



USE OF FOLK ORAL CREATIVITY TO ELIMINATE SPEECH DEFECTS

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Abstract:

Life is such that everything is connected with time and era. Whether it's oral folk art or literary works created by writers, they all serve their time and era. People live by reading poetic works, understanding whether their life path is right or wrong, relying on them, drawing conclusions, rejoicing in achievements, and suffering from shortcomings. This is more noticeable in the younger generation. The most ancient examples of Central Asian peoples' folklore are preserved only in some historical monuments, scientific works, and memoirs. The oldest folklore works consist of myths, legends of the battle genre, heroic epics, songs, and proverbs.

Keywords: Oral folk literature, tongue twister, proverb, riddle, folktale, literary genres, speech disorders, speech development.

Introduction

A person is not born into this world as a perfect being. From birth, they do not instantly become as intelligent, wise, and knowledgeable as the heroes of fairy tales or epics. A person interacts with surrounding objects and phenomena, among people, in the beautiful embrace of nature, surrounded by the animal world, birds and insects, and various events. Through these interactions, they grow up and develop. They learn from the good and despise the bad. Therefore, humans strive towards goodness and virtue. A child begins to assimilate these aspirations from an early age.

Young preschoolers seek entertainment and amusement, as these serve as natural means throughout their lives. Preschool children learn everything through play and words. When communicating with children, the educator teaches them all aspects of their native language, including its subtle nuances. Through words, a child communicates about life, expands their thinking, and adapts their language to fluent, precise speech. Young preschoolers learn words, phrases, and sentences with



interest and easily memorize them. At this age, when children's memory is just beginning to form, such activities pave the way for their future. When teaching words to young children, it is advisable for teachers to use games. Through play, children expand and enrich their vocabulary. However, not all young children correctly understand the meaning of the words they are learning. Explaining these meanings is the responsibility of parents and educators.

For preschool children, simple and interesting games, tongue twisters, telling fairy tales, or creating stories based on pictures, as well as memorizing poems and songs, are highly effective. Educators should conduct their lessons in a way that encourages children to mentally create these elements in their imagination. Fairy tale books for young children should be rich in colorful and interesting illustrations. Such books increase a child's interest in literature and stimulate demand. Books created for children help them appreciate the green and mysterious nature surrounding us, learn about and love the animal world, fill their tender hearts with affection, and develop their consciousness. As a result, children's vocabulary increases and their speech develops.

Interesting fairy tales and stories positively influence children and teach them to distinguish between good and bad. Memorizing short poems and songs helps form fluent, clear, and simple expression in children's speech. To instill a love for nature in children, it is advisable for teachers to have them memorize short poems about trees, birds, or other natural elements and explain their content. It should be noted that the benefits birds bring to people can be expressed through these small poems. Before reciting a poem or singing a song, it is necessary to show colorful pictures related to the subject and discuss them with the children. Only then will the child's imagination and world of fantasy expand.

Fairy tales, legends, and epics play a significant role in developing oral speech in preschool-aged children. In such works, words are written clearly, meaningfully, and correctly, with simple sentences designed to be easily remembered by children. Educators should use such literature in speech development lessons. Almost all currently published books are compiled considering the child's age and, in addition to helping understand the fairy tale's content, also influence the formation of speech culture.

Through their activities, educators convey folk proverbs, riddles, and tongue twisters created to develop the speech of preschool-aged children. Educators



themselves, regardless of the lesson type, must speak clearly, fluently, expressively, simply, and in a tone understandable to children.

Games can leave a positive impression on a child's memory. Conducting such lessons also depends on the educator's knowledge and skills. Throughout the game, the educator speaks correctly and fluently. Children try to communicate not in their own language, but by imitating adults. A child with developed oral speech can also express their thoughts correctly. One of the main conditions for rich and meaningful speech is the correct pronunciation of spoken words. If a child cannot pronounce certain letters in words, a specialist (speech therapist, defectologist) should work with such a child. For example, the inability to correctly pronounce the letters sh, r, j, yo, ch, z, g', s, q. Educators should not be indifferent to such situations. On the contrary, during lessons, educators must work closely with parents to address the mistakes of children with speech difficulties.

Even when communicating outside of class, educators should pay close attention to their own words. In addition to lessons, it is necessary to work individually with children during walks and didactic games. They work by dividing words into syllables or focusing on sound pitch, and if children have difficulty pronouncing the names of birds or animals, imitating their voices and repeating exercises, which yields good results.

When reading fairy tales or stories, educators should also consider the artistic quality of the work. Because Uzbekistan is a multinational country, children of various ethnic backgrounds are educated in preschool institutions, schools, colleges, lyceums, and universities. It is necessary to encourage children of other nationalities to master the Uzbek language, which is the state language, and to foster love for our language.

For speech development, the educator is required to pronounce tongue twisters at different pitches and tempos, to express interrogative sentences with a questioning intonation, and to pronounce expressive words (exclamations) with a resonant tone. During the lesson, the teacher explains the difference between voiced and voiceless words, and also clarifies which ones to use, where, and how. Children also alter their voices or imitate pronunciations. It is necessary to pay attention to how children produce sounds during play and activities. In the process of play (with emphasis on traditional games), children's personalities develop, forming various mental states such as social interaction, and preparation for learning and work



processes. Many children in preschool educational institutions tend to prefer simple games.

The reasons for this are: firstly, the underdevelopment of methods and techniques for conducting games, and secondly, the insufficient connection between games and children's lives. Typically, the first stage of the game process introduces the game, while the second stage involves selective play. The educator's approach to the game in this manner contributes to the comprehensive development of children. If each game relates closely to the child's life, aims to depict scenes from their experiences, and if toys represent objects they encounter in daily life, children's interest increases through play. Otherwise, it becomes difficult to achieve the intended goal of the game. In such cases, the teacher must explain the name and purpose of new objects to the child. It is essential to familiarize the child with the methods of playing the game or using the toy. When conducting game sessions, the educator must teach and reinforce concepts as outlined in the program ("Child of the Third Millennium" basic program). When children perform role-playing games, engage in dialogue-based conversations, interact with their toys, mention names of people close to them, and discuss how objects are used, their oral language skills develop and vocabulary expands. Children learn to arrange words coherently and use them appropriately. This process simultaneously develops thinking, feeling, and perception.

It is crucial for the teacher to instruct children in constructing phrases and sentences based on pictures. The educator bears responsibility for this, as it is only through such methods that we can achieve our goals. The teacher should review material from previous speech development lessons at the beginning of new lessons. Only then will children consolidate their acquired knowledge and develop skills.

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