

History of the Origin of Dialogical Speech

Ra'no Turapova

Teacher of the Termez State Pedagogical Institute

O'ralova Fotima

Student of the Termez State Pedagogical Institute

Abstract:

this article provides information on the role and importance of speech in education.

Keywords: dialogical speech, culture, education, speech cultivation, primary education, educational-methodological literature, students.

The reform of the educational system and the law on the state language dictate changes in the methodology and practice of the formation of children's speech, in particular, the cultivation of speech of preschool adults. These changes are reflected to some extent in the normative educational and methodological literature. But, they are required to take a critical approach from the point of view of the current requirements. Many Methodist scientists correctly state the conditions for growing children's speech in kindergartens. According to the authors in question, the shortcomings of speech culture negatively affect the personality of the child. In particular, the child becomes fearless, insecure, absent in communication with peers. In addition, in such a child, interest in the study of tevarak-surroundings decreases, and later it becomes a reason not to master classes at school.

Having summarized and studied the published research work, we have identified in many of them the need for a single approach to solving tasks related to the formation of speech culture in preschool children as follows:

- formation of sound without proper pronunciation (awalo speech hearing is formed in a child, talafiiiz is occupied by him later);
- to form without a clear pronunciation(to pronounce words and combinations of words in pieces, as well as clearly);
- work on correctly placing the accent when pronouncing the word;
- work on the orthoepic correctness of speech (this is the sum of the rules of sample literary pronunciation);
- development of speech pace;
- formation of the expressiveness of speech (natural, free, that is, conscious expression of speech);
- education of speech communication skills;
- formation of speech hearing skills;
- formation of speech breathing;
- formation of the qualification of a free and consistent statement of one's own opinion.

The role of educators and parents in the upbringing of speech communication in preschool children is benihoya senior. In the process of working on children's speech:

- a) to be polite in conversation with peers;
- b) to speak in a natural tone;
- c) to look at the face of the interlocutor when speaking;
- d) it is necessary to pay attention to the fact that he keeps his hands in a relaxed position.

As we know, there is an inextricable connection between language and thinking, they do not live without each other. Source analysis confirms that it is necessary to consistently expand the vocabulary of preschool adults in a planned, way. For the correct development of children's speech:

- a) tevarak on speech cultivation - pre-separation of surrounding objects and familiarization with them;
- b) it is necessary to make an approximate list of words that children remember and do not have the correct pronunciation, use them often when speaking, understand their importance, need.

In enriching the active vocabulary of my preschool adult child, it is considered an important tool to familiarize yourself with ulami tevarak-environment, researcher A.M.Borodic writes: "There are two ways to introduce children to being":

- 1) Direct perception of the external world with sensory organs-children observe, hold, hear, taste objects, act with it;
- 2) children tevarak-receive direct information about those around them; the educator talks about life in a gang of working people, related to nature, explains the phenomenon observed by children, reads books, shows pictures, diaphragm, motion pictures. The same recommendations can be taken as the basis for the classification of tevarak-surrounding objects that preschool children will learn about. At the same time, the wealth of active and passive vocabulary in children gradually increases, speech develops.

A preschooler can hear, understand the meaning, remember, and apply the vocabulary gradually through the information of their parents, peers, as well as relying on his own little vocabulary in the process of familiarizing himself with tevarak-surroundings. The child grows, his needs increase, new desires, interests appear. However, in order for mental, moral, labor and other types of upbringing to take place in one rhythm (in accordance with the age of the child), it is not enough to think over the amount of words in the vocabulary of preschool children.

Unfortunately, this issue is also not given proper attention by researchers. Extremely relevant in educational and educational terms, this muanmo has not been researched and worked on theoretically-methodologically and methodically. The fact that researchers of the current period draw up a dictionary (at least approximate) of exemplary active and passive words for preschool children (including on the development of speech) is also an urgent issue on the agenda. It is extremely important to draw up dictionaries, especially for children aged 5, 6 and 7 years. At the same time, it is important not only to determine the quantitative composition of your vocabulary (1,500,2000 or 3,000 - 4,000 words), but also to take into account the ulami in terms of topics and vital importance. Thus, in order to develop the speech of preschool older children in a planned way, it is also an urgent matter not only to study the environment, to choose the object fundamentally, but at the same time to ensure the learning of the most significant vocabulary in terms of thematic diversity (i.e. quality composition, meaning).

The vocabulary that should be taken into account for the development of speech in the study of tevarak-environment of preschool older children can be divided into groups in terms of topic as follows:

- ✓ parents, relatives, peers-related ions;
- ✓ household objects, words that mean toy;
- ✓ words that mean objects and something else in the place where the child lives;
- ✓ words that mean yard, Street, Alley, Garden, thing in a vein-subject;
- ✓ words that mean animal life, birds, reptiles, insects;
- ✓ words meaning inanimate objects of nature;
- ✓ words that mean different types of human professional activity (profession, specialty, types of work, etc.);
- ✓ words that mean items, objects, tools, machines, materials, etc.;
- ✓ words related to pedagogy, psychology, sociology, history (ethics, spirituality, qcdriyat;
- ✓ -words related to socio-political phenomena.

In preschool educational institutions, in addition to learning some vocabulary, whether it is expressed (crescent moon in the sky, barefoot), learning to pronounce effectively affects the cultivation of the connected speech of the ulama.

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