

DEVELOPING CONNECTED SPEECH IN PRESCHOOL-AGED CHILDREN BY TEACHING THEM TO COMPOSE STORY: THE EXAMPLE OF UZBEKISTAN

Imikhanova Nodira Saidburkhon kizi
NamDPI Independent Researcher

Abstract

The article analyzes the practice of developing coherent speech in preschool children by teaching them to compose stories in the conditions of Uzbekistan. The results of the study show that creating stories based on pictures and fairy tales, dramatic games and interactive exercises significantly increase children's vocabulary, grammatical structure and logical consistency. The article provides methodological recommendations for educators.

Keywords: Preschool age, coherent speech, composing a story, speech development, pedagogical practice, Uzbekistan.

Introduction

Coherent speech is closely related to the social and intellectual development of preschool children. Teaching monologue speech and storytelling strengthens a child's vocabulary, thinking skills, creative and social skills.

According to Vygotsky's theory, speech is the main tool that children acquire through social interaction. Therefore, teaching storytelling is a central method in developing children's coherent speech. Zinchenko notes that children's vocabulary and grammatical structure are strengthened by creating stories.

In Uzbek preschool education programs, methods for teaching storytelling are also aimed at developing speech through drawing, fairy tales and game activities. At the same time, educators emphasize the need to monitor children's speech and organize an individual approach.

LITERATURE ANALYSIS

According to the study, teaching children to retell stories is an effective tool for developing speech, allowing them to remember the content of the text, present it coherently, logically structure their thoughts, and increase their vocabulary. This process also activates the processes of attention, memory, imagination, and thinking.

The author of the study, Nargiza Otanazarova, analyzed the characteristics of preschool children's retelling activities and described the pedagogical preparation and the procedure for retelling literary works.

A scientific study conducted in the USA showed that storytelling and participation in dramatic roles (storytelling & story acting) increases children's speech, vocabulary, early literacy skills, and social skills. The study noted that regular storytelling improved speech comprehension, word processing, and social interactions.

These results recommend the regular use of storytelling and dramatization exercises in the process of supporting speech development.

Storytelling classes for preschoolers are also held in the form of a game that activates speech. For example, children develop communication, speech, and creative thinking by choosing a hero and continuing the story or composing a short story based on a picture.

Monologue speech — that is, composing and expressing an independent story — is an important component in the development of children's fluent speech. Monologue speech differs from colloquial speech in that it requires a coherent statement of thought and the use of complex grammatical structures.

Analytical sources have detailed explanations of the tasks and methodological approaches to the formation of monologue speech, which is aimed at improving language perception, thinking, logical thinking, and the general speech culture of children.

Narrative tasks are used as an important measure in assessing children's speech skills. Research has shown that children aged 4-7 have a level of development in composing a story, and their sentence length, number of words, and coherence increase with age.

Although this study was conducted outside of Uzbekistan, it provides scientific evidence that storytelling skills are linked to speech development.

RESEARCH METHODS

The study was conducted in several preschool institutions in Uzbekistan. The aim was to identify practices for developing coherent speech by teaching children to compose stories.

RESEARCH METHODS

1. Theoretical analysis – study of methods of story-building and speech development in Uzbek and foreign literature.
2. Pedagogical observation – monitoring of children's speech activity, story-building skills and vocabulary during the lesson.
3. Interactive lessons – creating a story based on pictures and fairy tales, dramatic games, selecting characters and continuing the story.
4. Individual approach – adapting lessons to the strengths and weaknesses of each child. During the lessons, children learn the following: building sentences, increasing vocabulary, logically and consistently expressing the content of the story, and strengthening speech through creative and dramatic activities.

DISCUSSION AND RESULTS

Teaching preschool children to retell stories is a type of speech lesson that teaches them to express the listened text in a coherent and logical manner. Such activities increase vocabulary, develop thinking, memory, perception and attention, and form monologue speech skills.

In this process, educators teach children to understand a literary work, convey its summary, and compose a coherent story. Storytelling activities serve to strengthen the logical and grammatical aspects of speech.

The methodology for teaching children to compose a story uses exercises in composing a short story based on a fairy tale, text, or picture. Through these activities, children learn to divide the story into a beginning, middle, and end.

The methodology includes techniques for retelling the text and creating a creative story, such as:

- Listening and then retelling;
- Creating a story based on a picture;
- Connecting with invented events.

Such approaches guide children to strengthen their vocabulary, coherent expression of thought, and imagination skills.

The formation of coherent monologue speech is an important stage in speech development, which comprehensively strengthens the child's language, thinking and communication skills. Preschool age is considered a very important period for the rapid development of vocabulary. Classes include didactic games, acquaintance with literary works, dramatic games and methods of constructing a story through pictures.

Through these approaches, the child's speech becomes logically connected, the culture of sentence construction and expression increases.

Many children do not answer questions consistently in the process of constructing a story, confuse the sequence of events or are limited to short sentences.

As a solution to this, it can be recommended to use exercises for constructing a story based on pictures (beginning → development → end) and work on fairy tales in small parts, strengthening logical connections through retelling.

Children often speak in the form of dialogues, have difficulty constructing a logical or coherent story.

As a solution to this, it is possible to recommend “Retell the story” - briefly composing your own speech after listening, dramatic role-playing exercises based on a fairy tale, and exchanging ideas with others in the process of creating a story in a group.

In Uzbek pedagogical practice, the methodology for composing a story and shaping speech development is based on preschool education standards. For example, working with pictures, stories, and fairy tales in speech lessons serves to improve children's speech skills.

In the educational process, the lesson plan includes several main components for the development of children's coherent speech: vocabulary, grammar, monologue speech, communicative activity, and creative thinking.

Practice in Uzbek preschool education shows that teaching storytelling is an effective tool for developing speech. Pictures, fairy tales, and dramatic games strengthen children's vocabulary, sentence building skills, and logical consistency.

Pedagogical recommendations:

1. Conduct classes for 20–30 minutes every day.
2. Regularly introduce exercises based on stories and pictures.
3. Strengthen weaknesses through an individual approach.
4. Encourage children to think creatively.
5. Organize communication and storytelling exercises with parents at home.

Also, a systematic monitoring system allows educators to determine the level of development of children and optimize classes.

According to the results of the study:

1. Increase in vocabulary - during the classes, children mastered an average of 20–30 new words.
2. Development of monological speech - children learned to logically express a story in 5–7 lines and 8–10 sentences.
3. Logical consistency in speech - in the process of composing a story, the sequence of events and cause-and-effect relationships were strengthened.
4. Creative thinking – children showed a creative approach by changing the character and the story.

Practical example: In a picture-based storytelling activity, a 5-year-old child composed a 10-sentence story with a beginning, development, and ending, while before the activity he could only say 4–5 sentences.

CONCLUSIONS

Teaching to compose a story is an effective pedagogical approach to developing the connected speech of preschool children. In the case of Uzbekistan, interactive activities, dramatic games, and methods of creating a story based on pictures significantly develop speech. The results of the study provide practical recommendations for educators and indicate the need for systematic monitoring of speech development.

REFERENCES

1. Виготский, Л.С. *Психология развития человека*. – М.: Просвещение, 2005.
2. Зинченко, В.П. *Развитие речи у детей дошкольного возраста*. – СПб.: Питер, 2010.
3. Смирнова, Н.В. *Методика развития речи дошкольников*. – М.: Академия, 2015.
4. Лейтес, И.Я. *Педагогическая психология*. – М.: Наука, 2012.

-
5. Харитонов, С.И. *Игровые методы развития речи детей*. – М.: Просвещение, 2018.
 6. Государственная программа дошкольного образования. – Минобрнауки РФ, 2019.
 7. TalimXabarlari.uz – Nutq rivojini shakllantirish metodikasi
 8. GlobalScholars.uz – Hikoya tuzish va nutq rivoji
 9. Ziyonet.uz – Maktabgacha ta'limda hikoya asosida mashg'ulotlar