

SPEECH DEVELOPMENT OF PRESCHOOLERS

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**Annotatsiya:** *Maqola maktabgacha yoshdagi bolalar nutqini rivojlantirishga bag'ishlangan. Maktabgacha bo'lgan yosh - bu bolaning og'zaki tilni faol egallashi, nutqning barcha tomonlarini shakllantirish davri: fonetik, leksik va grammatik. Bu yoshda, vokal funksiyasi shakllanmagan bo'lsa, nafas olish va artikulyatsiya tizimini rivojlantirishga alohida e'tibor berilishi kerak, o'yin shaklida istakni rivojlantirish.*

**Kalit so'zlar:** *bolalar nutqini rivojlantirish, maktabgacha bo'lgan yosh, nutq, ovoz, o'yin, bolalar nutq apparati anatomik va fiziologik xususiyatlari, dialekt.*

**Аннотация:** *Статья посвящена развитию речи дошкольников. Дошкольный возраст - это период активного усвоения ребенком разговорного языка, становления всех сторон речи: фонетический, лексический и грамматический. В этом возрасте, когда ещё не сформирована голосовая функция, особое внимание следует обращать на развитие дыхательной и артикуляционной системы, занятие желательно строить в игровой форме. Ключевые слова: развитие речи детей, дошкольное развитие, дошкольный возраст, речь, дыхание, голос, слух, игра, анатомо-физиологические особенности детского речевого аппарата, диалект и звукопроизношение.*

**Abstract:** *The article is devoted to the development of speech of preschoolers. Preschool age is a period of active assimilation by the child of the spoken language, the formation of all aspects of speech: phonetic, lexical and grammatical. At this age, when the voice function has not yet been formed, special attention should be paid to the development of the respiratory and articulator systems, it is desirable to build classes in a playful way.*

*Speech is one of the important lines of child development. It is closely connected with intellectual development, renders great service in the knowledge of the surrounding world.*

*The speech development of preschool children is a necessary component of the normal development of the child. Thanks to speech, a person communicates, transfers his accumulated experience to others, gains experience in the process of communicating with other people.*

**Key words:** *children's speech development, preschool development, preschool age, speech, breathing, voice, hearing, play, anatomical and physiological features of the children's vocal apparatus, dialect, and sound pronunciation.*

**INTRODUCTION**

The following is a brief history of children's speech development, preschool development, preschool age, speech, breathing, voice, hearing, play, anatomical and physiological features of the children's vocal apparatus, dialect, and sound pronunciation. In order to successfully exist in society, a person needs the most important skill - the ability to communicate with other people. When communicating, a person transmits part of the information to the interlocutor with the help of gestures, facial expressions. But the lion's share of it falls on that unique skill that is available on earth only to man. This skill is speech.

The normal development of children certainly includes the mastery of coherent speech. It is not an innate skill for people, and the baby will have to master it on their own. Being formed and continuously changing over many generations, speech is one of the most important components of human life.

A small child faces a big, important task - to master the art of correctly and clearly expressing one's thoughts, to assimilate all the richness and diversity of the Russian language. And the child, as a rule, successfully copes with its implementation. The basics of using speech, its development falls on the early period of childhood. That is, in the interval from a year to 5-6 years, the basis is laid on which in the future the child will build his whole life in society. The development of speech is a unique phenomenon, directly related to both the intellectual development of the child and his communication skills. And, of course, a little person in this period needs the help and support of loved ones more than ever, someone who can guide his development and help in mastering the rich and diverse language material, teach him how to properly handle an amazing and complex communication tool - speech. The development of coherent speech in a small person is a long and complex process. The relevance of this task for a preschool child is difficult to overestimate.

With the help of speech, the child learns the world around him, develops communication skills, associative thinking. From a scientific point of view, this process and its patterns are studied even by a separate linguistic discipline. The child draws his first experience of reproducing human speech from his immediate environment, listening to and remembering the speech of adults that he hears around him. Features of child psychology suggest imitative behavior as one of the main ones for a small child. Psychologists and sociologists have found that children who have spent the first few years of their lives in social isolation, subsequently cannot finally adapt either to the language or to life in society.

This fact is proved by the example of the so-called wild children - children who, for some reason, were deprived of contact with people under the age of 6 years. Only, unlike Mowgli, a child who is isolated from human society at an early age cannot adapt to normal life. Such children hardly master the basics of human speech and suffer from a serious developmental delay. From this we can conclude that the early period of speech development is one of the most important in the overall development of the child, and parents should pay close attention to this process.

Mastering speech is a key indicator of their overall mental development for preschool children. The development of speech by a child at preschool age can be divided into three stages, each of which has its own characteristics. They are closely interconnected both with age and with the general psychoneurological development of the baby. In the period up to a year, at this age, the baby is just beginning to distinguish for himself the speech of the adults around him. From the first month of life, the baby carefully peers and listens to everything that happens around him. He very quickly learns to distinguish voices and intonations. Therefore, try to speak affectionately with the baby more often, comment aloud on your own and his actions. Poems and songs are perfect at an early age.

If you, being next to the child, constantly turn to him, talk, play, show objects and toys, then soon, already at 3-4 months, your baby will begin to enter into conversation with you, greeting you with a joyful voice and conversation. By six months, the child gradually begins to babble, trying to pronounce syllables. At 7 months, he already knows his name for sure, turns his head when you call him by name. The development of speech in preschool age can develop in different ways, so much attention is paid to the child.

Literature review: This literature forms an expert opinion based on the topic importance of play in childhood learning and development. The author acknowledged that play is important in childhood development due to its significant influence on physical, cognitive; social, and emotional stability in children and youths. They contend that it also that play allows opportunities for parents/facilitators' full engagement with them (Ginsburg, 2007). They contend from research analysis that while play is vital towards childhood development it was discovered in twenty-first century homes and school settings play time was greatly reduced and minimized. The expert opinion report addressed a number of elements might have been responsible for reduced play time (Ginsburg, 2007). The development of coherent dialogical speech is most effectively carried out in preschool age, since this period is favorable for the development of the ability to master oral speech. However, this problem is not always given due attention within the framework of the educational process of preschool institutions, the work is carried out mainly in special classes on speech development. Besides, in various types of organized educational activities, there are great opportunities for teaching dialogue to children, one of which may be a workshop. The empirical part of the work was carried out on a sample of 50 children from the pre-primary education group, at the age of 6-7 years attending the preschool educational institution "Kindergarten No. 26" in the city of Kirov (Kirov region, Russian Federation). For diagnosing their level of dialogic speech development, the methodology for identifying the level of development of dialogical communication skills by M.M. Alekseeva, V.I. Yashina; diagnostics of dialogical speech development in preschool children by A.V. Chulkova.

Research methodology: In the research were used various scientific articles, as well as books on the psychology and methodology of the teacher. Books of different

languages were used. Newspapers, magazines and scholarly articles were used and the collected ideas were written and discussed.

Analysis and results: In this theme, we discussed and only the main important reasons and details were discussed and written.

Children's speech development, preschool development. The development of the speech of preschool children is an important stage in preparing for school; without this preparation, full-fledged schooling is impossible. This should be taken into account by teachers of preschool education, and parents in the process of educating and developing preschoolers.

Children master and improve their speech, imitating the people around them, forming reflex associations due to their nature of connections between images of objects. In addition, children begin to invent new words and say phrases that an adult has never heard before. One of the most important tasks of teaching and educating preschoolers is teaching their native language. This task consists of several sub-items: increasing and activating vocabulary, improving the grammatical structure of speech, forming a sound culture of speech, teaching colloquial speech, developing related speech, awakening interest in literary works and preparing for reading and writing. Knowledge of the native language is not only the ability to correctly build a sentence, the child must learn to speak, describe objects, events and phenomena.

With the development of all these elements of speech development, we can talk about the readiness of the preschooler to master the school curriculum. The development of a child's speech begins in infancy. From the first days the child exercises his vocal apparatus: cries, makes involuntary sounds. Of course, this is not speech, but it has a huge impact on the further development of the child's speech. The kid not only pays attention to the sounds he makes, but also willingly listens to the voice of an adult.

Therefore, it is quite important that parents have the opportunity to communicate more with the child: tell him about what is happening, sing songs, read fairy tales and children's poems. In the first 3 months, the baby says inarticulate combinations - babbles. Parents need to listen to these sounds of the child, repeat after him, nod to the baby in response, smile. At 4 months, the sounds he makes are similar to the elements of words, like, ma, pa, etc.

The child does not attach any importance to them, because in this age group they are involuntary. Adults need to continue talking to the baby, singing to him, showing and naming toys. When communicating with a child under one year old, while talking or singing, hold the child so that he can see your lips and can touch them. The study of the origin of sound. You can use various lullabies, pestles, nursery rhymes. At 2-3 months, a parent can choose a sound the baby often utters and sing a song, replacing the words with that sound.

At the stage of 4-5 months, you can show the child a toy, calling it several times and then hiding it with the words: "Where is the bear?", Then show: "Here is the bear." At 6-7 months, you need to put small children's books in front of the child, let the child

examine them. Choose the most attractive for him. A parent can read a book to a child several times, tell him what is drawn in the illustrations of the book. When the child reads the book, ask him to point to one or another object. At the age of 8-9 months, special attention should be paid to the development of fine motor skills. The degree of physical and mental development of the child depends on the level of development of the child's movements.

A variety of hand movements and finger games stimulate the speech and mental development of the child. By the age of two, simple sentences already take place in children's speech. Adults can use play techniques. For example, looking at toy animals, you can play the game "Forest dwellers" (an adult takes out a bear cub and asks: "Who is this?", The kid answers. The adult asks: "Where is the bear cubs nose, eyes, ears, paws, tail?" . Three-year-old children can memorize short nursery rhymes and rhymes. With kids it is necessary to carry out work on the culture of sounding speech. At the age of 4-5 years, the child already speaks fluently, can talk with adults on abstract topics, begins to correctly build sentences, pronounces sounds quite well. The child can answer the adult's questions with specific sentences. But you can not stop working on the development of children's speech. You must keep talking and talking a lot with the children.

Be interested in impressions of events, for example, the past day. On walks with the guys, it is worth focusing on the surrounding nature: birds, various trees, the sky, etc. Discuss this with the child, if his impressions are interesting, when you come home, ask what the child remembers, what he liked, what he can talk about . At 5-6 years old, the child's vocabulary is supplemented with new words. This is due to the intensive expansion of ideas about the world around us. By the beginning of the 7th year, the vocabulary of children is from 3000 to 4000 words. In the children's dictionary there are generic terms, for example: Plants are trees, flowers, herbs, shrubs.

The development of monologue and dialogic speech continues, but at this age the most important is the mastery of dialogic speech, because the dialogue allows the child to easily make contact with peers and adults. Children of this age easily master dialogic speech, provided that adults treat them with respect and consider the child. The development of children 6-7 years old is so high that it allows the child to be an interesting conversationalist. Children can build quite complex sentences, they learn a lot of new activities.

What affects their mental and speech development. Children become more independent, reasonable. However, adults need to pay special attention to the speech development of children. The task of parents and teachers is to teach the child to use a variety of synonyms, to strengthen the ability to pronounce sounds correctly. Expand children's vocabulary. Mastering speech will help the future first grader to study successfully. The ability to speak out and share your thoughts is a solid foundation for mastering school knowledge. A person masters speech in early childhood and

improves it throughout life: enriches vocabulary, learns to master breathing, voice, intonations, freely build a sentence and text.

The child adopts his native speech from close people, from his parents, from the speech surrounding him environment. The speech development of a child appears as a side of the general psychogenesis that proceeds in the early stages under the predominant influence of a genetically predetermined program.

That is, the basis of speech development in a child is laid in the genes, and self-development is especially active happens in childhood. The age from three to seven years is the most important in the formation and development of speech function. This is due to the high plasticity of the brain, the ability to turn everything into a game (children willingly play different games using speech and thereby achieve faster success in it), as well as children's love for the sounds of speech and the desire to master them (they play with sounds, mechanically repeat them many times). Recently, very little attention has been paid to the development of a child's speech, both from parents and teachers, hence a lot of problems arise in different social and age groups.

Of course, there are no ideally speaking people, but it is necessary for teachers and parents to strive to improve the cultural level of their child and pupil. If any of the functions the child has been disturbed since childhood, for example: poor hearing, voice, the influence of an unfavorable speech environment, poor mental state, the child is closed, emotionally restrained, then this must necessarily be reflected in the voice. At preschool age, one of the basic rules of hygiene and protection of the voice of children are systematic speech lessons.

At this age, you can strengthen breathing, educate the ability to adjust the volume of the voice in accordance with the conditions of communication, develop intonation expressiveness. The upbringing of a good voice and literate speech must begin early, as a preschool child age is able to master a large amount of knowledge, of course, with the help of a competent and highly qualified teacher. The slightest speech disorder can affect activity and child's behavior. Children who do not speak well quickly begin to understand their shortcomings.

They are become more closed, and as a result, complexes begin to develop, academic performance decreases, and self-doubt appears. At the same time, it must be taken into account that poor speech can greatly affect literacy, since written speech is formed on the basis of oral speech. A very important factor for the development of speech is a full hearing. needs to be corrected child, so that incorrect pronunciation does not become a habit, which later will be enough hard to overcome. Pedagogical research emphasizes that during the period of preschool childhood, the child intensively develops the intonation side of speech, at the same time his speech hearing develops - a sense of pitch, sound strength, a sense of timbre and rhythm. Children start noticing early shortcomings in one's own and others' speech.

Of course, such characteristics of the sound culture of speech as tempo, loudness, diction are largely depend on the individual characteristics of the child, his

temperament, the conditions of education and that speech the environment that surrounds him.

In infants, the nasal cavities are underdeveloped, the nasal passages are narrow, the lower nasal passage is underdeveloped in the first months of a child's life, the pharynx is located vertically, narrow relative to an adult, has a smaller volume, the larynx has a funnel-shaped shape, is located higher than in adults. Glottis narrow, vocal cords are shorter than in adults. The tongue is disproportionately large, occupies almost the entire oral cavity, and is more interiorly displaced compared to its location in adults.

Organs breathing in childhood are distinguished by the following features: the nasal passages, pharynx, larynx, trachea and bronchi in children are relatively narrow and covered with a delicate mucous membrane; elastic tissue of these organs, which is a support, and muscular are poorly developed; the cartilages of the larynx are soft and easily compressed.

The chest is raised, as it were, the ribs cannot fall as low during breathing as in adults, so children are not able to take deep breaths, which limits the strength of the voice and the duration of the sound. To the anatomical and physiological features of the children's voice apparatus that matter in the process of voice formation, also include a rather high position of the larynx, a large number of mucous glands in all parts of the larynx, as well as lymphatic and connective tissue, which at an early age replaces the missing internal vocal muscles. In the first days of a child's life, his respiratory movements are superficial.

Due to the narrowness of the nasal passages, air passes through the nose with great resistance, which causes noisy breathing. The small size of the coinage requires more frequent breathing than in an adult. After the age of three months, changes in the configuration of the child's chest begin. Usually, by the third month of life, the so-called cooing begins: being in a state of positive emotions and most often in the presence of a loved one - mother, the child makes sounds, resembling "gu", it repeats: "gu-gu". At four to eight months, the shape of the sky begins to change, which becomes domed shape, and as a result - an increase in the oral cavity. Short vocal tract and short vocal folds that determine the pitch of the voice.

At the age of five or six months, the child moves from cooing to babbling - this is an essential stage speech development of the child, this is a real school of articulation of sound combinations, this is a syllable training: "la-la-la", "dya-dya-dya" and other rhythmic combinations like open syllables. Speech develops in the process of imitation. According to physiologists, imitation in humans is an unconditioned reflex, instinct, that is, an innate skill that is not learned, but already born with, is the same as the ability to breathe, suck, swallow. In kindergarten, the child in his speech actions will imitate the teacher, at school - teachers.

In addition, he will imitate the speech of all people living in the area, and over time, if he remains to live in the same place, his speech will have all those features of

the language common to the area that distinguish it from the strict literary norm, that is, the child will speak local dialect.

Adults are also prone to imitation in speech: a person who speaks quite literary, having lived one or two months in an area with dialectal speech, involuntarily, instinctively adopts the features of this speech. But an adult can still consciously regulate his speech. The child is not able to choose an object for imitation and unconsciously adopts the speech that he hears from the mouths of others. He adopts even speech defects. For example, in a family in which the elders burr, children also turn out to be burry until they get to kindergarten or school, where a speech therapist begins to work with them. Imitation of other people and the study of norms of behavior begins at six months. Imitation is the source of the development of the child, the reproduction by the child in his actions of the behavior of an adult in various situations (T. N. Ushakova). L. S. Vygotsky believed that imitation is the source of all specifically human properties of consciousness and activities, it performs a cognitive and communicative function.

The child first imitates the articulations, speech movements that he sees on the face of the person speaking to him person (mother, teacher). The main factor of development at this age is the game, a general emotional background, the child learns the "language" of feelings. The communication of children at this age changes qualitatively: if before three years old children mostly communicate with adults and ignore other children, then after three years the number of contacts with children increases rapidly and by the age of five or six these contacts end with the formation of groups.

Mastering speech is a complex, multifaceted mental process, its appearance and further development depend on many factors. Speech begins to form only when the head the brain, hearing, articulator apparatus of the child reaches a certain level of development. But even having a sufficiently developed speech apparatus, a wellformed brain, good physical hearing, a child without speech environment will never speak. If the ability to speak is brought up by "listening to speeches", then the first condition for becoming The development of human speech is the presence of a speech environment. From the speech environment in which a person acquired skills, his speech depends, because, learning speech, the child involuntarily begins to reproduce all the features of the speech of others. So, for the acquisition of speech skills, three conditions are necessary: 1) the presence of a speech environment; 2) auditory perception; 3) speech reproduction. In order for the child to develop speech correctly in the future, the necessary speech environment is necessary.

Environment - the social, material and spiritual conditions surrounding a person for his existence. Hearing and TV viewing by children requires careful guidance from caregivers and parents. It is noted that frequent viewings create an atmosphere of oversaturation with spectacles and reduce the attention of children. Well-chosen programs contribute to the expansion of children's knowledge about the world in



which they live. However, haphazard, disorganized listening and watching TV programs is not contribute to the harmonious upbringing of children.

It must not be allowed that in front of small spectators, as in a kaleidoscope, heroes completely incomprehensible to them flashed by, events unknown to them unfolded. A huge amount of information that is not really comprehended by children often does not develop, but annoys the kids.

If television affects the visual centers to a greater extent, then radio has only words as means of influence, therefore, it requires the child to pay attention to the word, to a great extent. degrees develop his speech and intelligence. Children, starting from early preschool age, even without special education, show great interest in linguistic reality, they "experiment" with words, create new ones, focusing on both the semantic and grammatical side of the language. However, with spontaneous speech development, only a few children reach a sufficiently high level, so special training is needed aimed at mastering the child's language. Preschool age is a period of active assimilation of the spoken language by the child, the formational aspects of speech: phonetic, lexical and grammatical. The sooner training starts native language, the more freely the child will use it in the future. Often in the course of classes, the mother of the child acts as an incentive motive for speech activity. This is done consciously, since it is obvious that for a child, a mother is the best and most desired interlocutor, listener. This technique will be truly effective if the educator will sincere in his desire to help children "talk". With a good level of speech development, a child may not correctly pronounce some sounds. One of the important links in the development of speech in a child is mastering the correct sound pronunciation.

Conclusion. From this we can conclude that if parents and caregivers strive to ensure that their baby speaks their native language and can speak freely with adults and peers. successfully mastered the school program, their task is to develop the speech of children from birth to school. In conclusion of this work, we note that there is no single methodology for the development of speech for different ages exists. There is a single basis, based on which we must consider the physiological characteristics of preschool children, as the key to the selection of ways and methods of educating nature voices and speeches.

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