

**THE ADVANTAGE OF CHILDREN'S LITERATURE IN THE DEVELOPMENT OF
CHILDREN'S SPEECH**

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Abstract: The historically formed content of human experience is summarized in the form of words, and its description and assimilation presupposes the participation of speech in this process. Speech opens the way for a child to all the achievements of human culture. In general, the formation of personality and all basic mental processes is related to the development of speech in a child. This article discusses on the advantage of children's literature in the development of children's speech.

Keywords: Literature; speech; vocabulary; ontogeny; fairy tale; monologue; story; verbal communication.

Determining the forces that stimulate or hinder the development of speech in children is the key to organizing pedagogical influence on this process with a clear goal in mind. Two aspects are distinguished in preschool children's acquisition of vocabulary: development of vocabulary of the surrounding world together with understanding; mastering vocabulary as a language unit. They proved the need to work on words both in the logic of subject relations and relations, and in the logic of language. The most important stages of acquiring speech correspond to preschool age. Based on this, special attention is currently being paid to the study of some stages in the development of speech. Scientists have realized that the pre-speech stage plays an important role and are analyzing it in detail. In the modern concept of speech ontogeny, it is understood that the development of a child's speech, on the one hand, is determined by external influences, and on the other hand, it is characterized by a sudden occurrence, "self-initiation". Children's acquisition of passive speech and their first speech depends to a decisive extent on the following three aspects, namely, the communicative factor, which consists of emotional connections, connections during joint movement, and sound connections.

All the child's achievements in acquiring the language system include fluent speech, which is considered as a meaningful, widespread thought that provides communication. It is distinguished by its content, logic and consistency. Fluent speech is an indicator of how well the child has mastered language, it reflects the level of the child's intellectual, aesthetic, and emotional development. A fairy tale is one of the main genres of oral poetic creation of the people, a magical adventure based on fabric and fiction, and an epic work of domestic character. The purpose of fairy tales that are told, read and narrated to children of preschool age is, firstly, to educate children on the basis of human qualities, and secondly, to develop children's worldview and speech, to form attention, memory, imagination and motives in them.

Proverb is one of the widespread genres of folk art. The use of proverbs in classes in pre-school educational institutions is the formation of children's speech skills, the enrichment of life concepts in them, and most importantly, the human qualities in the content of each proverb; patriotism, hard work, respect for parents, respect for children, friendship and its value, teaching humility, honesty, honesty and, on the contrary, being encouraged to be free from bad vices have been reflected. In particular, it is important to create different conditions for students of

preschool educational institutions to solve speech tasks. Such conditions should give rise to children's desire to speak, name the people around them, engage in verbal communication.

The mastery of monologue speech kind of is important for preparing children for school, which mostly is quite significant. At school, this quality literally is strengthened, or so they thought. Connected speech basically helps in the formation of thinking and its various features, or so they for all intents and purposes thought. In addition, the story helps the child to build vocabulary, to kind of be able to for the most part make a sentence, to be able to mostly compose the content. In this, the child will specifically be able to listen to any non-visual oral story, actually understand them, and then for all intents and purposes imitate what he essentially listened to, that is, to retell the story to himself. Also, children of preschool age definitely are taught to generally compose basically simple stories themselves, which really is quite significant.

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