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Ways to Develop the Vocabulary of Children with Incomplete Speech Development

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Abstract: This article discusses the effectiveness of the ideas of Western and Eastern speakers in the formation of children's speech, as well as the study of their theoretical and practical recommendations, as well as the transfer of their ideas and recommendations on speech to young people.

Keywords: Rhetoric, mother's school, mind and speech, strategy.

Introduction: In the context of reforms, the attention paid to the field of education and science deserves special recognition. Over the past five years, a number of presidential decrees and resolutions have been adopted to radically improve all levels of education. These adopted documents are distinguished by their practical relevance to life. Since communicative competences are the product of speech activity associated with thorough mastery of the subject of study, engagement in social relations, achieving critical and non-standard thinking, and expressing one's thoughts clearly and intelligibly, great attention should be paid to the formation and development of these competencies in students from the preschool period and the initial stages of secondary schools, and this is also one of the most important conditions for the formation of personal competencies in students.

One of the most important qualities of a person is his ability to communicate and think through speech. Meaningful speech, which is formed by the combination of various sounds in a certain order, is formed as a result of the activity of certain organisms. The efforts of parents and the timely and qualified assistance of specialists accelerate and ensure the child's confident step into life. Of course, it is a difficult task for such

children to go to kindergarten like their peers, and later to master literacy - to please their parents with their first successes and poems, but this is not an impossible task. Identifying the problem in time, along with the correct medical treatment of the child, and as a result of speech therapy, the child's admission to school can conquer the heights of science.

The issue of the formation and development of children's speech has long been one of the main problems of pedagogy. Indeed, the formation of children's speech depends on a number of factors, and their analysis provides a correct approach to the solution of this problem. These factors include the environment in the family and educational institution, the child's spiritual state, capabilities, physical health, activity, moral and aesthetic qualities. The scientific and theoretical substantiation of the role of folklore samples in the development of children's speech, as well as the possibilities of spiritual and physiological influence of a number of genres of folk oral creativity, is one of the current issues of such disciplines as linguistics, literary studies, folklore studies, psychology and pedagogy. The fact that the topic is located at the intersection of several disciplines indicates that it is a broad scientific problem.

Analysis and description of the conducted scientific work and research allows us to identify the scientific foundations and level of research for improving the speech of children of preschool age.

D.R. Babaeva's research studies the scientific and pedagogical conditions, theoretical, organizational, pedagogical and methodological aspects of the development of children's speech, the role of the family in the development of children's speech, planning and organizing this problem in the educational process, methods of improving children's speech in the process of getting acquainted with the environment, and the technology of developing speech in connection with the process of children's knowledge of the environment.

Language, speech and thinking are of great importance in the process of human development. In this regard, we consider it appropriate to dwell on the linguistic analysis of these concepts.

Language is closely related to consciousness and thinking. These two concepts require each other and one cannot exist without the other. The process of thinking takes place in the presence of language elements in our consciousness. Words and other elements of language appear in the mind as concepts, as a means of thinking. This process cannot take place without language elements. Therefore, language is closely connected with consciousness and thinking.

Speech is a phenomenon related to language, and its perfection depends on the ability of a person to quickly recall lexical units in the language and use them in the speech process. It is impossible to develop a person's speech abilities without increasing his vocabulary. Also, the methodological specificity of lexical units and their inherent semantic nuances, based on experience and natural intuition, increase a person's ability to use words effectively. This is a linguistic and psychological skill that is formed through attention to words, artistic reading, and various social relationships, and can be influenced by internal and external factors.

The development of speech in children of primary school age is based on practical work carried out in this direction in preschool educational institutions. Therefore, it is appropriate to ensure the integration of work on the formation and development of speech in preschool and primary education, to reconsider the issues of coherence and continuity in programs. In this regard, in preschool education, it is appropriate to pay attention to the following issues related to the formation of speech: the ability to express thoughts, coherent speech skills, and in primary education, to the issue of its development; in primary education, it is also useful to draw up a story based on a picture, retell a literary text, and pay attention to the grammatical nature of language elements. Theoretical and practical studies conducted on the formation and development of children's speech are contributing to the strengthening of interest in improving speech activity. When speech activity becomes integral with speech movements, an effective communication process is established. This approach occupies a central place in the theoretical views of Russian researchers on the development of children's speech activity. They have proven that the effective and efficient use of verbal and nonverbal forms of communication increases the effectiveness of speech.

The main stage of speech acquisition falls on the period of primary education, and subsequently it has the character of a systematic development. Therefore, currently, much attention is paid to the separate study of the stages of speech development. Researchers of children's speech of primary school age E.I. Tikheeva, E.A. Flerina, A.M. Leushina, L.A. Penyevskaya and others studied the specific features of the development of children's oral speech and the development of storytelling skills, the interrelationship, differences and similarities in the expressiveness of dialogical speech and monologue speech, and factors that form fluent speech. These researchers also described practical aspects of the development of children's speech, in particular, the classification of children's stories, the role of the process of reading (listening) to stories in the

formation of speech, describing surrounding objects, narrating literary works, narrating from pictures, giving examples from personal and collective experience, and creative storytelling.

In general, the issue of children's speech development as a broad and multifaceted pedagogical problem has long attracted the attention of the scientific community. The problem has been studied in various aspects. In particular, the contribution of Russian pedagogical scientists in this regard has been great, and there is still much research that needs to be carried out by domestic researchers. Undoubtedly, the study of the issue of children's speech development from various angles has not only scientific, but also practical significance.

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