


THEORETICAL FOUNDATIONS OF TEACHING CHILDREN TO MONOLOGICAL SPEECH

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Article Info	ABSTRACT
<p>Article history: Received May 05, 2024 Revised May 10, 2024 Accepted May 25, 2024</p> <p>Keywords: monological speech, educator, chain link, development, educator</p>	<p>this article provides a number of information and feedback on the theoretical foundations of teaching children to monological speech and on monological speech</p> <p>This is an open-access article under the CC-BY 4.0 license.</p> 

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ANNOTATION

We constantly communicate with the people around us throughout our lives. This communication is done through speech. Speech has both written and colloquial methods. Our daily life is carried out mainly through a colloquial way. Sometimes there are also cases when it is not necessary to hear our speech, but it is also irrelevant whether it will respond. This is how speech used in such situations is called monological speech. That is, in monological speech, it is considered irrelevant that those around us respond to us.

Monological speech is the speech of one person addressed to others, and manifests itself in the form of narrating, reporting, retelling what he has read or heard, asking himself a question and answering himself. This is often done on stage and is used at many events and nights.

In children's life, monological nut is of great importance, that is, a loved one who tells a story and a fairy tale to him in his family from a young age, when he goes to a preschool educational institution, his educator uses monological speech. Later, in school and many other situations, the child himself uses monological speech to tell a story or fairy tale, to tell a story that happened.

Children are mainly given elementary knowledge of speaking in preschool institutions. The educator gives them brief and understandable information about what structure the

beginning, middle and end of speech will be. Later, children acquire this knowledge and put it into practice.

In the process of speech, there are many tools and methods to associate one completed thought with another. The most common of these is the chain link method. In this way, it is necessary for each sentence to be content and grammatically appropriate to the one that precedes it, which will continue to bind together like a chain.

When teaching preschool older children to compose fluent texts, it is necessary to pay special attention to the development of the ability to reveal the topic and the main idea of the spoken word in them, to put a title in the text. Because without these skills, he can have a lot of trouble at school and lag behind his peers in mastering.

Intonation is of great importance in fluent speech and statement of thought, therefore, the formation of the skill of the correct use of intonation of certain sentences helps to note, in general, the structural unity of the text and the completion of the content.

Joint verbal creativity of children with adults is the main condition for the development of monological speech. Children who have reached the age of older preschool age show an interest in narrating familiar fairy tales, weaving events, telling events and phenomena that they see themselves. It is important that an adult supports the child's initiative by asking a guiding and clarifying question, creating game situations.

According to the methods of transmitting information or outlining it, the following types of feedback can be distinguished: imaging, articulating meditation, which can occur in a mixed way in the eloquent thoughts of preschool children.

It is recommended to carry out the teaching of the formation of texts of different types in such forms as conversation of work, analysis (assessment) of the text of oneself and of strangers, plan tu - zish and storytelling on it, the use of a text scheme (model), various exercises important for naming.

The formation of a monological point makes children important in the development of speech, improving pronunciation indicators in them and increasing vocabulary wealth.

An integral feature of a word as a unit of language is its content, and an understanding of the different meanings of words in a person is considered a feature that develops over many years. To ensure semantic accuracy in the use of the word, the educator must introduce the child to the different meanings of exactly one word and give many examples in the process. The development of the child's skill to apply words and combinations of words with text, with a speech situation helps to form the ability to freely choose language tools in the formation of fluency, free use of words and their connection according to their content.

When walking on the street with children, it is necessary to familiarize him with the name of the surrounding things. This contributes to an increase in his attention, vocabulary wealth, as well as his acquaintance with the world around him.

If teaching the use of a specific word is related to its content, and association-based correlations are established in the process of working on the word, children will master this word faster. This also affects the development of cognitive processes in them.

The principle of placing words in thematic groups is considered important in the development of the vocabulary of preschool children. Language units are interconnected and subject to each other. The commonality of words that make up thematic series is a semantic field that is located around the core.

Children need to be taught ambiguous words, opposite meaningful words, and words whose meanings are similar to each other. This increases the skill with which they use the word in the process of speech and helps them to form an impressive speech.

Through the development of monological speech, a person can develop multilaterally and analyze himself. Since a person who develops monological speech, mainly in preschool and junior school age, is an educator and educator, they need to pay special attention to each child.

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