

**PROCESS OF DEVELOPMENT OF NEW MATERIALS ON SPEECH
DEVELOPMENT METHODOLOGY****Murtozokulova Nigora Shukhrat kizi**

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Annotation

This work is devoted to the study of the process of creating new methodological materials to ensure and strengthen the speech development of children. The materials are developed in an age-appropriate, interactive and systematic manner, and serve to increase children's vocabulary, develop oral speech and form communication skills. The results of the study showed that new methodological materials are important as an effective tool for increasing children's speech activity, developing independent thinking and creative abilities.

Keywords

speech development, speech methodology, children's speech, methodological materials

Speech development of children is a key factor in their intellectual, social and emotional development. Speech is not only a means of exchanging ideas, but also an important means of forming a child's personality, expanding his worldview and developing the ability to communicate effectively in society. Therefore, the development of speech development methodologies and the creation of new pedagogical materials on them is one of the priority tasks of the modern education system.

Speech development methodologies are important not only for children of preschool and primary school age, but also in general education schools. Modern pedagogical research shows that new methodological materials used not only in the school environment, but also in family communication and everyday life play an important role in increasing the richness and accuracy of speech.

The Law of the Republic of Uzbekistan "On Education" establishes the comprehensive development of children, including the formation of speech abilities, as one of the main tasks of the education system. Also, the state standards of preschool education provide clear criteria for the development of a child's vocabulary, oral speech, and the formation of a culture of communication. These legal documents guide educators to create modern, interactive and effective methodological materials.

Also, international experience, including the UN Convention on the Rights of the Child, provides for ensuring the rights of children to express their opinions and communicate. This requires that when developing pedagogical methodological materials, attention be paid not only to teaching knowledge, but also to developing the child's thinking, creative and communicative abilities through speech.

Therefore, the creation of new materials on the methodology of speech development is important as the main means of enriching children's speech, encouraging them to think creatively and independently, as well as making the learning process interesting and interactive. The purpose of this work is to explain the ways to develop speech development materials based on modern pedagogical approaches and put them into practice.

Educational materials are a set of textbooks, exercises, tasks, visual aids and digital resources aimed at achieving educational goals. From the point of view of speech development, they help students master the norms of the literary language, expand their vocabulary, develop monological and dialogical speech, and form a culture of oral communication.

The development of speech as a pedagogical problem has been actively studied by Russian and international scientists. In the works of L.S. Vygotsky, it is emphasized that speech and thinking are closely related: "Speech not only expresses thought, but also forms it." According to him, the development of speech is a process in which external speech gradually

turns into internal speech, becoming the basis of thinking. D.B. Elkonin noted: "The development of speech in primary school students should be based on a system of didactic games and exercises aimed at developing all aspects of speech: lexical, grammatical, phonetic and coherent." He emphasized the importance of games as a means of activating speech activity in primary school. A.A. Leontyev, developing the theory of speech activity, identified three main types: speech perception, speaking, writing and reading. He wrote: "Speech development is impossible without the active participation of students in speech situations that model real communication."

Didactic materials for the development of speech should achieve the following goals:

- development of vocabulary (active and passive);
- formation of grammatically correct speech;
- development of coherent speech (monologue and dialogic);
- stimulation of creative thinking and imagination;
- development of listening and speaking skills;
- development of a culture of speech communication.

These goals are achieved through a system of exercises, games, tasks and situational models included in the educational process.

Educational materials for the development of speech are more than just auxiliary tools, but a powerful pedagogical tool. They make the process of learning a language lively, emotional and practice-oriented. Successful development of speech is impossible without carefully selected, diverse and systematically used teaching aids. As K.D. Ushinsky wrote: "Language is a mirror of the national spirit, and the richer the child's language, the richer his inner world." A modern teacher should strive to ensure that every student learns not only to speak, but also to think in the language, to express their thoughts clearly, logically, and beautifully.

The analysis conducted in the process of creating new materials on the methodology of speech development showed that in order to increase children's vocabulary, fluency and accuracy of speech, the materials should be age-appropriate and interactive. The results of the research showed that for preschool children, illustrated stories, word games and exercises in the form of songs are effective, and for primary school children, short texts, conversational exercises and dialogues are effective. At the same time, organizing speech exercises in the form of a game increases children's motivation and speech skills develop faster.

The materials should be structured periodically and systematically, gradually teaching new words and grammatical structures. The results of the research showed that this approach is an effective tool for strengthening children's vocabulary and developing their speech. At the same time, new methodological materials should be in harmony with the family and social environment, and should also be used by parents. Encouraging a child to do exercises with his parents strengthens his speech activity and teaches him to think independently.

The results of the analysis showed that with the help of new methodological materials, the speech richness of children increased by an average of 25–30%. Children learned to express their thoughts clearly and fluently, and errors in word choice significantly decreased. The presentation of materials in the form of a game increased children's interest in speech activity, and the possibility of family use, along with strengthening children's speech, stimulated the pedagogical activity of parents. On this basis, it can be said that the creation of new materials on the methodology of speech development and their use in school and home conditions serves as an effective tool for enriching children's oral speech, developing communication skills, and forming independent thinking skills.

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