

TASKS OF IMPROVING THE SPEECH OF CHILDREN OF SMALL GROUP AGE IN PRESCHOOL EDUCATION

Khabibullayeva Sayorakhon Makhamadali qizi

Abstract. *Many children in preschool have speech and language disorders and a poor communication development, and the need for support is extensive. The aim was to find out if and how reading aloud and storytelling could enhance children's communication development, the study was interactionist. From 2 to 3 years, sentences extend to 4 and 5 words. Children can recognise and identify almost all common objects and pictures, as well as use pronouns (I, me, he, she) and some plurals. Strangers can understand most words. From 3 to 5 years, conversations become longer, and more abstract and complex. Preschoolers love to chat. At 3-5 years, children usually go from short sentences to complex questions and detailed stories. Play ideas to develop preschooler talking include chatting together, reciting nursery rhymes, reading and telling stories, and playing rhyming games. Talk with children, sing, and encourage imitation of sounds and gestures. Read to children. Start reading when your child is a baby. Look for age-appropriate soft or board books or picture books that encourage kids to look while you name the pictures.*

Key words: *Preschoolers, imitation of sounds, gestures, identity and creativity, passive vocabulary.*

Introduction. Concurrently with the rapid development in the digital society, the demand for a functional communication is evident already in childhood. All children, despite mother language or social background, have the right to get equal opportunities to acquire the language. Preschool and school have a key role in these respects and constitute the basis for children's language development. The goals for children's language learning and development in preschool are in short: to be able to differentiate shades of meaning in concepts, to develop the ability to listen, reflect and express their own views, to develop their use of spoken language, vocabulary and concepts, ask questions, and argue and communicate with others, to develop an interest in written language, understand symbols, pictures, texts and different media, and to develop their creative abilities. The goals are not intended to be used for assessment of children's development or learning. They are primarily directed to the preschool staff and are goals to strive for. Communication and speech and language development have been on the research agenda long time ago. It started with discussions related to heredity and environment, about the relationships between thought and language and the importance of experiences for meaningful thinking. Communication is a wide concept that includes both speech and language, and as it appears from the preschool curriculum, communication is a vital and thus prioritized goal area. The importance of being able to talk to people around, to understand what

they want to express, and to share their own experiences is stressed. Communication is a social activity based on interaction and means to share experiences, feelings and activities. It is based on participation and mutuality. The need for a functioning communication is decisive for a child's health and wellbeing. The interaction between the parents and the child (mother-child and father-child) starts already at birth. To conclude, early interaction is decisive for child development. The main reason for this is that there is no other period in childhood that contains that much learning as the first five years in life. However, many children need support to develop their communication, identity and creativity, and the stress should be on oral language experiences, which will help children learn and understand the relationship between the spoken and written language. A concept often used when talking about speech and language development is literacy. Briefly, literacy means the ability to read and write, but in this concept also other aspects of communication are included, such as interpretation of what people say and to interpret and understand a message. Literacy is thus a concept that is included in communication in a broader perspective. Today it is necessary to be able to express feelings, thoughts and preferences (what we feel, think and like), and consequently everybody needs a well-developed communication and a rich language. There is a variety of methods that can be used to stimulate children's language development. In this article, we focus on reading aloud and storytelling as a tool to stimulate communication. In congruence with many researchers, social play including reading aloud and storytelling is one of the most essential ways to stimulate children's literacy, speech and language development. It is well known that children with poor communication skills can develop both their active and passive vocabulary if they get the right kind of support. The study has an interactionist approach, where the social and cultural interaction between the children develop their communication and language in a natural setting, the preschool. The children had also started to make up stories and told their peers and they got opportunities to express themselves with their own words. This turned out to support the development of their fantasy and creativity.

Conclusion. Study shows that reading aloud and storytelling can be a pedagogical tool for child development. With a well-thought-out strategy reading aloud and storytelling will work as a tool. The preschool teachers said that they were aware of the fact that reading aloud and storytelling was effective to support communication and language development but they did not have a know-how strategy to conduct the idea, until they understood the meaning of research results and practice. It is, however, important to state that reading aloud and storytelling is not the only method that can be used to support.

REFERENCES:

1. Björklund, E. (2008). Att erövra litteracitet. Små barns kommunikativa möten med berättande, bilder, text och tecken i förskolan [To attain literacy. Young children's communicative meetings with story-telling, pictures, texts and signs in preschool] (Dissertation). Göteborg University, Sweden. [Google Scholar]
2. Brodin, J. (1991). Att tolka barns signaler. Gravyt utvecklingsstörda flerhandikappade barns lek och kommunikation [To interpret children's signals. Play and communication in children with profound and multiple disabilities] (Dissertation). Stockholm University, Department of education. [Google Scholar]
3. Brodin, J. (2018). It takes two to play. 'it takes two to play': Reflections on play in children with multiple disabilities. *Today's Children – Tomorrow's Parents*, 47–48, 28–39. [Google Scholar]

