the use of visual modeling techniques, children get acquainted with the graphical way of providing information - the model.

The main form of teaching children storytelling using modeling is a lesson. Tasks, methods and techniques are defined for the lesson. Then there is a systematic assimilation of the amount of knowledge, skills, and skills through other forms of children's activities (games, dramatization of fairy tales, creating visibility by children, working in a book corner).

Modeling is used in senior and preparatory school groups. A model is a diagram of a phenomenon reflecting its structural elements and connections, the most essential aspects and properties of an object. In models of coherent utterances of speech, this is their structure, content (properties of objects in the description, the relationship of characters and the development of events in the narrative), means of intra-textual communication. In speech development classes, children learn to retell, compose creative stories, compose fairy tales, invent riddles and tall tales.

At the classes on familiarization with fiction, they work on the development of artistic taste, imagination, the ability to feel and understand the expressive means of the native language. Modeling is a mandatory part of every lesson.

RESULTS AND DISCUSSION

Types of modeling:

1. Subject modeling (children's drawings of plot fragments of heroes, objects for the game; planar theaters; flanelegraph; illustrations of stories, fairy tales, poems).

2. Subject-schematic modeling (the structure of the text is a circle divided into sectors (beginning, middle, and end); theaters of geometric figures, theater-symbolization; preposition schemes: us, b, k).
3. Graphic modeling (structures of a descriptive story about toys, transport and others; schemes for stories, poems; sets of schemes for a graphic plan; children's schemes).

When teaching children storytelling using modeling, the following methodological techniques are the main ones:

- text reading, conversations, riddles, small folklore forms, surprises, games, theaters, crosswords;
- story: according to the plan-scheme; on supporting issues;
- along the chain, selective; following the traces of the demonstrated action; using elements of dramatization; with elements of creativity (language transformation); after the deformed text;
- exercises: lexical and grammatical; special - correctional, empathic;
- technical means of teaching: audio recordings of text, musical fragments for the development of the theme of the work;
- Modeling: graphic schemes, flanelegraph, illustrations of works, children's drawings of plot fragments, children's schemes; illustrations of the story of one child by another (selection of pictures).

T.A. Tkachenko, the author of works on the use of modeling for the development of coherent (descriptive) speech of older preschoolers, drew attention to the factors facilitating the process of formation of coherent speech. One of them is the use of visibility. Looking at objects, pictures helps children to name objects, their characteristic signs, actions performed with them. The second factor is the creation of a statement plan.

Our attention was attracted by model schemes for composing descriptive stories [5]. Schemes - models are considered as a basis for making descriptive stories about toys, dishes, clothes, wild and domestic animals and birds, seasons, professions. The component parts of the diagrams reflect the basic properties of objects (color, shape, size, material, actions with objects, parts of the object). The speech therapist - practitioner recommends complicating the choice of the described subjects. So, at first you can offer children to describe a pyramid, a matryoshka, a box with a mosaic, a stroller for dolls. Later, when children have mastered the scheme well, you can offer them toys that do not use all the items in the description, for example, a ball, a jump rope, a cube, a bear, a doll.

Modeling is also used in their practice by N. Maletina, L. Ponomareva. The authors note that children's descriptive speech requires significant adjustments in order to develop the skills necessary to construct a descriptive text: the ability to isolate and name the signs of an object; the ability to list the signs in a certain sequence; - the ability to link words, phrases and periods into a complete text.

It is necessary to pay attention to the fact that the training of coherent speech should be preceded by preparatory work aimed at eliminating lexical and grammatical deficiencies with the help of vocabulary and grammar exercises. These exercises accompany the examination and are intended to enrich the dictionary with the names of signs, synonyms, antonyms, figurative means of language, as well as for the assimilation of subordinate relations between nouns, adjectives and verbs, ways of word formation, construction of descriptive sentences.

CONCLUSION

Thus, coherent speech occupies an important place in the child's communication with peers and adults, reflects the logic of the child's thinking, his ability to comprehend perceived information and correctly express it. It is an indicator of how much the child knows the vocabulary of his native language, reflects the level of aesthetic and emotional development of the child. Thus, coherent speech is a detailed presentation of a certain content, which is carried out logically, consistently and accurately, grammatically correct and figuratively.

A special kind of coherent speech is a monologue, which is understood as a coherent speech of one person, the communicative purpose of which is to report on any facts, phenomena of the surrounding reality, to which the descriptive side of speech also applies. Modeling is considered as an effective means of developing coherent speech, and schema-models are considered as the basis for composing descriptive stories in working with preschool children.

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