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# TASKS FOR DEVELOPING RELEVANT SPEECH IN SCHOOL PREPARATION GROUP CHILDREN

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**ABSTRACT**.
Dedicated to the study of the formation of fluent speech activity in the speech development of preschool children. It reveals the theoretical and practical foundations of forming creative activity in the speech development of preschool children. The development of children's speech in preschool educational organizations is characterized as a methodological problem. The issue of a modern approach to the formation of creative activity in the speech development of preschool children is highlighted.

**Keywords**: speech, fluent speech, training, monologic speech, diologic speech, speech formation, speech culture, finger speech, vocabulary work, correct pronunciation of sounds, reading skills.

Introduction. Today, preschool educational institutions operating in our country have taken responsibility for the early education and upbringing of our country's youth. In preschool educational institutions, the form of knowledge transfer is primarily an activity rich in games and interesting processes. In the process of classes, the child's speech develops, its grammatical and phonetic facets are refined, the richness of the language increases, and its psychological and intellectual aspects develop. To develop fluent speech in children, it is first necessary to monitor children's listening activities. That is, whether conditions have been created for them to listen and understand, and whether the speaker's speech delivered to them for listening and understanding is healthy, is of course important. The purer, cleaner, and healthier the speech, the more reliable the information conveyed and the more correctly it is perceived by the recipient. That is why, when it comes to speech, specifically fluent speech, the pensionfirst of all, there should be no problems with the speech of educators.

Program for speech development educational activities for the pre-school group Language and speech. Continue to teach the child to speak their native language fluently, to communicate freely with adults and peers, to express their state, feelings, and goals fluently through speech, and to ask questions without hesitation on topics of interest to them. To form a culture of listening to the interlocutor's speech and understanding their thoughts, and to respect their feelings. Formation of speech sound culture. Strengthening the ability to correctly pronounce all sounds in the native language. Continue to develop phonetic perception. Continue teaching the child to correctly pronounce and differentiate the sound groups s-z, p-f, t-d, p-b, l-r, u-o', x-h, k-g, voice qualities (high, medium, low, thick, thin, very thin), speech tempo (fast, medium, slow), and to determine the position of sounds in a word.

Dictionary work. Based on the identification, reinforcement, and expansion of children's knowledge about the phenomena of the surrounding world, they will be able to learn "My dear Uzbekistan," "My city is my mahalla," "Me and my family," "Me and my friends," "Birds," "Golden Autumn," "Vegetables, fruits, berries," "White Gold of Uzbekistan," "Air, water, and

land transport," "Winter. Constitution Day, "Season Clothing and Footwear," "Defenders of the Motherland Day," "Me and My Body," "Great Figures of Uzbekistan," "Spring," "The Universe," "My Home," "Furniture," "Dishes. National patterns," "Household utensils," "Seasons of the year," "National handicrafts," and "Parts of the day." Expand the children's vocabulary with new words about the Motherland and its symbols: flag, coat of arms, anthem, defenders of the Motherland, cities, villages, neighborhoods and streets, monuments, squares, holidays; professional (engineer, pilot, artist, doctor);

Pay attention to the correct pronunciation of sounds in newly learned words. Correctly pronouncing the names of objects, comparing them with similar and dissimilar objects, identifying their similar and distinctive features, and strengthening the quality and color of objects (bright, open, simple, durable, solid, etc.). Incorporating words into children's speech that express their attitude toward their work (organized, careful, orderly). Continuing the explanation of folk proverbs, sayings, and riddles ("He who protects a bird is equal to he who protects a person," "Thank you to the good, a curse to the bad," "Don't put off today's work until tomorrow," "In strength and unity," "The nightingale loves the garden, a person loves the Motherland," "United, united, united," and others). In children's speech, generalizing words, words with opposite meanings: (long, day and night, strong-weak, low-high), words with the same meaning but different pronunciations (happy, joyful, cheerful; spring, spring;

Developing children's ability to form meaningful sentences by connecting words when speaking. To use nouns in singular and plural, to understand the meaning of words. Teaching to understand and clearly pronounce the names of animals, objects, dishes, and various professions. Practical instruction on the correct use of case suffixes in speech. Formation of coherent speech. Continued development of two forms of oral speech with children: colloquial and narrative speech.

Encourage children to take an active part in conversations, improve their ability to understand and provide clear and complete answers to questions on the topic, and listen attentively to the answers of their peers. When teaching the retelling of a work of art, especially fairy tales, children's attention should be focused on: the beginning, repetition, and conclusion of the fairy tale, the sequential narration of events, and the mutual speech of the two characters during the narration of the stories. To ensure that children can use various types of tone of voice (question, emotion, surprise, request) when narrating the events of the work. When teaching children to compose stories about toys, objects, and seasons, teach them to describe toys, express their characteristics (color, shape, function) through specific words, and independently compose a descriptive story based on a picture. When teaching children to compose stories about the seasons of the year

Creative storytelling. Continuing to teach children to finish the story or fairy tale told by the educator, to formulate sentences briefly and concisely, and to use visual aids. Developing children's abilities to compose logically progressive stories or fairy tales based on personal experiences on life themes suggested by the educator: "Autumn," "Guest," "In the store," "At the zoo," "Winter," "The life of birds in winter," "On the bus," "Spring," "The tree blossomed," "The birds returned," "Summer," "We bathed in the pool," and others. Teaching children to effectively convey the experiences and emotions of their characters. "The First Snow," "Winter Holiday," "The Most Beautiful Season," "I Am an Assistant to My Mother," "I Am an Assistant to My Father," "Mother's Day," "How Did I Celebrate Navruz?" Teach children to sequentially describe the events depicted in thematic drawings and to express their opinions and attitudes toward the actions of the characters in the drawings.

Reading skills. Continue teaching children to sit and look at a book for a long time, holding the book in the correct position. To collect some information, use books, tell several famous works and literary characters, retell the contents of remembered fairy tales and stories, retell individual excerpts from literary works, know the name of a genre in children's literature (fairy tale, poem, story), and continue teaching to know the names of famous writers and poets. Provide an overview of the book, library, and librarian. Encourage the child to tell other children what they understand based on the illustrations in the book. Ask the child to name the book they listened to and its author. Teaching to recite a poem memorized by oneself and (or) independently, using simple sentences in speech, providing a practical understanding of words, sounds, letters, syllables, and sentences, dividing words into syllables, and using syllabic cards. Working on the correct pronunciation of sounds. Strengthen the child's practical understanding of vowels and consonants. Practice the pronunciation of vowels and consonants.

Fine motor skills of the fingers. Teaching how to write straight lines on a square sheet of paper, draw a picture by connecting dotted lines without breaking hands, identify lines of writing in a notebook, place pictures correctly, draw a picture by connecting dotted lines without breaking hands, and draw a printed letter on a square sheet. Estimated number of classes in groups from 6 to 7 years old

Speech is the functioning of language in the processes of expression and exchange of ideas, a specific form of existence of language as a special type of social activity. Speech is understood as the processes of its oral (vocal) and written manifestation, that is, the process of speaking and its result (speech thoughts, works stored in memory or recorded in writing).

"A child," said K. D. Ushinsky, "begins to assimilate elements of folk culture from an early age, learning them primarily through knowledge of the native language." Therefore, in our opinion, it is necessary to use the native language appropriately in the implementation of educational and upbringing work in the family, kindergarten. It is well known that language is of great importance in the development of society. It is impossible to imagine the political and cultural development of the peoples of the entire world without language. Because language is the most important means of communication, and society does not develop without communication.

The mother tongue plays a key role in solving such important and vital tasks as increasing the effectiveness of kindergarten education, preparing children for independent learning (school education), and raising conscious members of a new society.

The vocabulary allows the child to quickly and thoroughly master the knowledge provided in all classes and express this knowledge and concepts through speech. This, in turn, contributes to the development of the child.

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The vocabulary allows the child to quickly and thoroughly master the knowledge provided in all classes and express this knowledge and concepts through speech. This, in turn, opens a broad path for the child's development. It also teaches them to master knowledge thoroughly and gradually apply it to life. The mother tongue is also a source and means of mental education. The Old Uzbek literary language was founded by the great thinker of the Uzbek people, Navoi, and later developed by democratic poets such as Muqimi. Written monuments created in this literary language served as a source for studying the history of the development of the Uzbek

people and their language, as well as the foundation for the modern Uzbek literary language. Modern Uzbek literary language

The development of fluent speech in children is the primary task of the preschool educational institution; by the end of preschool age, the child must master the main forms of oral speech characteristic of adults, i.e., two forms of fluent speech: dialogic and monologic speech.

The culture of speech is a mirror that reflects social culture and the culture of human society. The culture of speech is necessary for both forms of the literary language - written and oral. Attention to the culture of speech is one of the human qualities that are required to be consciously mastered not only by teachers, but also by every citizen. Its mastery depends on the cultural level and knowledge of each teacher and individual. In the pedagogical mastery of a teacher, the culture of speech is a norm that determines not only their spiritual and moral wealth but also their knowledge, thinking, scientific worldview, thinking, and observation. A teacher's speech culture is suddenly formed rhythm

1. The culture of speech is an integral part of the spiritual and moral maturity of the educator. After all, speech is a vivid and reliable evidence of the level of culture achieved by our nation, demonstrating faith in our native language.

2. The culture of speech in a certain sense distinguishes educators from other professionals by their spiritual and cultural level, as well as their perfect knowledge of the literary language.

3. The ultimate goal of speech culture is the spiritual upbringing of a free-thinking, harmoniously developed generation, regardless of their profession.

4. Speech culture is, first and foremost, the formation of speech skills and abilities in educators. This skill is improved in pedagogical activity, qualification is increased through special labor and exercises, and abilities and skills are formed thanks to the successes achieved.

5. Speech culture is achieved on the basis of a perfect mastery of the Uzbek literary language. To achieve this, the educator must know the laws of the literary language and constantly study works of fiction.

6. Another form of acquiring speech culture is speech imitation, which young educators can learn by admiring and imitating the speech art of mentors who speak better, more beautifully, meaningfully, and impressively than themselves.

The task of the preschool educational institution is to develop fluent colloquial speech (dialogical speech) and monologic speech in children. The task of forming conversational speech is multifaceted. Preschool children develop the ability to listen and understand speech addressed to them, listen to each other, answer questions and ask questions themselves, and provide consistent answers on the topic of the conversation. The difference between these two types of speech is determined by the type of logical connection of the sentence within the text. The monologue always reports on the facts of existence (relative to each other), which are in a temporal or causal relationship.

Fluent speech plays an important role in the life of every person and performs three main functions: inter-individual, intra-individual, and universal. The speech function reflects the stage of its actual development process in ontogenesis, each of which has its own characteristics:

Objective 1 is a means of inter-individual communication between people. In this case, speech appears as oral speech—a monologue, a dialogue, or a conversation between several people.

The 2nd task is intra-individual - here speech serves as a means of implementing many mental processes (thinking, attention, memory, imagination, etc.) by raising them to a level of clear understanding and allowing the individual to regulate and control mental processes.

The 3rd task is universal - here speech allows an individual to obtain information from the treasury of universal socio-historical experience. In this case, it is written speech embodied in graphic symbols and signs.

The most essential tool for familiarizing preschool children with their daily activities and determining the knowledge gained from observing various events is, of course, their speech. Depending on the children's vocabulary and the extent to which they have mastered the grammatical side of the language, it is possible to determine the level of development of their colloquial speech. It is evident that teaching speech literacy is of great importance in the education and upbringing of children. The presence of colloquial speech in preschool children allows them to listen and understand the speech of others, think, answer questions, and ask questions themselves.

Conclusion: If a child is taught to speak correctly (talk) from an early age, then such a child develops normally, that is, the ability to imagine first, and then to reason, to refer, and this ability is improved at each age stage. In children, a mental process such as willpower develops in parallel with intelligence.

Many experiments have shown that a child with underdeveloped speech does not develop as a full-fledged personality. Consequently, the educator must always remember that speech is a tool that promotes the development of all mental processes in preschool children. Simultaneously with teaching the child their native language, the foundation for their successful schooling is being prepared, and they are taught a creative approach to professional activities. In all educational activities of the kindergarten, children's speech is developed by teaching them their native language. Especially in speech development classes

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