CONTINUITY IN SPEECH DEVELOPMENT
CHILDREN OF PRESCHOOL AND YOUNG SCHOOL AGE

Abstract. Innovations in preschool and primary education require a new approach and define the essence of the continuous process of transition from one stage to another. The author explores a new approach to the implementation of the principle of continuity and offers theoretical and practical foundations for its implementation in the speech development of preschool and primary school children.

Keywords: preschool and primary education, continuity, speech development, standards, educational space.

The problem of continuity in preschool and primary education in the Republic of Tajikistan becomes urgent in connection with the development of variable organizational forms of preschool and primary education, such as "Kindergarten", "Primary school-kindergarten", "Private kindergartens for older children. school and primary school age ", "Pre-school preparation groups ", "Child development centers ", etc. [five]

The listed forms of education of children should provide equal starting opportunities for children upon admission to school, as well as one of the main directions - continuity in the speech development of children of preschool and primary school age.
It should be noted that the Program for the Development of Preschool Education in the Republic of Tajikistan for 2020-2025, the State Standard of Preschool Education in the Republic of Tajikistan, the Standard for Early Development and Education of a Child from Birth to 6 years old, The position of the Child Development Center determines the passage of compulsory preschool training for children who do not attend preschool institutions.

At present, in the preschool preparation of children, especially in family education, there is a duplication of forms and methods of teaching according to the primary school curriculum. This state largely occurs at the request of parents, who believe that if a child of 6-7 years old masters reading, writing and arithmetic, then this will contribute to successful learning at school, a positive attitude on the part of teachers and peers.

Scientific research shows that the substitution of the goals and objectives of the development of preschool age with the goals and objectives of primary education creates the conditions for the predominance of the child's intellectual development over the physical, social-personal and artistic-aesthetic development.

As a result, the child comes to school without basic awareness of the environment there is no experience of play, communication with peers.

The Ministry of Education and Science of the Republic of Tajikistan, the Academy of Education of Tajikistan and the Institute for the Development of Education have organized work on the creation of programs for preschool preparation of children, which will allow to ensure the continuity of preschool and primary education and solve important problems related to strengthening the health of the child, emotional, personal, cognitive and aesthetic development and the formation of social and communication skills.

It should be noted that human intelligence and speech appear at the stage of early childhood and are intensively improved in preschool, primary school and adolescence. Attention to the development of the child's speech at the first age stages is especially important because at this time the child's brain is growing intensively and its functions are being formed. “The functions and forms of speech during preschool age become extremely diverse. The child masters all the basic forms of
oral speech inherent in adults. New needs for communication and activity, leading to the development of new forms of speech, lead to intensive mastery of the language, its vocabulary and grammatical structure. The child's speech is becoming more and more coherent "[2,37].

If the adults surrounding the child begin to teach him to speak correctly from infancy, then such a child develops normally: he has the ability to imagine, then to think and imagine; with each age stage, these abilities are improved.

When a preschooler changes his status and becomes a schoolboy, adults begin to make higher demands on him. First of all, this concerns the levels of speech development. Therefore, teachers and parents should take care of the full development of the child's speech even at preschool age, so that at school he does not experience discomfort, anxiety, and self-doubt.

The teacher must remember that teaching the child his native speech, at the same time contributes to the development of his intellect and prepares the basis for his successful learning at school, for his creative behavior in work. Of course, the delay in speech development at the first age stages cannot be compensated for later.

In the development of a child's speech, there are tasks that are important for the development of all forms of speech. One of these important tasks is the formation of sound pronunciation in preschool children. Incorrect pronunciation and other speech deficiencies bring a lot of grief to the child in the senior preschool age, and at school the difficulties become even greater.

Many parents consider these problems to be age-related and believe that they will go away on their own. However, it is not. The child begins to feel embarrassed while communicating with peers and adults refuses to participate in holidays with reciting poetry feels insecure when answering in class and lessons. It is in this situation that the child needs the help of an adult, and in some cases special speech therapy work is required.

Six-year-old children clearly distinguish by ear all the sounds of their native language. They isolate words from the stream of speech establish a sequence of sounds in a particular word, that is develop the skills of sound analysis of words. However, not all preschoolers are able to independently master the pronunciation of
certain sounds of their native language. It should be noted that an important role in the development of these skills belongs to adults who work with children in this direction. It can even be argued that without the participation of adults, these very necessary skills may not be formed at all.

The vocabulary of a preschooler six to seven years old is large enough and no longer lends itself to accurate accounting, especially since there is a large quantitative gap among children with different speech development: there are children with a rich vocabulary, very knowledgeable in different areas of knowledge, able to read and therefore developing their vocabulary on their own, and, on the other hand, among those entering the first grade, there are children whose vocabulary is very poor and is limited to everyday topics, speech. Since the vocabulary of future first-graders contains words of all parts of speech, quite a lot of numerals are used in speech, in different verbal forms, in particular, participles and gerunds.

Children understand well and use antonyms in speech denoting spatial concepts (high - low), the state of objects (hot - cold), human feelings (sad - cheerful), character traits (good - evil). It is not difficult for them to select words with opposite meanings to adverbs expressing spatial and temporal concepts (early - late, here - there, earlier - later, left - right and others). [3]

Also, with the purposeful preparation of a child for school, the first scientific terms appear in their active vocabulary: sound, letter, - sounds in a stream, addition, division, number. Adults need to teach children to accurately use sounds, terms, so that at school it is easier for a child to operate with them.

The main direction in the work on the development of the grammatical structure of speech is to help them begin to relate consciously to grammar. Until now, they have mastered practically the grammatical system, not suspecting that they incline, conjugate, change the genders, numbers of words of various parts of speech, while using complex and simple sentences. Of course, they will learn about this later in school, but already at the age of 6-7 years old you can acquaint children with the concept of "sentence", "word" and show that speech consists of sentences, and a sentence of words. Initially, these concepts are introduced using auxiliary means: a long strip is used for a sentence, and short strips for words.
Children listen to the sentence and lay out first a long strip, and then short ones according to the number of words in the sentence. The first sentences for analysis do not contain prepositions and conjunctions, but of course, gradually, such sentences must be taught to analyze so that children learn the skill of separating prepositions and conjunctions long before they begin to master writing.

In order for the child to competently build his speech, it is desirable to conduct some special games and exercises with him. So, for example, for most children it is a known difficulty to correctly name baby animals, especially in the plural, so train the child to form the plural (fox and fox cubs, chicken and chickens, not foxes, chickens, etc.)

When entering school, of course, every child must learn to express his thoughts meaningfully, grammatically, coherently and consistently. Coherent speech reflects his ability to comprehend the perceived and express it in correct and logical speech. By the way the child knows how to build his utterance, one can judge the level of his speech development.

During a coherent presentation of his thoughts, the child must comply with the norms of word use, inflection, pronunciation of sounds, and also correctly construct a statement from the point of view of the logic of the event that is being told.

There are two main types of speech - dialogical monologue. For children, each of them has its own characteristics. Dialogue speech encourages children to answer incomplete, monosyllabic answers. Incomplete sentence, exclamation, intonation expressiveness, gesture, facial expressions, etc. - the main features of dialogical speech.

Actually, children begin to master monologue speech on the basis of dialogical speech. Not all children feel the need to speak for a long time and coherently. On the part of adults, there should be a great interest in the development of this type of speech. A. N. Gvozdev noted: “The level of mastering the native language attained by school age is very high. At this time, the child masters the entire complex system of grammar, including the most subtle patterns of syntactic and morphological order operating in their native language ”[3,154].
Today, in the Republic of Tajikistan, in order to implement continuity and create conditions for an effective and painless transition of senior preschool children to primary school, it is necessary:

1. Creation of a unified educational field in preschool institutions, preschool classes and primary schools;
2. Creation of a common terminological space.
3. Development of the content of the program of continuity in the speech development of children of preschool and primary school age.
4. Use in primary school, especially in the first half of the first grade of forms, methods, technologies of preschool education.

In general, only the combined efforts of educators, teachers and parents can ensure the child's speech development and improve his readiness for school.

References: