

MTT TURLI GURUHLARIDA NUTQ O‘STIRISH MASHG‘ULOTLARIDA XALQ OG‘ZAKI IJODINING KICHIK JANRLARI NAMUNALARIDAN FOYDALANISHNING ILMIY-NAZARIY ASOSLARI

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Annotatsiya. Ushbu maqolada maktabgacha yoshdan badiiy adabiyotga mehr qo‘yish, uni o‘qishga ko‘nikma hosil qilish va o‘z fikrlarini kerakli joyda to‘g‘ri ayta bilishi yuksak ma’naviyatlilikni, boy, go‘zal, ta’sirchan tilga ega bo‘lishni ta’minlash bayon etilgan. Og‘zaki nutqni o‘stirish bo‘yicha o‘tkaziladigan mashg‘ulotlarda asosan bolalarning so‘zlarni to‘g‘ri bog‘lash, qo‘shimchalarni o‘rinli ishlatish, tovushlar talaffuzi aniqligiga diqqat qilish muhim sanalishi izohlangan. Chunki so‘z orqali bola hayoti borasida muloqot qiladi, fikrlash doirasi kengayadi va tili ravon, aniq so‘zlashga moslashib boradi.

Kalit so‘zlar: davlat talablari, og‘zaki nutq, ertak va hikoyalar, komenskiy “Onalar maktabi”, maqollar, matallar, tez aytishlar, muloqot, fikr.

НАУЧНО-ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ ОБРАЗЦОВ МАЛЫХ ЖАНРОВ НАРОДНОГО УСТНОГО ТВОРЧЕСТВА НА ЗАНЯТИЯХ ПО РАЗВИТИЮ РЕЧИ В РАЗЛИЧНЫХ ГРУППАХ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЙ

Аннотация. В статье рассказывается о том, как привить любовь к художественной литературе с дошкольного возраста, развить навыки ее чтения, умения правильно и в нужном месте выражать свои мысли, обеспечивая высокую духовность и владение богатым, красивым и выразительным языком. Было разъяснено, что на занятиях по развитию устной речи детям важно обращать внимание на правильное связывание слов, уместное использование суффиксов, точность произношения звуков. Потому что с помощью слов ребенок рассказывает о своей жизни, расширяет свое мышление, а его речь становится более беглой и точной.

Ключевые слова: государственные требования, устная речь, сказки и рассказы, «Школа матерей» Коменского, пословицы, поговорки, афоризмы,

общение, мнение.

SCIENTIFIC AND THEORETICAL FOUNDATIONS OF THE USE OF SAMPLES OF SMALL GENRES OF FOLK ORAL ART IN SPEECH DEVELOPMENT CLASSES IN VARIOUS GROUPS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS

Abstract. This article describes how to develop a love for fiction from preschool age, develop the skills to read it, and be able to express one's thoughts correctly in the right place, ensuring high spirituality, rich, beautiful, and expressive language. It is explained that in classes on the development of oral speech, it is important for children to pay attention to the correct connection of words, the appropriate use of suffixes, and the accuracy of pronunciation of sounds. Because through words, the child communicates about his life, expands his thinking, and his language adapts to fluent, clear speech.

Key words: state requirements, oral speech, fairy tales and stories, Comenius's "School for Mothers", proverbs, sayings, aphorisms, communication, opinion.

One of the main directions of the State Requirements for the development of preschool children is preparation for speech, reading and literacy. This general task - "Preparation for speech, reading and literacy" classes are set the following specific tasks:

- teaching the correct pronunciation of sounds that are the basis of oral speech;
- gradually enriching, strengthening and activating the vocabulary;
- paying attention to the grammatically correct formation of oral speech;
- paying attention to the fluency of speech;
- speech preparation for school education.

In classes on the development of oral speech, it is important to pay attention to the correct linking of words, the appropriate use of suffixes, and the accuracy of pronunciation of sounds. In addition, attention is paid to ensuring that sentences do not consist only of simple sentences, to using compound sentences with their place, to improving the skills of correctly connecting word groups when speaking, in particular, the number to the noun, the adjective to the noun, the adjective to the verb, to the logical consistency of words, as well as to speaking fluently and telling stories independently. Teaching independent storytelling plays a large role in developing oral speech. In this, children are taught to compose stories based on events in their lives, looking at pictures

or on a topic suggested by the educator. The stories of children in the preparatory group should be connected in content, have a certain consistency, and be grammatically correct.

The educator's use of all methods and means in the upbringing of moral feelings in the child's personality serves to form moral qualities in preschool children. Fairy tales are of great historical, educational and educational importance. They have existed since ancient times, have been refined over the centuries, and have become modern, passing from language to language. The reason for the viability of fairy tales is also determined by their artistic perfection. In terms of content, various issues of life provide the thematic range of fairy tales. Their volume depends on the system of events expressed in the content, the solution of problems. No matter how much their significance is refined, they never lose their meaning, content, attractiveness, and most importantly, their educational and educational significance. This serves to convey the national culture of each people and nation to future generations through fairy tales for centuries.

A separate chapter in the “School of Mothers” is devoted to how to train children in speech. Comenius believed that it is necessary to make the same efforts to develop intelligence and speech. He viewed intelligence and speech as an organic combination. This is not accidental, because thanks to speech, the child expresses his thoughts and enters into communication with people around him, and by mastering speech, he comprehends the world around him. Speech and thinking develop in the child. He paid special attention to the development and upbringing of the senses, because without them it is impossible to successfully develop intelligence and speech. It is not for nothing that the great educator called the observance of this rule the “golden rule of didactics”. Comenius expressed another idea related to speech in the form of the requirement to teach the native language, to teach in the native language. Teaching the mother tongue in preschool age, according to Comenius, is, first of all, the development of speech from the first year of a child's life, the correct pronunciation of syllables and words, the syntactically correct construction of sentences, the correct naming of objects and the appropriate expression of thoughts.

To this end, Comenius advises parents to communicate with children correctly, without distorting the names of objects and words, to practice saying difficult and relatively long words for children, and to use a game method for this. Comenius's merit is that he was one of the first educators to pay attention to the role of poetry, fairy tales, proverbs and sayings, and rapid sayings in the development of children's speech, in the



assimilation of their native language with all its beauty and national characteristics. In order for children who are just beginning to speak to understand adult speech, they need to see the speaker's face and hand gestures, understand his questions, and answer them correctly, wrote Comenius. A mother's smile and outstretched hands, a nod, a raised eyebrow, a sad face, and a threatening finger - all this expresses the speaker's mood, which the child perceives and helps him understand the idea being expressed. These rhetorical gestures are very useful in communication, develop speech and thinking.

A preschooler gradually learns the words he hears, understands, remembers, and uses through information from his parents and peers, as well as through his own limited vocabulary, as he gradually gets to know his surroundings.

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