



## USE OF METHODS IN THE DEVELOPMENT OF PRESCHOOL CHILDREN'S SPEECH

Tajimuratova Karima Abdullayevna,  
Kalibayeva Alima Yerkinbayevna

Teachers of the Department of Preschool Education of the Nukus State  
Pedagogical Institute named after Ajiniyaz

### **Annotation:**

A youngster is raised in a technologically advanced environment in today's world. This distinctly alters children's perceptions and learning patterns, establishes the necessity of using engaging digital tools with young children, and inspires them to consciously use their speech and correct behaviors. It will be vital to practice speech restraint. In order to promote conversation about the potential uses of digital technologies, analyze theoretical literature, and correct speech therapy, this paper will concentrate on the usage of pedagogical technology tools employed in preschool institutions.

**Keywords:** Preschool education, young children, speech therapist, speech correction, educational methods and digital technologies.

The use of technology to provide expanded education inside and outside of the preschool institution, including the improvement of children's speech defects, can be promoted and supported at any time. It is seen as a more all-encompassing approach to education that aids in evaluating and tracking the development of kids. There are numerous digital solutions that can be used using digital technology. In a pre-school educational setting, the use of digital technology for the improvement of teacher-student collaboration, altering the educational process, and correcting children's speech and language work promotes education in the educational process and the acquisition of specific abilities. This is stressed from the perspective of preschool education. Computers can help kids read and think more critically in a variety of subject areas, and they may also make their metacognitive abilities more useful in today's world. One of the essential adjectives that must initially exist in the educator is "culture of speech."

This develops both the educator's and students' conversational skills. This talent is enhanced during the educator's activities, the requirement for specialized work and exercise is raised, and due to the successes obtained, skill



and skill are produced. The perfect mastery of Uzbek literature's language is the foundation for achieving the culture of children's speech. To do this, it is important for the educator to know the rules of literature, to constantly read works of art literature, to memorize poems and to conduct conversations with children.

Children and adults become emotionally estranged as a result of their insatiable urge to communicate with an adult. It can show itself in a variety of ways: some kids get agitated, hurt, and cry even over insignificant things; others show negativism and violence. The participant will continue to play as a partner in the game in the fourth year of the child's life, which is an equal one for him first and foremost in a joint practical activity (drawing, making something, drawing up, etc.). The young youngster makes the most straightforward appeals to his or her friend and analyzes their behavior. By questioning their friends whether they still do this or that, five-year-old children evaluate the touch of the soul negatively.

By the age of five, the desire for interaction with peers and the cooperative activities that they play together that make up the foundation of children's society substantially increases. The child starts to understand his place among his peers by the fifth year of his existence. The child's ability to understand his own "I" is facilitated through interaction with adults and peers. The creation of the picture of I takes place throughout the same connection. His need for acceptance, a favorable evaluation, and acknowledgment is met under good educational circumstances, that is, when peers and adults interact with the youngster with kindness. Aggression, self-insecurity, and growing independent are all effects of negative communication.

Youngsters between the ages of 5 and 9 currently represent the same. According to S. N. Karpova's research, a preschooler can develop the capacity to recognize words of all kinds based on the structure of the phrase. They must comprehend the criterion of words, which states that a word always has a specific meaning when it is formed from a set of vowel sounds, in order to be able to accomplish this. Using techniques appropriate for the child's age is beneficial for this, of course. No matter their age, youngsters develop and perceive imaginations about the world when this is done.

Preschoolers who are raised in the spirit of lofty values are taught to love and be loyal to their country and their people, and they are instilled with the belief that there are no interests higher than those of the people, nation, and society. Of course, the educator plays a unique and significant role in this.



Whether technology aids children in learning is a valid question. The issue of how this can be done in preschool settings with technology is centered on collaboration and communication, meta-competences, and creativity. Children's speech issues, which can be resolved with the use of digital technologies, are dealt with using a variety of programs or video games. It is imperative that possibilities for the use of technology in speech and remedial work in preschool schools with kid-friendly software be developed.

The approaches and procedures utilized in the past are still apparent to these kids, even though cognitive actions no longer happen sequentially and they are not suitable for traditional education. By advancing digital technologies, using a variety of teaching methods, encouraging kids to be active learners, and emphasizing fluency in speech, we can better educate kids. A teacher at a preschool educational institution should be familiar with the use of technology and understand how and when to arrange. In many preschool settings, digital tools are utilized to teach youngsters how to correct their speech and language. Similar techniques have been used in video games, where the latter are referred to as co-playing. This method can also make use of kid-friendly language and tactics.

The study finds that a larger than normal proportion of children's growth dynamics are corrected utilizing electronic environments, which meets the needs of contemporary kids. It is currently utilized to activate and correct speech activity in young children. The content frequently does not pique children's interest and rarely inspires action or pleasant feelings. There are no digital resources available for language and speech development. The development of the language system, sound articulation, and speech therapist are the goals of the adaptable pedagogical and corrective work process, which is designed to change to meet the needs of developing new digital tools for modernization. It also aims to create a unified system of cooperation between the child's parent and child. Only a small percentage of speech therapists now routinely use digital tools. The speech therapist's major objectives are to actively repair the child's speech and language, take part in the development of self - motivation and self-control.

A sequence of theoretical and practical cognition exercises are used as an instructional strategy to have students complete reading assignments alongside the teacher. The role of the educator is to act as a bridge between a young person's consciousness and the knowledge that civilization has amassed. A youngster cannot systematically assimilate all the knowledge riches of the



socio-historical experience without education and without a teacher. The methods used by the teacher to track the pupils' cognitive activity have an impact on both the educational process and outcomes. As a result, in pedagogy, the teaching techniques are always seen as the teacher's work methods and the student's methods of cognitive activity, both of which are focused on the completion of

**In conclusion**, up-to-date technology is a pedagogical instrument that can fully replace human interaction, but when used with purpose, it can also enable children to take part in the speaking and correction processes. For the youngsters themselves, it is thought to be fascinating and helpful. Preschoolers nowadays desire quick communication and a graphical environment, but they are not averse to experimenting with cutting-edge smart technologies. Digital technologies are available for carrying out individualized pedagogical and remedial work due to the well-organized education, content, technology, and environment in which students engage with one another. The use of digital technology can aid children with their speech and early reading skills. As a result, speaking is extremely important for preschoolers' development. Therefore, in the cultivation of speech by a child of preschool age, it is considered important that the culture of speech of surrounding people as well as educators is developed. The most important feature of preschool children is the development of speech. Speech cultivation is planned correctly by the educator.

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