

## THE GROWTH OF SPEECH IN PRESCHOOL CHILDREN IS AN IMPORTANT FACTOR IN THEIR SOCIO-EMOTIONAL DEVELOPMENT

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**Annotation:** In this article, the favorable conditions created for the development of public-private partnership in the field of preschool education have become a solid foundation for further increasing the number of non-governmental preschool institutions and expanding the range of services they provide. At the same time, the analysis considered the mechanisms for providing children with pre-school education, filling preschool institutions with modern teaching materials and literature, qualified teachers and reforming the management system. One of the important conditions for this is the further improvement of the pre-school education system, ensuring equal access to quality pre-school education for children, the development of the private sector of pre-school education services, as well as Mechanisms for the development of scientifically based conclusions and recommendations on the implementation of measures set out in Resolution No. 3955.

**Keywords:** preschool education, child, speech, modernization, pedagogy, management, professional activity, vocational education, the world of modern professions, professional specialization, education, master, skill, teacher-student, educator, psychologist.

Over the past period, a large-scale work has been carried out in our country to create an effective system of preschool education aimed at bringing up the younger generation in a healthy and comprehensive maturity, the introduction of effective forms and methods of education and upbringing. The favorable conditions created for the development of public-private partnership in the field of preschool education have laid a solid foundation for further increasing the number of non-governmental preschool educational institutions and expanding the range of services they provide. At the same time, the analysis shows the need to ensure the coverage of children with preschool education, to fill preschool institutions with modern teaching materials and literature, to attract qualified teachers and management staff to the field.

The main idea of the Uzbek people on the path of national development, which has entered the XXI century, is to build a free and prosperous homeland, a free and prosperous life. Of course, in the implementation of this idea, along with the political, economic and social directions, the issue of raising a harmoniously developed generation, the growth of their speech also plays an important role. The role of individual approaches at each stage of education in carrying out this leadership task is invaluable. One of them is that the activities with preschool children are planned to be carried out in accordance with specific norms.

In order to further improve the system of preschool education, ensure equal access to quality preschool education for children, the development of the private sector of preschool education, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated September 30, 2018 No PP-3955 :

The concept of development of the preschool education system of the Republic of Uzbekistan until 2030 was adopted. The third chapter of this concept is entitled "Goals and priorities for the development of the preschool education system" and includes the following. That is, the purpose of this Concept is to develop mechanisms for the use of quality preschool education, which is an important resource for the development of all areas of life and activity of the child. The priorities for the development of the preschool education system are:

1. Further improvement of the regulatory framework in the field of preschool education;
2. Creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children;
3. Increasing the coverage of children with quality preschool education, ensuring equal access to it, development of public-private partnership in this area;
4. Introduction of innovations, advanced pedagogical and information and communication technologies in the system of preschool education;
5. Improving the management system of preschool education, ensuring transparency and efficiency of financing the activities of preschool education institutions;
6. Introduce completely new approaches to the training, retraining, advanced training, selection and development of staff in the preschool education system;
7. Providing children with healthy and balanced food, quality medical care in preschool institutions.

On the basis of this concept, the order of the Minister of Preschool Education (registered on 3.07.2018 No. 3032) approved the state requirements for the development of primary and preschool children. It is this order that sets the norms for the development of children in preschool education. That is, a system of requirements for the comprehensive development, education and preparation of young children for school education has been established. Its main purpose is to bring up an intellectually developed and spiritually perfect person. The “ideal” developmental indicators of children from birth to 7 years of age for each age and the actions of adults that allow it (exercise, provision of toys, joint games, encouragement of children, etc.) are identified.

The system of requirements consists of 5 main areas of development, each of which is divided into sub-areas. Expected indicators for each small area of development, that is, what the child should be able to achieve at his age. See table.

<b>A key area of child development</b>	<b>Small areas of development</b>
1. Physical development and the formation of a healthy lifestyle	<ul style="list-style-type: none"> <li>• • Large motor skills</li> <li>• • fine motor skills</li> <li>• • sensomotor</li> <li>• • Healthy lifestyle and safety</li> </ul>
2. Socio-emotional development	<ul style="list-style-type: none"> <li>• • The concept of ‘I’</li> <li>• • Emotions and their management</li> <li>• • Socialization, communication with adults and peers</li> </ul>
3. Speech, communication, reading and writing skills	<ul style="list-style-type: none"> <li>• • nutq vat il</li> <li>• • reading skills</li> <li>• • fine motor skills of the fingers</li> </ul>
4. Development of the cognitive process	<ul style="list-style-type: none"> <li>• • intellectual-cognitive skills</li> <li>• • elementary mathematical skills</li> <li>• • Research-cognitive and effective reflexive activity</li> </ul>

5. Creative development	<ul style="list-style-type: none"><li>• Artistic imagination of the world</li><li>• artistic and creative abilities</li></ul>
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The following basic principles have been identified in the process of raising young children:

- The uniqueness of each child;
- The concept of "I" - the application of a system of clear perceptions of the child about himself;
- The importance of protecting and ensuring the rights of the child;
- The main role of adults in the upbringing and development of children;
- Approach each child on the basis of individual variability.

To develop children's mental process, it is necessary to cultivate their speech: The child's ability to understand the meaning of each word should be appropriate to express it freely in his speech. A child who adapts to a system of concepts learns to summarize and express his or her thoughts. Exhibitions that serve to enhance speech are not enough. The main reason for this is that a speech development system based on the scientific and methodological literature has not yet been developed. Yusuf Khas Hajib, Ahmad Yugnaki, Imam al-Bukhari, who made a great contribution to the development of speech culture. In the works of such great geniuses as Imam al-Termizi, Abdurahman Jami, Alisher Navoi, Rudaki, speech and its importance in human life and activity are expressed in free examples. Behbudi, Fitrat, Qori-Niyazi, Munavvar Qori, Saidrasul Saidazizov also expressed their valuable views on what to pay attention to in the development of children's speech in their works. An analysis of the literature on the research topic shows that the problems of oral speech formation in preschool children are reflected in the work of many psychologists and educators. For example, Aydarova, Blonsky, Vygotsky LS, Gvozdev AN, Galperin P.Ya, Davletshin G, Jenkin NI, Zankov VL, Ilyasov II, Rubinstein SL, among others. A number of scientists and practitioners have also conducted research in this regard. In particular, Askarova M., Abdullaev Y., Abdurahmonova E., Abdullaeva K., A'lainova M., Botirov O., Valieva M., Dolimov S., Zunnunov A., Inagamova R., Muminova L., Niyozmetova T., Rasulov I., Safarova R., Turdiev B., Urikboev V., Umarova M., Fuzailov S., Khojiev A., Khudoiberganova N., Sharofiddinov O., Yusupov M., Gulomov A., Kasimova and others in their research developed clear and useful ideas about oral and written speech development, spoken speech, speech culture.

The development of a child's speech depends in many ways on his psyche, healthy, vibrant growth. Ethical qualities depend on ensuring the standard execution of the curriculum, the similarity of the manuals. These issues need to be addressed in pre-school education and focused on educating them to be fluent in their mother tongue.

The problem of education and upbringing has existed since time immemorial. It has been considered in the works of medieval Western and Eastern thinkers. The great thinkers of that time Abu Nasr al-Farabi, Abu Rayhan Beruni, Abu Ali ibn Sino, Yusuf Khas Hajib, Ahmad Yugnaki, Jalaliddin Dovani, Alisher Navoi and others made invaluable contributions to world science, culture and education despite the feudal oppression and fierce opposition of the clergy.

It is necessary to study the experience of the past in establishing their relations in order to further strengthen its educational impact on young people, not only to restore a number of forms and methods of folk pedagogy, but also to understand the objective general social laws governing the formation of personality. The encyclopedic thinker of the Middle East, Abu Nasr al-Farabi (873-950),

placed at the center of his socio-political teachings the ways and means of improving man in all respects, leading them to general happiness, which shows that his worldview has a universal basis. Such goals are the main content of Farabi's views on the upbringing and education of the individual, his improvement and his active role in solving social problems. In his view, education and upbringing can be done in the family, in the school with the help of a teacher, and in a society based on goodness with the help of his leader. According to Farabi, education is the foundation not only of intellectual development, but also of spiritual development in general, including moral development. Education and upbringing are interrelated and are different ways of bringing a person to spiritual maturity. Farabi paid special attention to the regulation of social education, its management. He concludes that labor activity is an important means of education. Abu Rayhan Beruni (c. 971 - c. 1050) went down in history as an encyclopedic scholar. He believed that it was necessary to separate science from religion, otherwise, in his view, scientific knowledge could not be true. The scholar's critical attitude toward religion in many ways also determined his attitude toward upbringing and education. In his works, Beruni emphasized that education should be continuous, demonstrative, goal-oriented and should be conducted on the basis of a certain system. Beruni believed that a person is formed in the process of upbringing in a young man. In this he gave a special place to labor. Beruni's views were limited in that he, like many other scholars of the time, knew that science and knowledge were of absolute importance in the development of society. But the very idea of the importance of science, knowledge, labor, was correct. Beruni himself considered learning to be a labor that required strength, time, and patience. Ibn Sin (980 - 1037) took a creative approach to pedagogical issues. He demonstrated a deep knowledge of the nature of the child not only as a physician but also as a mature educator. Many of the scholar's ideas about educating and nurturing children are astonishing in their depth, imbued with the spirit of humanity, and their correct interpretation of a complex problem such as upbringing. The content of education and training proposed by Ibn Sina includes mental education, physical fitness, aesthetic education, moral education and vocational training. Ibn Sina had a very deep understanding of all the hardships and complexities of child rearing. The issues raised in the section "On education" of the "Laws of Medicine" are clearly addressed, valuable ideas on the upbringing of the child's character are expressed. In the scientific and pedagogical work of Ibn Sina, special attention is paid to family upbringing, and the main role is given to the head of the family - the father. Ibn Sina explains why a child should be brought up by his mother and not by his father. In her opinion, the mother of a child is more emotional in the upbringing of her child and cannot choose the right path in the upbringing of the child. Ibn Sina sets clear tasks for the educator: he must know exactly when he can punish or encourage his student. Ibn Sina calls for respect for the child's personality, the study of his interests, taking into account the natural age characteristics of the child. He tried to break it down into periods according to age. Adolescence was divided into five periods: infancy (the period from birth to walking); childhood (after walking); the period after the body has hardened and the teeth have erupted; adolescence and puberty; adolescence (the period before growth stops). Ibn Sina understood all the complexities and difficulties of child rearing. He objected to the excessive use of corporal punishment. In his opinion, in order to successfully carry out upbringing as in the brochure, it is necessary to treat children humanely. The educator himself must respect the child's personality, love him, and have a good relationship with the child. Ibn Sina deeply understood the importance of the educational factor and highly valued the importance of the positive factor, considering it as one of the main means of education. Yusuf Khas Hajib (c. 1021), like many other medieval scholars, made a significant contribution to the cultural development of the Muslim Eastern peoples. One of the first didactic works of the East "Gifts of the pious" (XII century) considered the problems of moral education. His views on moderation and etiquette in speech are still relevant today: "Listen to the words of an enlightened person. The main thing in the rules of education is the

language, it must be taken care of. A well-spoken person deserves respect, and a poisoned person deserves to be hated.

5. The Russian pedagogue K.D. Ushinsky (1824-1870) is the founder of Russian bourgeois-democratic pedagogy, in particular, preschool pedagogy. He linked the issues of theory and practice of preschool education with the problem of primary education. The main guiding idea of the Ushinsky pedagogical system is the idea of international education, in which he understands the uniqueness of each nation, which is associated with the historical, natural conditions in which he lives and works. Ushinsky recognized the mother tongue as the best expression of internationalism and believed that the mother tongue should play a key role in education and upbringing. The doctrine that the mother tongue is the main source of the child's spiritual development, the essence of language and its formation occupies one of the central places in the pedagogical teachings of K.D. Ushinsky and serves as a basis for understanding its methodological system. K.D. Ushinsky formulated three main goals of primary education of the native language:

6. Development of vocabulary;

7. To teach the child to use the best forms of the mother tongue to express ideas, to involve children in the "acquisition of the riches of the mother tongue."

8. To study the laws of language, its grammar.

9. K.D. Ushinsky's teaching on language and its role in the spiritual formation of the child is important for distinguishing the methodology of speech development as an independent science.

10. Theoretical bases of the doctrine-methodology about language, its origin are developed; its role in the development of each person was demonstrated, which made it possible to justify the leading role of the mother tongue in the development and upbringing of children.

11. Children's speech development work is divided into a separate section as work that begins before school education.

12. The development of children's speech is seen as a process of mastering the child's long-lasting mother tongue, its content and forms. This complex process requires proper and active guidance by the teacher.

13. The main rules of guiding the process of teaching the native language:

14. objectives of primary mother tongue teaching; the content and form of their implementation; the importance of visualization in speech development has been developed and justified.

15. Methods of work are shown to ensure the development of the child's speech along with his thinking, spiritual and aesthetic feelings.

The approach to the problem of speech teaching has been developed by educators, psychologists and methodologists (L.S. Vygotsky, L.A. Wenger, P.Ya. Galperin, V.V.Davidov, A.V.Zaporozhets, N.N.Poddyakov, A.P. Usova, E.A. Flerina et al.) Are determined by the basic general psychological positions justified in their fundamental research. These studies do not look at teaching and development in the same way, but at the same time emphasize the leading role of teaching in helping students develop tools and methods to find their way in a being that creates a 'close development zone' (L. Vygotsky). The problem of speech teaching has always been and will remain one of the leading problems of preschool didactics. The role of teaching in the child's acquisition of the mother tongue has been repeatedly emphasized by Eastern (Ibn Sino, Alisher Navoi and others) and Western (Ya.A. Comenius and others) thinkers, as well as K.D. Ushinsky, E.I. Tikheeva, A. P.Usova, noted by L.A.Penevsky. Ibn Sina taught that it is necessary to talk to children calmly and without touching his

person, without shouting, and to start the conversation with stories and legends. Alisher Navoi expressed words, speech and their importance in human life in a highly artistic way through images.

Comenius, based on the idea of the comprehensive development of natural ability, set from the earliest age such tasks as teaching children to know, to move, to speak. He believed that the same care should be taken about the development of 'mind and speech'. Because the child expresses his thoughts through speech and communicates with those around him, by mastering speech he understands the world around him, and as a result of communicating with other children the child develops speech and thinking. K.D. Ushinsky put forward the thesis that the teaching of the mother tongue in primary education "constitutes the main, central subject." In his view, "a child may not be able to assimilate this vast heritage for a long time, but never - it may not really be his spiritual treasure." EI Tikheeva was the first of KD Ushinsky's followers to use the term "language teaching" in relation to preschool age. In his opinion, the basis of the system of educational work in kindergarten should be the regular teaching of the native language from the first age, which he considered one of the main tasks of kindergarten. E.A. Flerina also made a huge contribution to solving the problem of mother tongue teaching. He used the term 'teaching' in a broad sense to describe the pedagogical influence of adults on children. Based on this understanding of education in this sense, he distinguished three forms of it: teaching in the daily life of the child, during his various activities; group lessons organized at the request of children; Compulsory classes in which "one or another educational task is assigned to the whole group." E.A. Flerina warns of the dangers of 'narrowly addressing the problem of preschool education', emphasizing the uniqueness of preschool education: they learn through the passage of time. " He has given priority to art in his educational system and its use in various types of activities, including artistic and speech activities, to develop the child's potential. AP Usova developed a general theory of teaching in kindergarten, in which a special place was given to the teaching of the mother tongue. In his view, the educational process itself serves as a guarantee of proper speech development because "it introduces into the speech development of children such qualities that they usually develop poorly under normal conditions". If the laws of speech development in education are properly taken into account, it will ensure the optimal development of speech in all children, believes A.P.Usova. He emphasized the development of children's ability to tell a story that is difficult for them to master independently. A.P.Usova believed that in order to master the program in the native language, it is necessary to conduct classes with all children. At the same time, he has also done a lot of work to develop training methods.

The structure of work on teaching the native language in kindergarten was developed by L.A. Penevsky. It included: children's mastery of the dictionary in their native language and its grammatical structure; formation of oral literary speech and mastering the sound system of the language; teaching storytelling. Although, in the opinion of L.A. Penevsky, "the content of a given language is not decisive", "as a result of preschool education children learn to speak correctly, purely and expressively in their native language, have a rich vocabulary, fluent and they have to be able to tell what they have learned from a consistent story. "

In recent years, research on the problem of teaching speech in the native language to preschool children has been conducted in terms of defining the content of work and looking for ways to improve teaching methods. The researchers 'main focus was on the content and methodology of speech training, which gradually led to a narrowing of the concept of ' speech teaching 'warned by E.A. Flerina, and an increase in the importance of specific speech development exercises in practice. In the 60s and 70s, the study of children's speech development became more active. The Speech Development Laboratory was established at the Research Institute of Preschool Education of the Academy of Pedagogical Sciences of the RSFSR. His team studied the scientific and methodological

bases of teaching speech at different ages (F.A. Sokhin, O.S. Ushakova, etc.). In addition, teaching communication due to communication problems (A.V.Zaporozhets, A.A.Leontev, M.I.Lisina, A.K.Markova, A.G.Russkaya, etc.); formation of analytical attitude to language and speech (L.I.Aydarova, L.E.Jurova, S.N.Karpova, D.B.Elkonin, etc.); the issues of joint development of speech activity with all its components (A.M.Bogush, A.A.Leontev, A.I.Polozov, V.I.Yashina, etc.) were actively developed. An analysis of the literature has shown that the need to teach speech to preschool children has already been proven in the science of pedagogy, leaving no room for doubt. Currently, work is underway to find an optimal form of organization of children's education that will ensure a high level of mental and speech development of children, the formation of their language skills. Theoretical and practical research addresses issues about the content and forms of such training. Scientific schools, alternative (alternative) programs of advanced practical experience differ in these aspects. The search for new content and forms of organization of mother tongue teaching intensified in the late 80's, as by this time the educational-disciplinary model of organizing the pedagogical process in kindergartens, first of all in the formal, subject-object relationship with children, was sharply criticized. This relationship is very significant in the content and form of frontal training. As a result of the analysis of those facts mentioned in the critical order, it is possible to point out the main directions of negative evaluation of lessons as the main form of teaching in kindergarten:

- In the process of teaching in the classroom, the educator's attention is focused only on this, to the detriment of other activities of children;
- The emphasis on discipline-based teaching leads to the formalization of the educator's relationship with children;
- Children are offered a large amount of specific knowledge provided on the basis of strict program documents;
- In the vast majority of cases, classes are held only in the name, which does not allow to ensure the activity of all children;
- Classes usually use a school form of organization, which is less accessible for preschool children due to insufficient formation of involuntary behavior;
- Low efficiency of training due to the above reasons, as well as the lack of topical tasks of axillary and developmental.

These shortcomings of the preschool education system in the teaching of the mother tongue were manifested in the following: teaching the mother tongue in the classroom often consists of the collection of language tools, mastering language units, which is not aimed at solving communicative activities. Speech does not have the motivation that arises if the child's speech is considered in the context of communication activities, the conditions of teaching speech often differ from the conditions of natural communication: there is no interlocutor (only the teacher who asks questions, instructions, evaluative conclusions); (sitting too close to each other around the table) does not fit, etc.

These negative features of the speech teaching process have been identified by educators and psychologists as a result of existing practice, and it has been recognized as fair. At the same time, frontal speech training is a more economical form of learning, which is aimed at solving didactic and educational tasks; it can be effective in overcoming the above-mentioned disadvantages: if it is based on play, communicative and cognitive motivation, in a domineering environment, when the methods of organizing children change (e.g. sitting in a circle around a table, sitting on a rug, moving in a group, etc.) , are subjective methods of interaction between the subject-educator and children when using methods to accelerate the speech activity of children seeking to learn. Practice shows that

negative situations can be minimized by pedagogical skills that know the theoretical foundations of speech development methodology and specific methods of pedagogical guidance, as well as in collaboration with educators. In the literature, training options have been developed that have been successfully applied in practice by educators who are free of many of the negative features mentioned above and who are positive. In particular, the basis of the training developed by researchers of the Laboratory of Children's Speech Development of the Research Institute of Preschool Education is a comprehensive approach to solving various tasks of speech development. The content and sequence of the tasks offered to the children in these sessions make it natural for the child to make the transition to fluent thinking. However, even if the factors that increase the effectiveness of speech training are taken into account to the greatest extent, this form of learning is not always suitable for the tasks of developing interpersonal communication between educators and children and between children. Even when the educator communicates with children in a very democratic way in the classroom, the "power" of adults is suppressed (and this is appropriate in terms of leadership of didactic tasks). Children's behavior is regulated, and in doing so, adults emerge as initiators of communication. Therefore, the search for solutions to the problems of speech and speech communication development continues. In this regard, the "developmental dialogues" developed by LI Aydarova, the "dialogue lessons" proposed by AG Arushanova are interesting.

An analysis of the different approaches to mother tongue teaching to preschool children has shown that the study of theoretical and practical problems of speech teaching has a common starting point arising from the recognition of the following theoretical principles: education is a solution in preschool children's speech development important; speech teaching is a creative process that does not accept strict restrictions, such as "from... to...", which are determined by the age laws of speech development and the specific characteristics of the child; The basis of speech teaching should be a communicative approach, in particular: language learning should be included in the activities of speech communication, the conditions of education should be closer to the conditions of natural communication; the nature of the adult's interaction with the child during training should be determined by the form of communication that is leading for that child; work on language should be carried out within the framework of its structure, taking into account all the components of speech activity, ie: motivation, purpose-research, performance components; speech teaching should be based on children's independent activities in language acquisition and be linked to other types of child activities.

The study of the problem of teaching speech to preschool children continues in accordance with the above methodological guidelines. Analysis of psychological and pedagogical research in the field of speech development of preschool children and teaching them their mother tongue allows us to conclude that speech development is a very complex and multifactorial process of mastering the socio-historical experience that plays a central role in a child's individual development. It is not a spontaneous process, but a creative process that offers pedagogical guidance. The educator who manages the child's speech development process must know the laws, mechanisms and features of this process at different ages, be able to see the individual characteristics of speech development and choose the most effective ways to influence the child's speech, taking into account the child's specific characteristics. An analysis of the phenomenon of "child speech development" itself and the process of its management leads to the conclusion that educators need special training to work in the field of speech development of preschool children. The development of a child's speech depends in many ways on his psyche, healthy, vibrant growth. Their moral qualities depend on the fact that they ensure the proper execution of the curriculum, the similarity of the instructions. These issues need to be addressed in pre-school education and focused on educating them to be fluent in their mother tongue.

Uzbek scientists, educators and writers have attached great importance to the development of enlightenment, education and science as a means of improving the welfare of society. Uzbek scholars and writers of this period became acquainted with Russian classical literature and culture, studied the Russian language and became their active promoters in Central Asia. At their initiative, schools of the new method were opened, in which secular sciences were taught; special attention is paid to the education of Uzbek girls. They create new textbooks for schools. They have made a great contribution to the training of national scientific and pedagogical personnel, intellectuals. The whole literary work and pedagogical activity of Uzbek writers is aimed at imparting in-depth knowledge to students, educating them morally and decently, developing the theory and practice of pedagogical science.

Speech development in preschool children is a complex psychological process, not just the imitation of the speech the child hears. This process is associated with the development of communication activities in children in general and, above all, the need for communication. The child's focus on new aspects of existence: the transition from practical activities to the study of the world, and then people, their relationships, creates the need for new means of communication that serve new goals. Expanding a child's vocabulary allows him or her to master a broader and more diverse expression of his or her own experiences. For modern and full development of speech, interaction with the people around should enrich the structure of the child's need for communication. The reason why children master speech is that the basis of their communication activities is need-motivation, the structure of which has changed. In the verbal stage, the child develops slurred speech. The main significance of the period to this stage is that within it the necessary conditions for the transition to the next stage - the stage of the emergence of active speech. In the second stage of a child's active speech acquisition, three main aspects emerge: emotional relationships; relations during joint activity (cooperation); sound relationship. Every aspect of a child's communication with adults under consideration helps him or her accept the communicative task that is placed before him or her and requires the use of the word as a conditionally accepted means of mutual understanding in society. In addition, each aspect of the communicative factor under consideration, to one degree or another, helps children to solve a communicative task, that is, to use speech. In the third stage of speech development, its matter (vocabulary and grammar) becomes integral to the child's need for communication with adults and its composition, changing the function of communication. This leads to the child mastering new, more complex and comprehensive aspects of speech.

The fact that speech plays a crucial role in the spiritual formation of a child further increases the importance of the conditions and factors that contribute to his development at different stages. The question of the driving forces of speech development is also of particular importance because of their rapid and sudden realization. Identifying the forces that stimulate or slow down children's speech development is key to organizing pedagogical efforts with a clear goal in mind in this process. One of the main tasks of kindergarten is to form their correct oral speech as a result of children mastering the literary language of their people. This general task consists of the following special tasks: to cultivate the sound culture of speech, to enrich, strengthen and activate the vocabulary, to improve the grammatical correctness of speech, to form oral (dialogic) speech, to develop fluent speech, to cultivate interest in artistic speech, to prepare for literacy. Children's speech development should be based on an appropriate program. This program defines the scope of knowledge about the environment and the volume of vocabulary, speech skills and abilities that should be formed in children at each age, which should include the development of certain personality traits (initiative, politeness, greeting, moderation). The speech development program is built on a scientific basis, with all its content aimed at the comprehensive development of the child's personality. Speech development programs take place in forms of child activity such as learning, play, work, and everyday life.

In the context of community upbringing, education is the leading means of shaping a child's speech. Native language teaching is a process of developing children's cognitive abilities with a planned, clear goal, mastering their simplest knowledge of the environment and the relevant vocabulary, and developing speaking skills and abilities. The main form of teaching preschool children is lessons. Classes on teaching children their mother tongue should be conducted in each group, taking into account the age of the children and the level of speech development of each child. Because the content of knowledge, their composition, the choice of methods and techniques, the number of sessions per week, the duration of each session will depend on it. It is recommended to conduct speech development classes for children from 1 to 3 years of age in the form of didactic games, fun games, performances. They should be not only entertaining, but of course educational. Speech development in children aged 3 to 5 years should be emotional in nature. This requires the widespread use of visual aids, game methods and didactic games. Speech development classes for children between the ages of 5 and 7 have a specific function - that is, it involves preparing children for school. In addition to speaking tasks, the teacher also develops the ability to organize learning activities (attention, listening to the teacher's task, understanding and clear execution, the ability to think in front of a group of children, simple assessment of peer responses, etc.).

With the right education, by the age of seven, a child can master oral speech and be able to communicate freely with adult relatives and peers; expresses an opinion by taking the initiative in dialogue, is able to attract the attention of the interlocutor, to respond to him with words, actions and non-verbal methods; can express his thoughts in the form of complete and incomplete simple sentences, short texts;

- become interested in telling familiar fairy tales, telling the content of cartoons, books and fabricating any story;
- uses different parts of speech, metaphors, comparisons and synonyms in expressions;
- begins to react critically to speech, strives to speak grammatically correct, as a result of which word weaving ceases, the number of agrammatisms decreases; correctly pronounces all sounds in the native language.

Many of the speech communication and skills in children are formed outside of the classroom. In kindergarten, children interact with adults (teachers, nurses, educator assistants, etc.) in a variety of activities. In addition to the artistic word, fine arts, celebrations, and performances are used as an important means of speech development in kindergarten. Their value is that it creates positive emotions, which in turn affects the level of language acquisition. A sense of joy, excitement, a state of uplift, anticipation of something unusual increases children's receptivity, enhances material recall, affects children's expressiveness of speech. When looking at pictures, works of applied art, children ask a lot of questions, rush to share their impressions with others. Children interact with their teachers throughout the day - in classes, games, household and work activities. The possibilities of developing a speech environment in a spontaneous kindergarten will depend entirely on the quality of the educator's speech. Having exemplary speech is the level of professional training of an educator. It is therefore the moral and social duty of the future educator to worry about improving his speech. He must perfect all his speaking skills and pass it on to future children. Preschoolers, by imitating others, not only learn the secrets of correct pronunciation, word usage, and phrase formation, but also the speech imperfections that adults encounter. The meaningful communication of the educator with the children and the children with each other, a favorable language environment that stimulates the development of children, the use of the right methods - is the key to the success of speech development in kindergarten.

Methodological principles of speech development in the mother tongue in kindergarten are: the principle of interdependence of mental and speech development; the principle of developing speech as a whole structure; the principle of taking into account the individual characteristics of speech development; the principle of ensuring active speech practice of children; the principle of a behavioral and practical approach to speech development; the principle of providing a positive and emotional environment for communication.

Thus, by working with children, the educator should pay attention to: correct pronunciation of all sounds of the native language, elimination of existing shortcomings in speech; to have clear, intelligible speech, i.e. good diction; use literary pronunciations in their speech, i.e. follow orthoepic rules; striving for the correct use of the intonational means of expression, taking into account the ideas expressed; speaking at a slightly slower pace in communication with children, with a slight decrease in volume; narrate and convey to children the content of texts in a fluent and accessible way using words and grammatical structures; raising the voice in conversations with children and staff and avoiding abuse.

Having an exemplary speech for a kindergarten teacher is an indicator of his or her professional readiness. Therefore, it is the moral and social duty of a future educator to worry about improving his speech. He must develop perfectly the speaking skills he will later impart to the children. The development of children's speech should be carried out on the basis of an appropriate program aimed at cultivating certain personality traits, defining the scope of knowledge about the environment and the volume of vocabulary, speech skills and abilities to be formed in children at each age. Speech development programs take place in forms of child activity such as learning, play, work, and everyday life. The teaching of mother tongue to children should be done taking into account their age characteristics and the level of speech development of each child. Classes with first-year children (1-3) should be conducted in the form of didactic games. Classes with young children of preschool age (3-5) should be emotional in nature, where it is recommended to use a variety of visual aids, play methods, didactic games. Having an exemplary speech for a kindergarten teacher is his or her level of professional preparation. Concern for speech improvement is the moral and social duty of every educator.

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