



SPEECH DEVELOPMENT OF YOUNG SCHOOL STUDENTS

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Abstract: This article provides information on speech development of young children. The role of the family and preschool educational institution in the development of the speech of young children is incomparable. It is an important process to enrich speech, to develop necessary skills and competencies.

Keywords: Speech of young children, vocabulary, knowledge, skills, competence, language, education, age characteristics, preschool education.

Of all the creatures created on earth, man is the only one endowed with the perfect and priceless ability of speech through consciousness. He learns speech from childhood and improves it throughout his life. The child learns oral speech from close people, parents, the surrounding environment, based on the natural need for communication. Accordingly, he learns to make sounds, breathe, master intonations, enriches the vocabulary, clearly and chooses the right word, begins to compose sentences and texts freely, acquires reading and writing skills. He understands that language is a means of communication between people.

Our vocabulary is a language created by thousands of generations and constantly improving. A person develops his speech throughout his life, and this process lasts for many years. The development of children's oral speech begins in the family, and then this process is continued in kindergarten by skilled professionals. In kindergarten, the child's speech is developed using various methods and actions. For example, in speech development classes - working with vocabulary, warming up speech through interesting questions and answers, reading and retelling the text, creating an oral story based on pictures, describing things, writing fairy tales, etc. The development of speech in the educational process leads to the enrichment of the vocabulary.

The process of speech development takes a long time and is carried out during all years of education and upbringing in kindergarten. For the planned development of the speech of older children of preschool age, it is important not only to study



the environment, to choose objects reasonably, but also to ensure the study of the most important words according to their thematic diversity.

By school age, a child should know all grammatical forms of speech, i.e.: classifying nouns, marking the most commonly used verbs. To describe the sign of movement, they use idioms, and for this, children use phrases and sentences: he walked slowly, he spoke quickly, he turned to the right, etc. Teaching children of this age to use adjectives in speech is an important part of their speech development.

To introduce adjectives into children's speech, you can use pictures depicting various actions of animals, birds or people (a puppy running, a bird flying, a child playing, etc.). Children make sentences based on the pictures: "The boy is reading" The teacher helps the boy who is reading to make a sentence. The teacher says the adjective in the phrase and asks the children:

which child - A child who is studying.

Through such activities, the grammatical side of children's speech is formed. In addition, by playing various role-playing games for children, it will be possible to achieve fluency in their speech.

School education provides a healthy, all-round development of a child, instills in him a desire to study and prepares him for education. In order to properly develop these skills in children, it is necessary for the pedagogues who provide them with education and training to undergo special training.

Laws of speech development of school-aged children. It is known that a child's speech develops as a result of following the rules of the language, perceiving the speech of adults and his own creative activity. Thus, language and speech are two important tools that ensure the psychological development of a school-age child and the initial memory, thinking, perception, emotion and passion.

The first rule: the ability to perceive speech in the native language depends on the training of the muscles of the child's speech organs (therefore, it is important to pay sufficient attention to the training of the speech organs to improve the pronunciation of words, phrases and sentences).

The second rule: Understanding the meaning of speech depends on the acquisition of the lexical and grammatical rules of speech by the child.

The third rule: Mastering the expressiveness of speech depends on the child's tendency to understand the expressive means of phonetics, lexicon and grammar (it is necessary to teach school-age children to understand the expressiveness of speech and achieve the mastery of these feelings by the child).



The fourth law: Enrichment of speech depends primarily on the improvement of speech skills (if the formation of the speech of an older preschool child was successful at the previous age stage, then the process of enriching speech and its acquisition is easy and fast goes). In addition, according to the researchers, the speed of speech enrichment depends on the development of language perception, cognitive abilities (sensing, memory, perception, thinking), willpower.

The fifth law: Mastering the standards of speech leads to the development of language awareness. It is known that any achievement in education depends on upbringing. Therefore, it is necessary to pay a certain amount of attention to the formation of cultural habits of preschool children. It is necessary to inculcate in them moral concepts of goodness, modesty, justice, conscientiousness. In order to develop speech more effectively, it is necessary to define and systematically expand children's ideas about surrounding objects (life and work of people, animals, plants, underwater world). In the plan to increase the effectiveness of speech development, it is important to conduct walks and trips not only for simple observations (observations) on the surrounding objects, but also to study them. At this point, we need to determine what can be achieved by studying the surrounding objects. For this, first of all, it is necessary to group the surrounding resources related to speech development. When studying the environment (by educators or parents), children should not just observe, but also see objects, their parts, elements, perceive processes, events and think about them.

This approach is related to the fact that when a person does something with his own hands, he remembers it more and more fully. With this method, the deficits in the connected speech of older children of preschool age are filled by recollecting the names of objects and objects verbatim.

In short, speech is an invaluable key that opens the way for a child to all the achievements of human culture. The most important stages of acquiring speech are of course preschool age.

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