
Content and Conditions of Pedagogical Work on the Development of Speech for Children from Birth to Five Years

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Annotation: The article describes the content and essence of the work on the development of speech in preschool children.

Key words: gender, imitation, justice, criticism, pride, consciousness, rebuke, spider web, perfect personality.

An adult is a source of joy for a child, it creates a sense of protection in the child, directs the child to cognition, "research" activities. The adult should talk to the child a lot, say the names of objects and events, tell what can be done with them, express his / her speech expressively, sing, and rhyme the words. Adults deal with many situations and events that are unpleasant for a child. As a result, the child feels surrounded by the trust of an adult.

In a humorous, positive conversation with an adult, a child begins to play with toys. In essence, this is the first form of play that the child creates on his own initiative. Hand gestures play an important role in developing his speech. That's why it's important to use more stories, phrases, riddles, and sayings to communicate with your child. It enriches the sound and speech environment, helps to master speech, develops pronunciation, sense of poetic eloquence.

Use the child's independent subject and play activities to develop speech by telling them how to express them in words and how to develop a simple plot (Samat is flying a horse: no-no. Samat is tired. He is sleeping).

It is important to observe live objects and moving vehicles that attract children's attention and create bright emotional and verbal relationships, involuntary speech situations. The adult continues the dialogue with the child, commenting on the incident, which the little one can now express in just one word (bi-beep. The car is coming, humming. How does the car hum? Bi-beep).

The third year of a child's life. Adult speech should be literate and meaningful. Speak slowly and clearly, using clear words and clear words.

Games, activities, toys, real estate, dummies, table puppets, toys, pictures, costumes, decorations, and more are all part of the game. This prop is presented to the children as an unexpected gift in accordance with the theme, and thus involuntarily attracts their attention (who is under the magic cap? Long ears, short tail, and white him? radi? Who is this?).

Encourage children to look at the items on their own and try to play with them. In the process of arranging small scenes with toys, the educator (or one of the parents) engages the children's attention by staging, saying the words, imitating the sounds, and describing the actions of the characters.

The main changes in the content and structure of a child's speech take place in the process of his initiative and expression. One should not try too hard to regulate his speech behavior, to force him to follow discipline. Although this may seem like a mess, it's best to let the child express him or herself.

By the age of three, the child: communicates enthusiastically (or with one of the adults: mother, father, grandmother) with the caregiver and peers; responds verbally to adult suggestions and questions; expresses her own opinion on her impressions of the event and on a topic that goes beyond the situation based on her personal experience, comments on the game's actions in words; pronounces vowels and simple consonants correctly; speech has the form of simple, grammatically formalized phrases.

Speech education for young children in preschool is one of three interrelated areas. These are: understanding and verbalizing the events (realities) of the world around us; establish communication and verbal communication with others; simple understanding of a language (its sound structure, vocabulary, grammatical structure).

The child is exposed to many figurative objects and events, their properties, actions, position, structure, and the words that describe them; with the names of vegetables and fruits, furniture, utensils, clothing, details and parts of items; get acquainted with action and situation names (my mother works as a cook, she prepares lunch, does laundry, irons clothes) and identifiers (my mother is good, kind, smart, beautiful, lovable, etc.).

Using language, the child learns its properties and tests it with words and grammatical forms. Children see the interdependence of opposite words (antonyms: big-small, strong-weak), words that are close in meaning (synonyms: puppy, puppy, oilpaper), word master the words in the constructive pair. Familiar with ambiguous names (girl's hand, doll's hand, student's hand, iron's handle, box's handle, pot's ear, child's foot, chair's foot i, the foot of a flower, the foot of a bird).

For a young child in preschool, communication with adults still emerges as a major source of language, speech form, and function development. Playing with peers is also important for a child's full development. As they play close to each other, the children enjoy the participation of their peers in the game and get their attention, commenting on their games. As a result, there are joint fun games in which children verbally express roles, substitutes (this will be a stick horse, and this triangle will be a phone), game actions, move together, agree on plot development, have a less complicated converse.

Verbal didactic games help to solve speech development tasks in a more stratified way, ie: verbs, adjectives, generalizing nouns ("Flies or not", "Taste", "Yes" to activate, to form word-formation methods ("Find by description", "Drink tea"), to practice the correct pronunciation of this or that sound ("Whose voice", "Magic cap" ») Focused.

It is important for children to play independently with sounds, rhymes, words, and to experiment with language in a way that happens all of a sudden during an organized play. Language games in folklore and authorship are of great importance.

The main form of verbal communication is dialogue. The fact that speech is situational is unique and appropriate to it. Don't try to get "complete answers" from children, which is against the logic of communication. When a child expresses an opinion on a topic of interest on a daily basis on his or her own initiative, the content of the statement is spontaneous.

By the age of five, the child is able to communicate directly with adults on topics that go beyond the situation; is able to interact with their peers in a plot-role independent play through speech; active and independent in language learning, which is reflected in sounds, rhymes, word creation, questions about the names of objects and their purposes; pronounces sounds correctly (cases of substituting "R" for L, there may be some inaccuracies in the pronunciation of words with the letter "H").

CONCLUSIONS:

At the age of 1 (1-3), adults should use all household situations to engage in verbal communication with the child and enrich his vocabulary. At the same time, they need to be able to communicate their actions and encourage the child to perform less difficult tasks. Adult speech should be literate and meaningful. They should speak slowly, using clear words and clear words.

The main changes in the content and structure of a child's speech take place in the process of his initiative and expression. Therefore, one should not try to regulate his verbal behavior.

The content of speech education in preschool adulthood consists of two interrelated areas. These include: teaching the mother tongue (phonetics, vocabulary, grammar) and how to use the language in cognitive activities and communication.

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