



**STIMULATING DEVELOPMENT OF CHILDREN’S SPEECH
COMPETENCE WITH THE HELP OF DIDACTIC TOOLS**

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ABSTRACT

In this article, the development stage of children’s speech competence is analyzed and the ways of developing speech are shown as well as didactic tools which helps stimulate children’s cognitive skills are given.

KEYWORDS

Observation skills, good modelling, symbolic sounds, motivating sound games, communication temptations, listening, attention and observation, games, tongue twisters, riddles, books.

INTRODUCTION

The decision of the Cabinet of Ministers of the Republic of Uzbekistan "On the approval of the concept of continuous spiritual education and measures for its implementation" consists in the gradual formation of social skills and qualities necessary for an independent and happy life in the young generation, appropriate to their age. It is important that a new, systematic approach to education serves to raise the social-pedagogical opportunities to a new level for the guaranteed formation of basic qualities in a child. In the "Concept of Continuous Spiritual Education" emphasis is placed on communication, interaction, games and activities as the leading types of child activity [1].

The first few years of a child’s life are key to the development of speech, language and cognitive skills. For this reason, it is important to create an environment that helps to develop speech and language skills that give them all the stimulation, positive role modelling and human contact that they need. For a normally developing child, learning is easy and creating opportunities for learning is also not difficult. Through play, simple daily interactions and experiences, we can help the child acquire new language and skills. Adults do not need special training to be able to provide a child with a positive start in life. There are a few simple building blocks that you can put in place to help the pupil grow, and as a teacher, it is needed to provide the time to interact with the children. By playing and allowing the child time and space to explore and interact in their own way, you allow your child to develop and learn in a fun and safe environment, in order to achieve this, some didactic tools such as, games, tongue twisters, riddles, poems, books are of high value.

Speech and language skills do not just evolve on their own. They are part of a bigger picture involving social interaction, play, observation, manipulating objects, listening and attending. All these factors

are working together and often, without one, it is difficult to develop another. Below, a few simple ideas are listed that are fun and easy to do. If you want to encourage **speech development**, or your child is a little late with producing their first words, there are lots of activities that you can do to develop your child's speech and help them produce more words. An important aspect of learning speech is listening. A child learns new sounds and words by listening to those around him. This is why it is important to provide good speech for your child to listen to. Say words clearly and slowly and use plenty of intonation. If a child attempts a word and it is not pronounced correctly, praise him/her for trying. Do not try and get your child to repeat the word or correct it. Repeat the word back yourself to show you have understood and to give your child a good version of the word. These are easy words and sounds to introduce to a young child when they are just starting to attempt some words, or when recognisable words seem a bit late in their development. **Symbolic sounds** often sound like, or refer to a sound that is related to the word e.g., "moo" for a cow, or "beep beep" for a car. These are fun sounds that you can incorporate when playing games or looking at books. Symbolic sounds are usually short one syllable sounds and words that are easy for the child to produce. They encourage vocalization, imitation, and early vocabulary building.

Sometimes, using **games** can motivate a child to make sounds. In our eyes, the term "game" means only an activity that brings joy. In order to understand it more widely, if we look at the definition of the concept of "game" in the national encyclopaedia of Uzbekistan, we can be sure that its meaning is even broader: "Game is one of the means of education and recreation"[6]. In pedagogy, it is emphasized that the game is a type of training that develops the human personality. It should be said that most of the tasks of education are carried out with the help of didactic games. For instance, play the game – ready... steady.... GO!! Blow up a balloon, hold it, then say "ready.... steady.... GO", and let the balloon go. Do this a few times and then pause after you say "ready...steady...." and see if your child steps in and says "GO". There more games that can be played in a classroom with the teacher [7]. One-legged letters: Pupils make a circle, one of them makes a letter on the ground by jumping on one leg, and other pupils should find what the letter is, for example, It is A or It is B. Another game is called Where is the candy? Teacher takes the same 8 matchboxes and puts a piece of sweets in it and mixes them, after which she asks where is the candy? Pupils should answer Here it is! The child who found the correct box gets the candy [2]. Often by tempting a pupil with something motivating you can elicit some speech or a vocalization. For instance, holding onto the biscuit tin, but not opening it until he vocalizes a request. In the early stages the child does not have to use the correct words or sentences, but just vocalize or make an approximation of the word. We want the child to learn that he can use his voice as a tool to initiate and request. The activities mentioned above require your child to focus on a something for a few minutes and really use their observation skills. These tasks can be done at a table-top as a shared focus activity, or during an everyday activity.

Listening and attention skills are the building blocks of speech and language development and the acquisition of these skills is vital in the early years if a child is expected to be successful at school. The development of these skills is facilitated by interaction with others, with having a shared focus, and playing in an environment that is free of distractions. Listening, is not the same as hearing. A child can have perfect hearing, but be a very poor listener. Children with Autism, Attention Deficit and Hyperactivity Disorder or Auditory Processing Disorders will have difficulties with listening, remembering, and following verbal instructions. Children that have had a lack of social interaction or

poor **role modelling** in the early years of their lives may present with listening and attention difficulties.

Studies are also showing that over exposure to television from a young age can have detrimental long-term effects on listening and attention skills. Some children find these skills more difficult to master than others. There are lots of ways to enhance your children's listening and attention skills, not least by turning off the television and spending some quality time with them. Try to find activities that share your attention that you can both enjoy and focus on together. Also, don't forget to praise good listening and good looking. These skills require the child to stop and focus on a particular task. Having a shared focus helps this process. **Tongue twisters** are helpful in order to help the child keep focus. A shared focus means looking at things together and talking about what you are looking at. For instance: "Red leather, yellow leather", "Red lorry, yellow lorry", "Not these things here, but those things there", "Eleven owls licked eleven little liquorice lollipops", "I can think of six thin things, but I can think of six thick things, too"[2].

As well as tongue twisters, books are priceless on enhancing children to focus on something that is useful. There some examples of books that are helpful to make children enjoy. Something Wonderful - **Written by Raewyn Caisley, illustrated by Karen Blair** Set on a beautiful rural Australian farm, Something Wonderful follows an inquisitive and analytical boy as he pulls things apart and puts them back together in order to figure out how they work. Sam often gets so engrossed in doing this that he forgets all about doing his chores! This makes his dad a bit frustrated, but these feelings soon give way to amazement as Sam's dad sees the wonderful invention that Sam has created. Something Wonderful is an inspirational story that celebrates the imagination, creativity and analytical thinking of children as they discover the word around them. The beautiful illustrations make the rural Australian countryside, and it is sometimes unpredictable weather, come to life. The book is written in past tense and features an array of action verbs and temporal concepts. The beautiful descriptive language used throughout the book promotes oral and literate language development [4].

Themes:

- places - farm
- tools
- creativity
- imagination
- individuality
- inventions
- science

Speech Sounds:

- /d/ - dad, paddock, wood, old, shed
- /m/ - mum, Sam
- /p/ - pull, push, put, parts, help
- /s/ - Sam, sun, chase
- /w/ - wind, washing, wood, walk, want

Grammar:

- adjectives
- copula (was)
- regular past tense verbs
- irregular past tense verbs (forgot, lit)
- subjective pronoun (he)
- superlative
- action verbs
- mental verb (think)

Semantics:

- labelling
- describing functions of objects
- predicting
- explaining means to a goal
- making inferences

Concepts:

- location (in, on, inside)
- quantity (many, empty)
- temporal (when, then, suddenly, while, until)

In conclusion, there is a great number of teaching materials and didactic tools for both teachers and parents to use. This is the part in which teachers' and parents' mutual creativity is most visible and most important. The culture of speech has a special place in the basis of spiritual and moral education of the younger generation. For a child's speech to be well-formed, the environment in which the child is growing must follow the etiquette of the child's development. Based on this, every educator and parent should use didactic tools to help children learn foreign languages and look for ways to develop children's cognitive characteristics.

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