



TOOLS FOR EDUCATING SOUND CULTURE IN PRE-SCHOOL CHILDREN'S SPEECH

Tursunova Feruzakhon Saidullayevna

*Fergana Region methodical center for
training pedagogues in new skills
Pre-school, primary and special education
teacher of the methodology department*

Abstract. *The article describes the basics of sound culture formation in children's speech in preschool education.*

Key words: *speech, sound, pronunciation, speech culture, sound culture*

In order for the speech of preschool children to develop well, to pronounce all sounds well, their nervous system, hearing and speech organs should be healthy. If a child can't hear well, he can't distinguish sounds from each other well, if his throat, nasal passages, and teeth are not healthy, he can't pronounce sounds and words clearly, his nervous system is unhealthy, if he is excitable, this will also have a negative effect on his speech. That is why it is necessary to create conditions for good development of the child's speech in preschool education.

There should always be peace in the group room; it is necessary to avoid making loud noises, playing with building materials, talking loudly, and turning up the radio. All this has a negative effect on the nervous system of the child, which has not yet been strengthened, makes the child tired, and also weakens the hearing acuity: the ear loses its sensitivity. As a result of hearing loud sounds for a long time, children become indifferent even to the teacher's loud words. It should also be said that absolute silence is impossible when children are sitting, of course, because children talk to each other when they play. But the educator should explain to them the need to keep peace, be an example to them with the gentleness and calmness of his speech, and teach them to speak without shouting or excessive hesitation.

If the children of the group are talking to each other in a normal voice, they should not be forced to speak more calmly, because they hear each other's words and the teacher's words well, and quickly perceive different sounds, words, and voices. The educator should pay attention to children's speech, teach them to speak clearly, clearly and without haste, as well as take care of children's ears, nose, teeth, and throat being clean and healthy.






In order to learn to speak correctly and cleanly in the mother tongue, children need to hear correct speech from those around them. Children often mispronounce sounds and words because adults speak to them incorrectly. One of the means of educating children's sound culture in speech is to educate visual speech while talking to the people around them, telling stories, reading poems. Adults should also be role models in educating children to use figurative speech, correct and calm tone. Then the child's ear gets used to and learns the correct visual intonation from a young age. On the one hand, imitating the intonation of those around you, and on the other hand, understanding the content and filling it with emotions, turns the child's speech into a figurative speech.

In order to educate children's sound culture in their speech, the teacher must first study their speech characteristics, identify their sound defects, and only then determine ways to correct it. Methods of checking children's speech: in order to properly plan the work with all the children in the group and with individual children, the educator should know the characteristics of the correct pronunciation of each child's sounds. For this, it is necessary to check how the child speaks from the day he arrives at the. Sound pronunciation is checked during a one-on-one conversation with a child, while playing with toddlers. For example, "Find what it's called?" in the process of playing the game, the educator shows the children pictures where the tested sounds come at the beginning, in the middle, and at the end of the word and asks: "Find it, what is it called?" For example: pen, fir tree, dove, tulip, pen, table, sage, calf, rooster, peach, cat, stone, teapot, goat, car, samovar, pen.

These words can be used to check the speech of 5-6-year-old children. If the children correctly say the name of the asked object, a plus sign (+) is put, and if they give an incorrect answer, the answer itself is written down. The test can also be performed by naming parts of the body and face. They are the following words: head, hair, forehead, eyebrow, tooth, tongue, eye, nose, face, lip, ear, neck, shoulder, arm, belly, finger, foot. If the educator examines 3-4 children every day, then within a week he will be able to get information about the state of sound pronunciation of the children in the group. This information will be filled in the process of observing children during their daily life.

Examination of sound culture in speech is conducted twice a year. The first inspection is carried out in September and October, and the second at the end of the school year when children are transferred to another group. If the child's speech has not developed much, he is monitored separately and work is carried out with him individually. One of the most important means of developing sound culture in





children's speech is the development of auditory speech. With the development of auditory speech, the child quickly and correctly learns speech, especially the sound structure of words. Correct perception of the sound structure of a word is an important condition for remembering it correctly.

Hearing speech develops very early in a child. A 2-3-week-old child begins some thermal reaction to speech and sound; At 5-6 months, he pays attention to intonation, and later to the rhythm of speech. By the age of 2, he hears all the sounds in his mother tongue and can distinguish them from each other. A 2-year-old child can be considered to have developed auditory speech, because he distinguishes all the sounds of the native language, and this level of auditory speech is sufficient for practical communication through speech, but not enough for learning to read and write.

REFERENCES:

1. Sabirdinov, A. (2019). Sketches to the novel “Night and day” by Chulpan. Scientific journal of the Fergana State University, 1(6), 119-120.
2. Sabirdinov, A. G. (2021). Interpretation of Characters in Utkir Hoshimov’s Story “Yanga”. International Journal of Multicultural and Multireligious Understanding, 8(6), 196-200.
3. Sabirdinov, A. (2020, December). ASKAR KASIMOV IN THE UZBEK POETRY OF THE XX CENTURY THE ROLE AND IMPORTANCE OF CREATION. In Конференции.
4. Sabirdinov, A. G. (2021). Interpretation of the banned period in the stories of Naim Karimov. Asian Journal of Multidimensional Research, 10(11), 4-91.
5. Сабирдинов, А. Г. (1993). Слово и образ в поэзии Айбека.
6. Oripova, G. (2019). UZBEK POETRY AND THE WORLD LITERATURE IN THE YEARS OF INDEPENDENCE. Scientific Journal of Polonia University, 32(1), 116-120.
7. Oripova Gulnoza Murodilovna. (2019). THE PECULIARITIES OF VAZN METER IN UZBEK POETRY OF THE INDEPENDENCE PERIOD. International Journal of Anglisticum. Literature, Linguistics and Interdisciplinary Studies. Volume: 8 /Issue:2/. – Macedonia, 2019. –P.33-39.
8. Murodilovna, O. G. (2020). Melody and musicality in Liryca. ACADEMICIA: An International Multidisciplinary Research Journal, 10(11), 656-664.



9. Oripova G. M., Tolibova M. T. Q. Composition Of Modern Uzbek Stories //The American Journal of Social Science and Education Innovations. – 2021. – T. 3. – №. 03. – С. 245-249.

10. Oripova, G. (2020, December). RHYTHM AND MYTHING IN LYRICAL GENRE. In Конференции.

11. Oripova, G. (2019) "Traditions of folk ballads and distinctiveness of uzbek poetry of independence period," Scientific journal of the Fergana State University: Vol. 2 , Article 12.

12. Oripova, G. M. (2021). Genesis And Essence Of Genre Concept. The American Journal of Social Science and Education Innovations, 3(12), 90-94.

13. Oripova, Gulnoza, & Ibrohimova, Gulchiroy (2022). SIROJIDDIN SAYYID IJODIDA MUMTOZ MUSHTARAKLIKLAR. International scientific journal of Biruni, 1 (2), 251-255.

14. Oripova, Gulnoza Murodilovna, Akhmadjonova, Okila Abdumalikovna, Kholmatov, Oybek Umarjon Ugli, & Muminova, Tabassum Siddigovna (2022). INTERPRETATION OF MOTHER IMAGE IN LITERATURE. International scientific journal of Biruni, 1 (2), 304-309.

15. Oripova, Gulnoza, & Alijanova, Maftuna Azimjon Qizi (2022). ASQAD MUXTORNING "CHINOR" ROMANIDA AYOL PORTRETINING BADIY-PSIXOLOGIK ASOSLARI. International scientific journal of Biruni, 1 (2), 221-226.

16. Oripova, Gulnoza Murodilovna, & Abdurasulova, Nafisa Abdumannob Qizi (2022). O'ZBEK NASRIDA URUSH MAVZUSI VA "YO'QOTILGAN AVLOD" MUAMMOSI. International scientific journal of Biruni, 1 (2), 213-220.

17. Oripova,, G. , & Mirzajonova,, G. (2023). TARIXIY SHAXSLAR TASVIRI VA MUALLIF MUNOSABATI. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (10), 411-415.

18. Oripova, Gulnoza, & Abdurasulova, Nafisa Abdumannob Qizi (2023). NABI JALOLIDDIN NASRIDA URUSH QATNASHCHILARI RUHIYATI TASVIRI. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (5), 495-501.

