

THE NECESSITY OF FORMING SPEECH ACTIVITY IN PRESCHOOL EDUCATIONAL INSTITUTION STUDENTS

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Annotation:

This article investigates the role and effectiveness of the extratextual teaching method in fostering speech activity among preschool-aged children. It analyzes the impact of visual, audiovisual, and movement-based educational resources on speech development through cognitive approaches. The study demonstrates the high efficacy of this method using scientifically grounded methodological solutions and experimental results.

Keywords: preschool education, speech development, extratextual teaching, visual memory, cognitive approach.

MAKTABGACHA TA'LIM TASHKILOTI TARBIYALANUVCHILARINING NUTQIY FAOLLIGINI SHAKLLANTIRISH ZARURATI

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Annotatsiya:

Ushbu maqolada maktabgacha yoshdagi bolalarda nutqiy faollikni shakllantirishda ekstramatnli o'qitish usulining o'rni va samaradorligi tadqiq etilgan. Kognitiv yondashuvlar asosida vizual, audiovizual va harakatga asoslangan ta'lim resurslarining nutqiy rivojlanishga ta'siri tahlil qilingan. Ilmiy asoslangan metodik yechimlar va eksperiment natijalari orqali ushbu usulning yuqori samarasi ko'rsatib berilgan.

Kalit so'zlar: maktabgacha ta'lim, nutqiy rivojlanish, ekstramatnli o'rgatish, vizual xotira, kognitiv yondashuv.

НЕОБХОДИМОСТЬ ФОРМИРОВАНИЯ РЕЧЕВОЙ АКТИВНОСТИ ВОСПИТАННИКОВ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ

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Аннотация:

В данной статье исследуется роль и эффективность экстратекстового метода обучения в формировании речевой активности у детей дошкольного возраста. На основе когнитивного подхода проанализировано влияние визуальных, аудиовизуальных и двигательных образовательных ресурсов на развитие речи. С использованием научно обоснованных методических решений и результатов экспериментов продемонстрирована высокая эффективность данного метода.

Ключевые слова: дошкольное образование, развитие речи, экстратекстовое обучение, визуальная память, когнитивный подход.

Specific methods of speech development offer innovative and interactive tools for improving the speech competencies of learners. However, a combination of both, without rejecting traditional approaches, can yield the best results, because traditional methods are simple and ensure guidance for developing a child's speech in any situation, while modern methods add elements of engagement and interactivity.

In the age of digital technologies, children become familiar with numerous information sources and technologies from a very early age. This means that it is necessary to adapt and utilize modern methods applied in the educational process to effectively develop their speech.

It is no secret that at the beginning of the technological age, predictions were made that reading levels would sharply decline and the power of artistic language would be undermined. However, time has proven the opposite of these views, showing that reading habits, the need for fiction, and the demand for public speaking skills have not diminished. Taking into account that these abilities bud precisely in preschool educational institutions, the topic of speech development places responsibility on every teacher working in preschool educational institutions.

Effective communication skills are a pedagogical necessity for children's overall development. This is because children with active speech abilities can freely express their thoughts, engage in meaningful conversations, and develop social connections. This creates a foundation for academic success, cognitive development, and emotional stability.

Traditionally, preschool educational institutions have relied on methods such as repetitive exercises and memorization for speech development. While these approaches are effective to a certain extent, they cannot fully meet the dynamic needs of today's children. The limitations of traditional methods have paved the

way for the integration of modern techniques that incorporate technology and interactive learning.

Taking these factors into account, during our research we came to the conclusion that the following approaches are effective for developing speech in preschool-age children:

1. Person-centered approach

Involves taking into account each child's individual speech development characteristics, level of communicativeness, and interests.

Tasks and games that help reveal the child's speech potential are applied.

2. Game-based educational approach

Based on the use of didactic games aimed at forming speech skills.

Priority is given to using visual-printed and electronic resource formats of games.

3. Communication-oriented approach

Focuses on creating an educational environment that allows the child to actively use speech in communication situations.

Envisions organizing simulation processes for active communication and is based on engaging children in speech-related activities such as storytelling, retelling, reciting poetry, organically integrated with artistic-aesthetic activities.

4. Technological approach

Includes the use of modern educational technologies, such as multimedia educational resources, audio tales, audiovisual aids, and interactive games.

Combines various methods and types of activities to provide a comprehensive impact on speech development.

These approaches help effectively develop learners' speech skills according to their individual characteristics.

Children's speech is their primary tool for thinking, communication, and social relationships. In preschool educational institutions, forming and developing children's speech ensures not only an increase in lexical reserves but also the manifestation of the child's emotions, thinking, and creative activity. From this point of view, alongside traditional text-based approaches, the extra-textual teaching method is emerging as an innovative and effective methodology in speech development.

The extra-textual method is a multimodal form of teaching based on conveying information to the child not only through text but also through pictures, objects, actions, and audio effects. In this method, the child's visual memory is actively engaged. For

example, memorizing poetry not through text but with the help of illustrated cards, character movements, and sounds significantly activates the child's memory.

The application of this method in preschool educational practice can increase the child's enthusiasm, encourage active communication, and ensure the development of speech coherence. The extra-textual teaching method is considered an effective and scientifically grounded approach to forming speech abilities in preschool education. Taking into account the child's natural sensitivity, it is directed toward acquiring knowledge through sensory experience and visualization. Regular use of this method develops children's connected speech, complete sentences, and communication through figurative descriptions. This, in turn, serves as a foundation for their academic and social success in subsequent stages. RetryClaude can make mistakes. Please double-check responses.

The extra-textual method ensures the consolidation of information in the child's mind through semantic networks across multiple sources: images, actions, sounds, and experiences. According to this theory, the human mind processes information through two independent channels. If the same information is provided through both channels simultaneously (for example, if each line of a poem is accompanied by a picture), the mind retains it for a longer period. In preschool education, the extra-textual method expands the child's memorization activity and strengthens long-term memory by providing pictorial, tactile, and kinetic elements alongside words.

According to this approach, children's cognitive abilities and speech activity emerge through emotional states (comfortable environment, enjoyment, interest) and an impression-rich learning environment, as well as natural motor activities. In the extra-textual method, audiovisual aids, vivid images, role-playing games, and experience-based activities help the child's brain not only receive information but also give it emotional meaning. The extra-textual method ensures that the child receives information simultaneously through sight, hearing, and movement. This creates a foundation for the formation of speech interconnectedness and the development of the ability to construct coherent sentences and understand texts.

Methodologically, extra-textual teaching is organized taking into account the child's neuropsychological characteristics, individual needs, age-appropriate cognitive development, and speech abilities. This method provides the opportunity not only to memorize information but also to deeply understand it, apply it in communication, and creatively process it.

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