

## Methods of Developing Adult Speech Comprehension in Young Children

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### ABSTRACT

The article explores ways to improve the speech of preschool children and their understanding of adult speech.

**Keywords:** *speech, children's speech, active speech, sound, pronunciation, word meaning.*

### INTRODUCTION

The development of young children's speech and teaching them to understand and comprehend adult speech should begin at an early age.

This process is the expansion of the set of words in the child's speech that he understands the meaning of, which includes: 1) his name, the names of loved ones; 2) the name of clothing, furniture, utensils; 3) the name of the vehicle when traveling from one place to another; 4) names of familiar animals and plants; 5) know the names of their body, parts of the toy body (limbs, head, mouth, eyes, ears).

### RESULTS AND DISCUSSION

Words that denote simple actions in everyday life (lie down, sleep, sit, dress, go to play, etc.) are used in the process of play and exercise (turn off, put on, open, closure, etc.) the set of words that the child understands the meaning expands due to learning.

Active speech development is achieved by imitating sound combinations and words that are often heard by the child.

A child between the ages of 1 and 1 year and 6 months is able to repeat some intonations that express surprise, joy, protest, sadness, etc. (bowl, bed, table, teddy bear, doll, etc.), activating his vocabulary by saying words denoting familiar actions (get up, give it to me, let go, etc.). Children of this age also understand short stories, poems, and jokes; perform less complex tasks. Now, as the vocabulary expands, the child begins to actively use the words he or she has already understood and learned, repeating short sentences and individual sentences. When a child is 1 year and 6 months old, he tries to learn the quality, condition and functions of some things. But he can't tell the signs. That's why he needs the help of adults. For example, an adult (nurse-educator) says, "Look, I have a small cube, you have a big cube," "Here's an apple, it's red, it's sweet," and so on. When children are 1 year and 6 months old, they begin to understand what adults are saying about what happened. For example: Today, during the trip, the children fed the rabbits. Gulchehra gave the rabbit a carrot.

Gradually, the child begins to perform less complex tasks based on the speech instructions of adults. The task is to find the bed. Wrap the doll. "

When a child is 1 year and 6 months old, the number of words he pronounces reaches 30-40. (For example, "aunt", "grandmother", "uncle", "brother", "sister", etc.) In addition to these words, children have their own needs. they also learn the words needed for. Usually a child of this age repeats some words in pairs and with gestures. Such speech is called "situational speech" because only a person close to the child, that is, his mother or father, can explain the meaning of such speech. A characteristic feature of this period in the development of the child's speech is that the child can tell During this period, ie from 1 year to 1 year and 6 months of age, the active vocabulary of the child fills up very slowly. growth occurs on the basis of a better understanding of the words spoken to him. assimilates sentences.

The period from 1 year 6 months to 2 years is the second period of speech development. During this period, their speech comprehension skills far exceed their active speech development. As a result of the growth of imitation, the number of words spoken by two-year-olds increases to 200-300; words in their dictionary that mean people around them (girl, boy, aunt, aunt, uncle, aunt, grandmother, grandfather), at home and outside the house (in the garden) (in the yard, on the street), there are words that mean things that happen, some animals and plants, words that you see on a daily basis, and they are used in a dictionary. expands. Also, children of this age are on the table with the phrase {bowl; sut kosada; There; here) will have the ability to understand the meaning correctly and the ability to use them in their place will gradually develop. Eidi children can distinguish large and small things, distinguish colors (red, yellow, blue), and strive to know other qualities of things (clean, dirty, delicious, sweet, etc.). These features of a child's speech have a great influence on the enrichment and activation of the vocabulary. As children approach the age of two, their ability to generalize begins to take shape. This is a key feature that characterizes speech activity. For example, when a child is 10 months and 1 year old, he or she only shows the bowl he or she always eats when asked, "Where is the bowl?" shows bowls of different colors and sizes in response to the question. Recognizes bowls even from pictures.

A two-year-old also begins to understand the connections and relationships between objects. Therefore, adults need to draw children's attention to the interaction between objects and actions. For example, you need a pencil to draw on paper, a spoon to eat, and so on.

The child's speech becomes more meaningful. Whereas in the past his words only expressed his needs, now the naming service of speech is becoming more and more powerful. This child's "What's this?", "What's his name?" is evident in the questions

Now he is slowly expressing his wishes and demands through gestures. Older people imitate and repeat words and phrases, listen to songs, poems, fairy tales, sing some melodies and repeat some words. His speech is much more grammatically formed. He begins to use some pronouns (like me, you, we, me), trying to use forms (there, here), adjectives {big, small, good, bad, sweet) in their place does. They also begin to use action verbs correctly. In speech, the first conjunctions are formed from the preposition and the following sentence.

The child uses the usual words before imitating the sound (instead of saying "clock", he uses the clock as a dog, instead of "wow-wow", etc.).

The child will understand and answer the questions asked to him, and will be able to ask more questions to adults. Adults need to teach children to answer questions. To do this, ask the child a question and then answer it yourself.

For example, "Where is Alisher going? "He goes for a walk." The child repeats the adults' answers. Later, he will be able to answer such questions independently.

The second age of a child's life is an important period of his speech development. Therefore, in the whole system of the pedagogical process, special attention is paid to the development of speech. Influencing the development of a child's speech is the use of daily routine minutes, independent games, special exercises, exercises aimed at developing visual movements with objects. Adults (nurses-educators) need to properly organize communication with children under the age of two in the development of speech. There are many ways to communicate with a child. For example:

1. the name of the item is mentioned (here are socks, here are slippers, etc.);
2. asks to show where something is (where is the pocket of the shirt, where are the puppy's ears, where is the cat's tail, etc.);
3. explains the quality of items (big bear, small bear, sweet tea, hot water, cold water);
4. "Who is this?" - asks a question, gives a task to the child (show, bring, take, find, ask, etc.);
5. The child is given tasks that require active speech: ("Ask Kamil for a kitten", "Tell your aunt Sharifa that she is sleeping", etc.).

After giving such assignments, it is important to monitor their implementation. For this, "Did you say?", "Did you ask?" Use the question, "Did you do it?"

## CONCLUSION

Thus, the growth of children's speech at the age of 2 years has its own characteristics, and the "Kindergarten education program" allows children to learn speech, which is the main means of communication with others. encourage children to approach adults and other children in different ways, to ask questions, to express their wishes and requests, what they see and know in 2-3 sentences, to listen carefully to the speech of others, to express their words it is necessary to train them to comply with the requirements.

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