

Methods of Forming Grammatical Correctness of Speech in Preschoolers

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Abstract: The article is devoted to the study of theoretical aspects and methodological features of the formation of the grammatical structure of speech of preschool children. The paper presents the main approaches of researchers regarding the problem of research, examines the essence of grammatical development of older preschoolers and the ways of its implementation in the conditions of preschool educational institutions.

Keywords: senior preschoolers, children of senior preschool age, grammar, thinking, intellectual development, speech, communication, grammatical structure of language, speech development of children, pedagogical conditions.

INTRODUCTION

The most important creative mental function of a person is speech, being an area of manifestation of the inherent ability of all people to cognition, self-organization, self-development, to build their personality.

The language (speech) of a person is not only a means of communication, but also a way of expressing thoughts: the clearer and more correct the speech, the more accurately the thought is expressed. The development of speech entails the development of mental operations, and vice versa - the development of thinking contributes to the development of speech. If a person has a high level of speech development, then he not only reads well and writes competently, he perceives and understands what is being studied better, clearly states his thoughts.

The formation of different aspects of language competence (vocabulary, phonetics, grammar) proceeds unevenly, at different stages of development one or another of them comes to the fore. Depending on this, at each stage of the child's personality development, the formation of the grammatical structure of the language differs in specific trends and new relationships.

Preschool age is one of the main periods in a child's life. It is connected with the formation of speech. The formation of the grammatical structure of speech is one of the problems of speech development of a preschooler. A person acquires the ability to speak correctly precisely through mastering grammar.

Studies of domestic and foreign psychologists and linguists prove that mastering the grammatical structure of a language occurs through the formation of a language system that is based on generalization, analysis and generalization of speech and language phenomena. Researchers D.N. Bogoyavlensky, L.I. Bozhovich, P.P. Blonsky, N.I. Zhinkin, N.A. Mechinskaya, N.S. Rozhdestvensky, K.D. Ushinsky, D.B. Elkonin, based on the study and analysis of the processes of formation of mental operations of preschoolers in the context of the development of speech skills, emphasized the importance of working on grammar the language that is native to the child. Psychologists A.V. Zaporozhets, A.V. Zakharova, N.I. Zhinkin, S.N. Karpova, A.R. Luria, F.A. Sokhin, D.B. Elkonin,

who studied the formation of the grammatical structure of speech in children, also noted the importance of working on grammar in the system of language development of preschoolers.

MATERIALS AND METHODS

The analysis of theoretical material devoted to aspects of the formation of the grammatical structure of speech of preschool children suggests that the reason for difficulties in mastering grammatical forms of language is that adults themselves do not realize these meanings, using them intuitively, having learned them in the process of natural perception of their native language. In this regard, it can be concluded that in the process of teaching children, it is worth taking care that they hear all the grammatical forms of their native language as early as possible and gradually realize their meaning.

Understanding the meaning of grammatical meanings is a process of formation and development of the intellect of a developing personality. This process proceeds unconsciously, but if it is slowed down by inept learning, then the mental development of children will be significantly delayed. Thus, a preschooler who has not mastered the grammatical structure of his native language before entering the primary school education level shows poor academic performance, is unable to understand the connections and relationships between the phenomena of the surrounding reality studied within the school curriculum.

Based on the theoretical analysis of psychological and pedagogical sources and the practice of preschool educational institutions, it is possible to substantiate the relevance of the problem under study, as well as the insufficient theoretical and practical development of the system of work on the formation and development of the grammatical structure of speech of older preschoolers. In this regard, there was a need for a detailed study of the aspects of the formation of the grammatical structure of speech of older preschool children.

The formulation of the purpose of the article. The purpose of this article is to study the theoretical aspects and methodological features of the process of forming the grammatical structure of speech of older preschool children.

Presentation of the main material of the article. Older preschoolers are distinguished by great physical and mental capabilities. The physical development of older preschoolers is interconnected with the mental one. It is a necessary condition for the versatile development of the child. At this time, mental, aesthetic, moral development is gaining a high pace. There is a versatile improvement of the child's speech: he must correctly pronounce all the sounds of his native language, clearly and clearly reproduce words, have the vocabulary necessary for free communication, correctly use many grammatical forms, his statements should become more meaningful, expressive and more accurate. The thinking of an older preschooler is formed through the assimilation of grammar.

So, within the framework of this study, the concept of "grammatical structure of language" will be understood as the product of a long historical development, without the formation of which the thinking of preschool children will not be improved. This is due to the fact that it is the grammatical forms of language that are the material basis of people's thinking. So, the higher the level of mental development of a preschooler, the better his grammatical speech system is formed.

The formation of the phenomenon analyzed by us is an indispensable condition for the timely and successful development of monological speech as one of the leading types of speech activity.

Thinking develops through mastering grammatically correct speech. The preschooler begins to think more logically, consistently, to distract from the concrete, to generalize, to express his thoughts correctly. K.D. Ushinsky, naming grammar the logic of language, emphasized that "Grammar, taught logically, begins to develop human self-consciousness, that is, precisely the ability due to which a

person is a person between animals." The sources and factors of children's speech development and their grammatical structure are diverse; this suggests that organizational and pedagogical conditions, means and forms of pedagogical influence should also, in turn, be used in their diversity.

According to the theorist of psychological science A.V. Zaporozhets, the formation of the grammatical structure of the language of a preschooler is "spontaneous", he "extracts the language", its grammatical system from the factors of perceived speech, in which the language performs a communicative function and is not presented systematically.

The process of developing the grammatical structure of speech occurs in parallel with the process of general speech (language) development of the child. Speech development is carried out in stages: from a verbatim, semantic system to situational phrasal involuntary speech, and then - to the development of a dialogical form of speech and, finally, reaches the level of mastering the monological form of coherent speech. The sequence of the periods of this process should be taken into account when choosing the forms and methods of pedagogical guidance by preschool teachers.

The basis for mastering the grammatical side of the language is the child's knowledge of the relations and connections of the surrounding reality, expressed in grammatical forms of the language. Grammatical meanings of words express the relations that exist between words, or indicate the subjective attitude of the communicant to the so-called objects or phenomena.

According to the well-known scientist in the field of linguistics A.A. Reformatsky, the connection of grammar with reality is carried out through vocabulary, since grammar is devoid of any specifics.

The nature of a preschooler's grammatical speech is amorphous (formless). The morphological and syntactic amorphousness of the child's speech indicates that he does not understand the relations and connections that exist in reality. A preschool child reveals the connections between objects and phenomena, learning about the world around him. Cognized connections are grammatically formed and reflected in speech. This process is realized due to the child's mastering of the native language, increasing the vocabulary of the preschooler and improving the grammatical structure of his speech.

RESULTS AND DISCUSSION

The identification of various connections, the understanding of the logical dependence between the observed phenomena significantly improve children's speech: the number of prepositions, adverbs increases, complex and compound sentences appear. Thus, the grammatical structure of children's speech improves, the child masters word formation, form formation and syntactic structures. The essential connections between objects and phenomena of the surrounding reality are recognized by the child primarily within the framework of objective activity. Provided the proper organization of subject activities, daily communication of children with peers and adults, special speech classes, didactic games and exercises, the grammatical structure of speech will be formed successfully. Such an approach will contribute to the emotional health of a preschooler: he will not be constrained in communicating with peers, he will not be afraid to express his thoughts and feelings in front of others, he will adapt quite smoothly and quickly in the school team, where he will feel like a full and equal member of this social group.

Specialist in the field of preschool education and upbringing A.G. Arushanova identified the following areas in the study of the grammatical structure of speech of older preschoolers:

1. warning, correct correction of children's mistakes and inaccuracies (conjugation of verbs, plural and generic affiliation of nouns).
2. identification of essential links in the mechanism of mastering the grammatical structure of children, the development of understanding of grammatical forms, the formation of grammatical

generalizations, their abstraction and transfer to new areas of reality. In this context, studies by such scientists as A.V. Zaporozhets, F.A. Sokhin, D.B. Elkonin, V.I. Yadeshko have shown that for the formation of the grammatical structure of speech of preschoolers, the most favorable situation is in which the correct use of the grammatical form, the accuracy of its sound appearance acquires a signal value in the activity. Scientists emphasized that adults need to organize children's play and practical activities so that its success depends on the correct orientation in the sound side of the word.

3. identification of pedagogical conditions for the formation of the mechanism of grammatical structuring in the field of syntax and word formation.

Thanks to the research of these researchers, the developing function of grammatical work in kindergarten was brought to the fore.

In the process of a variety of speech practice, the senior preschooler, by imitation, independently and gradually learns the grammatical structure. This is explained not only by age patterns, but also by the complexity of the grammatical system of the native language.

Work on the formation of the grammatical structure of speech should be in the following directions:

1. create a favorable speech environment;
2. prevent the appearance of grammatical errors in children;
3. correct errors that already exist in children's speech correctly;
4. improve the syntactic side;
5. develop sensitivity and interest in the form of one's own speech.

In order to successfully form grammatically correct speech in children, the teacher must understand the causes of children's grammatical errors and take them into account when choosing methods and techniques of work. It is necessary to continue working on fixing in older preschoolers those grammatical forms, the assimilation of which causes them difficulties:

- improving the ability to coordinate words in sentences;
- helping children with incorrect stress in the word;
- correction of errors in the alternation of consonants;
- familiarity with different ways of forming words;
- exercises in the formation of single-root words;
- exercises in the use of simple, compound and compound sentences;
- improving the ability to use direct and indirect speech.

The process of developing the grammatical structure of speech is carried out in the process of observation, games, in everyday communication of preschoolers. Based on this pattern, we conclude that the most important pedagogical condition in this process is the competent organization of children's activities in everyday life.

CONCLUSION

Summarizing the above, we conclude that the grammatical structure of speech is the product of a long historical development, and grammar as one of its most stable parts determines the type of language.

The need for the development of grammatically correct speech is an urgent task of the education of older preschool children. From the moment when a child begins to freely use all grammatical means in communication with peers and adults, there is a genuine mastering of grammar. In this context, the communication of a child with other children is of particular importance, since it most fully reveals the potential of an older preschooler.

Thus, mastering the grammatical structure of speech has a major impact on the overall development of an older preschooler, providing him with a transition to the formation of language competencies at a more in-depth level at school.

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