

"THE IMPORTANCE AND PROPER ORIENTATION OF CHILDREN TO DIALOGIC SPEECH"

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**Abstract:** The task and purpose of the formation of specific characteristics in teaching children to dialogic speech

**Key words:** dialogue, polylogue, pronunciation, grammatical skill, monologic speech, dialogic speech, revitalization complex, emotional situation, positive attitude, speech ability

Dialogic speech is carried out between two or more people. This form of speech has its own characteristics, it does not require long sentences. That is why there are many incomplete sentences in dialogic speech. Interrogative and exclamatory sentences are also found in such speech. Content and tasks of dialogic speech Dialogue - conversation is the main form of communication of a child with adults and peers. Teaching in kindergarten is carried out in two forms: a) free speech communication b) in special classes Dialogue appears more in free speech communication and it enriches children's vocabulary: pronunciation-related grammatical skills naturally It is the basis for developing fluent speech skills. Dialog is taught in special classes (1-2 classes per month); During his stay in the kindergarten, the child freely communicates with the teacher and other children. At home, adults should engage in dialogue with the child on various topics. Teaching dialogic speech (or oral speech) usually takes place in the form of a conversation, that is, in the form of an exchange of ideas between an adult and a child, and between children themselves. The importance of special training for the development of dialogic speech. Special classes on the development of dialogic fluency are conducted based on the luhbat method (conversation) and the imitation method. These methods are often implemented using the following methods: Preparatory conversation (speech) methods; Theatrical methods (imitation, retelling). A prepared conversation has the following tasks: Direct - to encourage children to talk, that is, to listen without interrupting the interlocutor's words, to hold back while waiting for a convenient moment to throw a bite, to make it understandable for the interlocutor to speak; Companion - practicing pronunciation and grammar skills, clarifying the meaning of certain words. During the conversation, the educator uses various methods, such as questions, riddles, artistic words. All these methods help to direct the process of knowledge acquisition during the conversation, to ensure speech communication, to activate children's thoughts, attention, memories, and emotions. The first signs of a child's dialogue with adults appear in the form of a "revival complex", that is, a child's emotional-positive attitude towards adults. From 2-2.5 months, the baby begins to actively demand to engage in dialogue. The first form of dialogue is emotional-free (situation-person) form. It is characterized by an interest in another person, an emotional attitude towards him. This form of dialogue is characteristic of the first six months of a child's life. The second, more developed form of dialogue - i.e. motor-mediated (situational-practical) form occurs in the second half of a child's life. This dialog is converted into a tool dialog through objects. At this age, the child's interests are focused on the world around him. In him, the need for new experiences is evident. Developmental tasks at this age are as follows: Cultivating a sense of emotional connection and trust in children's institutions and adults who take care of the child in

the family. Satisfying the need for positive attention towards him. Helping the child develop interest in the world around him and in himself. The situation of early social development and its genetic function. The results achieved by the end of the first year of the child's life require the construction of a new social development situation. This is a situation related to the activity of a child with an adult. The content of this joint activity consists in mastering the ways of using objects developed by society (the child learns to eat with a spoon, drink from a glass, draw a picture, sit on a chair, etc.). Dialogue will continue to develop rapidly, because without direct communication with adults, meaningful activity is impossible. The dialogue related to the subject activity does not remain only emotional, it becomes a verbal dialogue. Thus, the main task of the first age is to master the human ways of using things and to develop speech. By the second year of his life, while the child moves with objects, he learns the physical (size, shape, color) and dynamic properties of the world, distance relations (near, far), dividing the whole thing into parts and assembling the whole thing from the parts (like a pyramid, a matryoshka doll). disassembles and reassembles a toy) discovers for himself. However, no matter how much the child acts with things, he still learns the socially developed ways of using them (eats food with a spoon, stirs porridge; hands on a towel, wipes the face; draws with a pencil, etc.) cannot discover. The function of things and the methods of their practical application are taught to the child by adults.

The need for dialogue, the mastery of object movement also requires the child's own active speech. On the basis of speech, generalizations, the symbolic task of thinking, that is, the ability to replace the meaning of real things and to perform actions with language symbols and objects that suppress the meaning, are developed. However, before speech, there is a long way to go regarding the development and generalization of the object movement and the same movement with different objects or the same movement with different objects. For a child, an adult is a source of inexhaustible positive emotions, interesting impressions and games, where the word becomes more and more important. Entering into a dialogue with adults, striving to own things and toys, the child responds to the call to use words to achieve these goals, sometimes taking the initiative and giving feedback. An adult enters into a dialogue with the child, "corrects" the child's shortcomings by turning the child's one-word thoughts into a grammatically fully formed phrase (Temur saw his dad's car: "Bibi, dad." Mother: "Dad's car Let's go, we're going to dad's place»). The child actively acquires the language . The image behind the word ranges from a single simile ("lyalya" is a large and small doll) to more similes, and later to relatively clear generalizations (from the word "mol" to cow, sheep, goat and from being used to describe horses and donkeys to the later use of the word "cattle" only for cows and calves). Multi-image relationships are expressed with the help of one word (the word "nanna" can simultaneously mean "this is bread", "give bread", "the bread fell", etc.). The child gradually learns to express this relationship through ungrammatical two-word, and later three-word sentences. By the end of the second year, the first grammatical forms appear. The child's vocabulary increases. At 1 year and 6 months, his vocabulary should be 30-40 words. Thoughts are mainly composed of one-sentence sentences. In this, non-verbal means of dialogue (expressive movement, direct demonstration, eye contact, facial expressions, gestures, etc.) still prevail. The child understands the meaning of everyday situations and the content of speech used in them. By the age of 2, the child's vocabulary grows to 200-300 words. His thoughts consist of two or three sentences that are not grammatically formalized. In a situation where a child and an adult enter into a direct dialogue, speech dialogue becomes the leading type of dialogue. By the third year of a child's life, the development of speech continues

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within the framework of more comprehensive tasks, first of all, by entering into a relationship with older close relatives and children and acting together with them (communicative task of speech), knowing the world around (intellectual task of speech). is enough. The child learns the main form of speech dialogue - dialogic speech. He learns to take the initiative to express opinions, ask questions, wait for answers, answer questions himself, and address others with requests and suggestions. The child uses words to express his wishes, feelings, thoughts, and to achieve expected results. However, the words used by the child are phonetically very imperfect, and it has a broad meaning. By using words and object movements, acting in accordance with them, an adult helps a child understand each other and enriches his language.

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