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Drawing Up Stories Based On Drawings As A Means Of Developing Coherent Speech In Children Aged 5-7 Years

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ABSTRACT

This article discusses the role of organizing and conducting excursions and observations for the development of speech of preschool children in the conditions of modernization. About the ability of the teacher to plan and organize excursions and observations correctly for the development of coherent speech of children of senior preschool age and enrichment of their vocabulary. The use of various types and forms of excursions in training, allowing you to diversify its process. The more they are used by the teacher, the higher the interest of children. Only the right approach to the process of organizing and conducting excursions in the pre-school district will provide a high-quality result.

KEYWORDS

Excursion, observation, preschooler, senior preschool age, speech development, tasks, planning, vocabulary

INTRODUCTION

Creating conditions for the comprehensive development of preschool children, the widespread introduction of the state program "First step" and inclusive education, the development of educational materials, ensuring continuity of preschool and primary education will increase coverage, ensure equal

access of children to quality preschool education, which will affect all aspects of preschool educational activities, including the development of speech of preschool children. President Shavkat Mirziyoyev signed resolution PP-4312, which approved the Concept of development of the preschool

education system until 2030 and the roadmap for its implementation in 2019. The Concept defined the goals, objectives, priorities and stages of development of preschool education in the medium and long term. According to the Ministry of preschool education, the Concept provides for solving the problems of lack of qualified teaching staff, overloading of state kindergartens, inadequate material and technical condition and low percentage of provision of educational materials.

THE MAIN RESULTS AND FINDINGS

The connection between speech and mental development of children clearly appears in the formation of coherent speech, the development of their thinking, perception, and observation. What would be good, coherent to tell about something, you need to clearly imagine the object of the story (subject, event), be able to analyze the subject, select the main (for this situation of communication) properties and qualities, establish cause-and-effect, time and other relationships between objects and phenomena .

Speech development according to the requirements includes as a component the development of coherent, grammatically correct dialogic and monologue speech. Our coherent speech consists of two parts-a dialogue and a monologue. The building material for it is a dictionary and the development of the grammatical structure of speech, i.e. the ability to change words, combine them into sentences. Speech development is still the most relevant in preschool age.

However, at present, the problem of developing coherent speech in older preschool children has not been sufficiently studied in pedagogy, despite the traditional Declaration.

In the process of studying the problem of developing coherent speech in older preschoolers, there is a contradiction between the need to develop coherent speech in older preschool children and the lack of special pedagogical work on its development in PRE-school settings.

According to M. M. Alekseeva and B. I. Yashina, the development of coherent speech occurs gradually along with the development of thinking and is associated with the complication of children's activities and forms of communication with people around them. In the first year of life, in the preparatory period of speech development, in the process of emotional communication with an adult, the foundations of future coherent speech are laid. Of particular importance is the development of coherent speech. The development of vocabulary, mastery of grammatical forms, etc. are included in it as special moments.

Teachers and psychologists who study the problem of coherent speech development refer to the characteristic given to it by S. L. Rubinstein. This is the definition of situational and contextual speech.

Being sociable, overcoming taciturnity and shyness, helps the child to tell stories. However, the development of the formal side of speech should not be underestimated. Expanding and enriching the child's knowledge and ideas should be associated with the development of the ability to correctly Express them in speech.

The primary form of language existence is known to be oral speech. The Russian literary language has two main forms of existence: oral and written. The development of oral speech in preschool age is considered as one of the most important tasks for the further development of written speech. There are many similarities between spoken and written speech: both

forms are a means of communication, both require a well-known vocabulary, and in addition, you need to use a variety of ways to connect words within a sentence and ways to connect between sentences. Psychologists explain the connection between oral and written speech by the fact that both forms are based on internal speech, in which thought is formed.

In the development of children's speech and in the development of a child of preschool age, the factor of mental development of the child is assigned. The field of direct observation is pushed apart by drawings. The images and representations called by them are, of course, less vivid than those given by real life, but in any case they are incomparably more vivid and definite than the images called by the naked word. Drawing classes are held in all age groups. But while younger and middle-aged children learn to describe drawings based on questions from the teacher, in the senior and preparatory school groups, the main focus is on independent storytelling.

A preschool child likes to look at drawings and talks about them vividly and with interest. Great is his desire to share his impressions with others about what he sees. The task of the teacher is to teach the preschooler to start the story correctly on the chosen topic and convey it vividly, interestingly, logically sequentially.

Classes allow you to accumulate knowledge about subjects that are not always present in the daily life of the child. Any new drawing that tells about the next event in the life of familiar characters helps children master the skills of competent storytelling, and later competent construction of a monologue.

Of particular interest to kids are classes on the possibility of using ordinary objects in a new form. A simple example is plain paper. Children are always interested in how it turns into three-

dimensional toys. Even the kid himself can make them. Let him crumple the paper and wrap it with thread to make a ball. They can also be played, for example, to throw in a bucket or a target.

Older children can fold their own airplane or boat. But to do this, you need to show them consistently how they can be made. The kids' memory is quite good, so they will quickly make a new toy, and in the future they will make it independently, without the participation of their parents.

Drawing storytelling is based on indirect perception of the surrounding life. Drawing not only expands and deepens children's ideas about social and natural phenomena, but also affects the emotions of children, arouses interest in storytelling, encourages even the silent and shy to speak. In the process of learning, it is necessary to ensure that the child's story is understandable to the audience, i.e. that all its parts are interconnected and mutually conditioned. There are a number of requirements for storytelling drawings:

- The content of drawings should be interesting, understandable, and foster a positive attitude to the environment;
- The drawing should be highly artistic;
- Images of characters, animals, and other objects must be realistic;
- Conditional formalistic images are not always perceived by children;
- You should pay attention to the availability of not only the content, but also the image.

Drawings with excessive accumulation of details should not be, otherwise children are distracted from the main thing. Strong obscuration and reduction of objects causes them to be unrecognizable. Avoid excessive hatching and incompleteness of the drawing. Viewing and talking about its content is one of

the techniques that prepare children for telling stories based on drawings.

Thus, in the current socio-economic conditions, it is necessary to take into account the socio-educational potential of higher pedagogical education, which combines the leading factors in the formation of the personality of future teachers of preschool educational organizations – activity and connected communication, has a significant range of social openness, accelerates the process of interiorization of socially significant experience by a person, contributes to the formation of professional-value prosocial attitudes among future teachers, focuses on the implementation of the "prosocial vector" of higher education, which can bring the culture of human and pedagogical relations to a qualitatively new level, ensure the restoration of regional solidarity, people's awareness of their common interests with the interests of the region, country, fellow citizens, colleagues, and close people, their readiness for socially approved behavior, socially significant activity, collective actions, systematic mutual assistance and mutual support

In the process of reviewing, Dialogic speech develops: the ability to answer questions, justify your answers, ask questions yourself, and the vocabulary is activated and refined. Therefore, the purpose of the conversation on drawings is to bring children to the correct perception and understanding of the main content of drawings and at the same time, the development of Dialogic coherent speech. Typical methodological mistakes of the teacher are often predetermined by difficulties in children's perception and understanding of drawings: the lack of introductory conversation and stencil, template-based questions.

CONCLUSION

Stories based on a series of story drawings prepare children for creative storytelling on the subject of paintings, for inventing the beginning and end of the depicted episode. Writing different types of stories is the most difficult type of speech activity for children. Therefore, the teacher should gradually move from setting simple tasks to more complex, but at the same time feasible for children of this age. It is necessary to constantly consolidate the speech skills acquired by children, improve them and thus develop a coherent monologue speech of preschool children.

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