



## FEATURES OF THE FORMATION OF THE PRONUNCIATION SIDE OF SPEECH AND SKILLS OF SELF- CONTROL OVER IT IN DEAF CHILDREN SENIOR PRESCHOOL AGE

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### ABSTRACT

*This article describes in detail the features of the formation of the pronunciation side of speech and self-control skills in deaf children of senior preschool age.*

The responsibility of providing early education to the youth of our country has been assumed by preschool educational institutions that are currently operating in our country. Training is the form of imparting knowledge in pre-school educational institutions. In the course of the training, the child's speech develops, its grammatical and phonetic aspects are polished, and its psychological and intellectual aspects develop as well as its language richness. Educational lessons are given to children according to 5 methods in pre-school educational institutions. It is no exaggeration to say that the most important of these is "Speech training". Because speech development not only increases the child's vocabulary, but also develops his communication skills, it is considered an important tool for the development of cognitive processes, including the child's thinking. Currently, higher demands are placed on the development of the speech of children of preschool age. Meeting these demands requires new research on speech development. Thus, at the current stage of pedagogic science, there are conflicts between the requirements for the development of the speech of older children of preschool age and the implementation of these requirements.

Formation and development of the science of children's speech development methodology. Preschool education creates the necessary organizational, methodological, psychological, and pedagogical conditions for raising healthy, mature children in all respects, preparing children for regular education at school helps parents. In recent years, special attention has been paid to improving the preschool education system, updating the content, form, tools and

methods of education. Article 11 of the Law of the Republic of Uzbekistan "On Education" states: "Preschool education has the goal of forming a child's personality in a healthy and mature way, prepared for studying at school. This education is carried out in the family, preschool educational institutions and other educational institutions, regardless of the form of ownership, until the age of six or seven years. The historically formed content of human experience is in verbal form generalized, and its description and mastering implies the participation of speech in this process. Speech is human to the child opens the way to all achievements of culture. In general, of the person and all basic mental processes (perception, thinking, etc.) The formation of is also related to the development of speech in a child. A special place of speech in the mental formation of a child makes it very important to know the conditions and factors that help its development at different stages. With the development of speech, the issue of moving forces is intense It is also important due to the fact that it occurs in the form of a jump. Stimulating speech development in children or to him Identifying the obstacles to this process is a clear goal is the key to organizing pedagogical influence.

Two aspects are distinguished in preschool children's acquisition of vocabulary: development of vocabulary (vocabulary) of the surrounding world together with understanding; mastering vocabulary as a language unit. They proved the need to work on words both in the logic of subject relations and relations, and in the logic of language. The most important stages of acquisition of speech correspond to preschool age. Based on this, special attention is currently being paid to the study of some stages in the development of speech. Scientists have realized that the pre-speech stage plays an important role and are analyzing it in detail. A.N. Leontev describes the process of speech development as follows: "the process of developing speech is not a process of quantitative changes expressed in the increase of the child's vocabulary and association of words, but a process of qualitative changes, because it is a process of development of thinking and consciousness. is a real process of development that covers all the functions, aspects and relations of the word in an internally connected manner".

All the child's achievements in acquiring the language system include fluent speech, which is considered as a meaningful, widespread thought that provides communication. It is distinguished by its content, logic and consistency. Fluent speech is an indicator of how well the child has mastered language, it reflects the level of the child's intellectual, aesthetic, and emotional development. The further development of the theory and methodology of the development of

monologic speech is characterized by the in-depth study of the characteristics of children's acquisition of various types of fluent speech and expression. The characteristics of explanatory speeches and sentences in the form of reasoning are studied, and a methodology for teaching children various types of monologues is created on its basis. The research of theoretical and empirical problems of teaching speech has the following general starting positions, arising from the following theoretical principles:

- education is of decisive importance in the development of preschool children's speech, especially in the conditions of the modern unfavorable speech environment;
- teaching speech is a creative process that does not conform to strict patterns such as "from... to..." and is determined by age laws of speech development and individual characteristics of the child;
- there should be a communicative approach based on the development of speech, in particular: mastering the mother tongue should be included in the activities of speech communication, educational conditions should be brought closer to natural communication conditions;
- the nature of interaction between an adult and a child in a teaching situation should be determined by the form of communication that is the leader for this child;
- it is necessary to work on the language within the framework of the structure of speech activity and taking into account all its components: exhortation-motivation, orientation-research, performance components;
- teaching speech should be based on children's independent activity in language learning and should be related to other types of children's activity.

Currently, the development of the problem of speech development of preschool children is being carried out based on these methodological conditions. In our republic, preschool education has already risen to the level of state policy. Therefore, any problem related to the first link of the education system is solved at the state level. In particular, educators of the preschool education system today have a basic program for preparing children for school, as well as teaching-methodical materials that have been highly rated in the experimental-testing process. This program covers various issues such as physical development of children, formation of speech and thinking, introduction to the environment. It is difficult to overestimate the importance of language development in all aspects of a child's life. A strong argument can be made for the central role of communication and language as key to life skills. In

the early years of formal education and school life, language skills based on effective verbal and non-verbal communication are the basis for learning and development. Growth in language and other important skills included reading, literacy and numeracy. In addition, the difficulty of communication and language development now is evidence of lifelong effects. Language skills are the best predictor of successful foreign education: language development in the first 2 years of elementary school predicts the characteristics of a child. Otherwise, difficulties in language learning are associated with educational failure: children with speech and language problems when they first step into school have the greatest difficulties with their literacy. Children with underdeveloped language are more likely to fail education at age 5 than at age 7.

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