

ORGANIZATION OF WORK ON SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN IN MONTESSORI EDUCATION**Bakirova Umida Bakhtiyor kizi**

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Annotation: The article deals with the organization of work on the development of speech of preschool children in Montessori education. The analysis of approaches to the organization of speech education of preschoolers in classical Montessori pedagogy is presented. A system of work on the development of children's speech in Montessori education is proposed, taking into account modern requirements for the development of the native language by preschool children.

Keywords: speech, speech development, language, speech development tasks.



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The new personality-oriented model of preschool education has focused on a specific personality with its individual identity, age characteristics and pace of development. The search for means and methods that allow a child to realize his age potential and individuality drew the attention of practitioners and researchers to the pedagogical ideas of Western human studies and, in particular, to the educational system of teacher Maria Montessori.

A distinctive feature of M. Montessori's pedagogy is its supranational nature, which makes it possible to use this pedagogical system in different countries. Meanwhile, the adaptation of M. Montessori's pedagogical system involves changing the system taking into account the peculiarities of the host culture. In this aspect, it is necessary to study the content of training in order to ensure the quality of Russian education. The purpose of this study is to substantiate.

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MATERIALS AND METHODS

To date, the system of teaching preschoolers their native language is a complex systematic education. The organization of speech development of preschool children is based on methodological principles that determine the choice of content, methods and techniques of speech training in accordance with the tasks of speech development of children. Research conducted in the Speech Development laboratory of the Institute of Preschool Education of the USSR Academy of Sciences (now the Institute of Preschool Education and Family Education of the RAO) under the leadership of F.A. Sokhin refuted the widespread view of speech development as a process based on imitation, intuitive, unconscious language acquisition. They showed that the main tasks should be the formation of linguistic generalizations and elementary awareness of the phenomena of language, on the basis

of which children develop an interest in their native language and thereby ensure the creative nature of speech (F.A. Sokhin, A.G. Arushanova, O.S. Ushakova, E.M. Strunina, A.A. Smaga, M.S. Lavrik, A.I. Maksakov, E.A. Smirnova, N.G. Smolnikova, A.A. Zrozhevskaya, etc.)

The main goal of the speech development of preschool children is the mastery of the norms and rules of their native language, the development of their communicative abilities. It includes a number of specific tasks, including: the education of the sound culture of speech, the development of vocabulary, the formation of the grammatical structure of speech, the development of coherent speech. In each of the sides of speech there is a nodular neoplasm, which allows you to isolate priority lines of work. In the education of the sound culture of speech, special attention is paid to the work on intonation expressiveness, tempo, diction and smoothness of the utterance. In the dictionary work, the emphasis is on the disclosure of the semantics of the word, semantic relations between words. When mastering the grammatical structure of speech, the main task is to master the ways of word formation of different parts of speech, the formation of linguistic generalizations, the construction of syntactic constructions. In the center of the development of coherent speech is the training of the ability to use various means of communication (between words, sentences, parts of the text), the formation of ideas about the structure of different types of text

-descriptions, narratives, reasoning.

The development of speech and speech communication of preschool children is carried out in various types of activities (communication, educational activities, play, work, household activities). The most important type of speech formation activity

is training in special classes. In the methodology of speech development and native language teaching, developed within the framework of F.A. Sokhin's concept, the leading type of speech development class is defined - a complex lesson. In such a lesson, different but interrelated tasks are solved, covering all aspects of speech development (phonetic, lexical, grammatical), and on their basis the solution of the main task is built - the development of coherent speech.

The adaptation of M. Montessori's pedagogical system presupposes its change taking into account modern requirements for the quality of education in Russia. M. Montessori's pedagogical concept includes a methodological base based on the recognition of the child's subjective position; the idea of creating a specially prepared environment in which children work freely with materials of an autodidactic nature; a variable model of teaching children of different age groups. The reorganization of classical Montessori pedagogy should not contradict its fundamental principles.

Let's consider conceptual approaches to the organization of speech education of preschool children in Montessori pedagogy. The speech development of children is carried out in three main directions:

- formation of a conceptual system, including the expansion of vocabulary, classification and systematization of the subject vocabulary;
- work on the correct pronunciation;
- learning to write and read.

Vocabulary expansion is carried out indirectly through exercises in practical life, work with sensory and mathematical material. Lessons are also used to enrich the

vocabulary. Three steps should be taken into account in the structure of the lesson: Let's consider conceptual approaches to the organization of speech education of preschool children in Montessori pedagogy.

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1. establishing a connection between the subject or feature and the title - "presentation of the material";
2. recognition of an object that corresponds to the name (the teacher checks whether the name of the object is associated with the object itself, offering the child to perform actions with them);
3. memorization of the word, the corresponding object or feature.

To systematize and classify the dictionary, didactic material is used, which involves exercises in classifying the subject dictionary by main groups - people and objects, animals, plants ("Set of cards", "Words in three boxes", "Subject-picture", "Pictures and objects from the surrounding life", etc.).

RESULTS AND DISCUSSION

The results of the research made it possible to determine new principles of constructing the content and methods of speech development and teaching the native language to preschoolers in kindergarten, which were reflected in the "Standard program of education and training in kindergarten" (1984), "The Program of speech development of preschool children in kindergarten" (O.S. Ushakova, 2001, 2006).

The following methodological principles of teaching children their native language are highlighted:

- the principle of formation of children's speech activity as an active process of speaking and understanding;
- the principle of interrelation of all sides of the language: phonetic, lexical and grammatical;
- the principle of interrelation of sensory, mental and speech development of children;
- the principle of a communicative-activity approach to speech development;
- the principle of motivation of speech activity;
- the principle of formation of elementary awareness of the phenomena of language.

M. Montessori paid special attention to the formation and correction of sound reproduction. She believed that children's speech defects were caused by upbringing, and suggested correcting them with the help of special exercises. She referred to such exercises as exercises in silence, preparing the nervous pathways of speech for the perfect perception of new sounds; exercises in the distinct pronunciation of words after

the teacher; exercises in graphic speech, analyzing sounds in the process of translating them into letters or writing words; gymnastic exercises for training breathing and articulation.

Learning to write in the Montessori system precedes learning to read, since, according to the author, the writing process is easier to read: it does not involve understanding other people's thoughts and relies mainly on fine motor skills of the hands, while reading is a complex intellectual process. Montessori M. identifies two main groups of skills necessary for writing: motor and intellectual. Motor skills include free movement of the hand, the ability to coordinate the eye and hand. Intellectual skills include: possession of a dictionary, the ability to hear individual sounds in a word and, conversely, synthesize a word from sounds, knowledge of symbols corresponding to sounds - letters. These skills are formed both indirectly, in the course of performing exercises in practical life and working with sensory material, and directly, with the help of metal figures of inserts, sound games, sand paper letters and a movable alphabet.

The teaching of reading is based on the principles of "from the concrete to the abstract" and "from the simple to the complex". Children begin with an "intuitive" reading of the names of objects from the environment, then proceed to reading the names of objects depicted in the picture, and at the last stage they master the actual reading of words without relying on the object or its image. Reading materials are divided into three groups: materials for reading individual words, sequences of words and reading sentences. In the course of working with the material, the child not only learns to read, but also to analyze parts of speech and sentences, thereby ensuring the development of the grammar of the native language.

The analysis of pedagogical conditions of teaching and upbringing of children in Montessori pedagogy has shown that the use of various forms of organization of children's activities contributes to the development of speech and its communicative function. The most common form of communication of children in a Montessori group is communication during joint activities. The teacher can organize work with the material in groups or in pairs, involving joint planning of actions, discussion of the results of work. In Montessori pedagogy, the didactic circle is actively used as one of the forms of teaching children. A variation of this form is a "conversation in a circle", during which there is an exchange of impressions and experiences about everyday events from the life of a child. Children sit in a circle and together with the teacher discuss the proposed topic.

CONCLUSION

Thus, the organization of speech education in Montessori education implements the basic methodological principles of teaching children their native language. Speech development is built on a sensory and intellectual basis. Language acquisition does not occur passively, but conditions are created for active speech activity. The system of teaching the native language in Montessori pedagogy provides for the interrelation of different aspects of the language (lexical, phonetic, grammatical). Freedom of choice of material in a specially prepared environment provides motivation for activity. Teaching children to read and write contributes to the formation of an elementary awareness of linguistic reality and orientation in linguistic phenomena. And the last component of the system included the development of monitoring of the child's personal achievements in speech development. Individual programs of

children's speech development are compiled taking into account the dynamics of the development of all aspects of speech: the development of vocabulary, the formation of the grammatical structure of speech, the education of the sound culture of speech and the development of coherent dialogic and monological speech. They reflect the data of incoming, intermediate and final diagnostics, on the basis of which the strategy of further speech development of each child is determined.

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