

USE OF RE-STORYTELLING METHODS IN DEVELOPING CHILDREN'S CONNECTED SPEECH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Ruzmetova Muslima Ollayor kizi

Teacher of the Department of Preschool Education

Urgench State Pedagogical Institute

Abstract

This article extensively and deeply studies the issues of effective use of retelling methods in the development of children's coherent speech in preschool educational organizations. The theoretical and basic concepts of the retelling methodology, related practical methods, psychological and pedagogical foundations of the formation of children's coherent speech, its role in the development of the culture of thinking, expressive skills and creative approaches of students, pedagogical experiences, innovative demonstration methods, ways to introduce techniques that give the best results are discussed. At the end of the article, a conclusion, important recommendations and modern literature sources are given.

Keywords: Retelling, coherent speech, preschool education, development of oral speech, pedagogical methodology, creative thinking, communicative skills.

Introduction

As a result of fundamental reforms in the preschool education system in Uzbekistan, special attention is also being paid to the development of conscious, independent and active speech of children. For a child, coherent speech is a means of expressing his thoughts, feelings, intentions and imagination in a coherent, logical and meaningful way, expressing himself freely, participating in communication and verbally expressing his life experience. Through speech, each child understands the world around him, conveys his thoughts to others, develops intellectually and begins to mature as a person. Based on this, one of the most



important priority tasks for preschool children is the formation of coherent speech, the development of their skills of expression, narration, independent speech, and in this, the correct and effective use of retelling methods comes to the fore as one of the main factors. Retelling is the child's ability to retell events and texts that he has heard, seen, read or witnessed, relying on his own language, his own expression and speech experience. In the process of retelling, the child mainly composes an independent story based on fairy tales, texts, images, pictures, videos, events, poems and everyday life situations, actively uses vocabulary, develops the skills of constructing sentences, choosing phrases, maintaining the sequence of events, and maintaining logic. Coherent speech is considered to be a logical, holistic and consistent way of connecting texts, dialogues, stories or sentences, and presenting them in an understandable and meaningful way [1].

To develop children's coherent speech, they must first enrich their vocabulary, understand the main idea of texts, the sequence of events, learn to speak in accordance with logical integrity and grammatical correctness, and learn to use a variety of methods and tools. Among such activities, the retelling method is recognized as the most effective, effective and effective method that increases the child's conscious activity. In the effective use of retelling methods, the child first acts as a listener, and then independently as a storyteller and narrator. At the stage of preparing the child for retelling, the teacher shows or reads to him the previous fairy tale, story, picture or incident. Then, using the child's imagination, word choice skills, and sentence construction skills, the child retells this text or image. Initially, short, multi-word, simple stories are gradually moved to complex and figurative texts. In this process, parents, in cooperation with the teacher, should actively stimulate the child, create opportunities for oral creativity, and encourage the child to retell freely and effectively. The child begins to express his personal experience, feelings and impressions through speech, forms a dialogue through questions and answers, and develops independent speaking skills [2].

The formation of coherent speech is carried out gradually, based on the psychological, mental and individual characteristics of each child. At the first stage, the child acquires the skill of understanding the meaning of a simple word, phrase or sentence and repeating it, at the second stage, he tries to tell a short story, fairy tale, event or text in his own words, breaking it down into parts, and



at the third stage, he independently shows the main content of the text and tries to supplement it with his imagination, expressive language, narration. In the process of upbringing, the teacher divides the story into fragments, discusses each part separately, answers children's questions, and encourages them to think freely. The following methods give effective results in achieving success in retelling: strengthening preparation for the lesson, attracting the child's attention, arousing motivation and encouragement, paying special attention to increasing vocabulary, an individual approach to the characteristics of each child's speech, determining which words he uses most often, where he has difficulty, and providing assistance in this regard [2].

Retelling based on a picture or photograph - the child is asked to imagine a previously given laconic story, tale or event through a picture and express it in words. Retelling using audio, video clips - the child vividly describes the video, cartoon or oral event he saw/scrutted in the same situation, expressing important points with his own analysis and words. Retelling in groups and pairs - children work together in small groups or pairs, one begins the tale, the other continues and finally brings it to a logical conclusion. Retelling based on free fantasy - the child makes his own corrections to the text, picture, expands the characters or creates a new ending. The use of modern information and communication technologies, various multimedia presentations, and visual materials in retelling sessions increases children's attention and creative thinking. Storytelling using alphabetical or sequential cards, tables, and scenarios helps children develop coherent speech and correctly understand the main content of the text at an early stage [3].

The following positive changes occur in children through retelling: the child's language becomes fluent and rich, their sentences begin to form coherently and logically, and they develop the habit of speaking independently, freely, and beautifully. Retelling teaches children to think independently, to tell stories coherently, opens their minds, and enriches their imagination. Most importantly, the child learns to freely convey his thoughts to his team, family, and friends, to answer questions clearly, and to express his life experience in speech. After retelling, the child's ability to independently compose and tell a logical story on any topic increases. Retelling plays an important role in the formation of moral



values in a child, in teaching social behavior, in distinguishing between good and evil, and in strengthening realistic attitudes towards life based on vivid events [4]. Supporting the development of coherent speech in a child requires not only linguistic means, but also socio-psychological and pedagogical approaches. At the initial stage, the child may be shy and unable to fully express his thoughts. Therefore, it is important for the teacher to create a free atmosphere with the child, listen carefully to each problem, encourage the child, and help him with motivating statements and questions. For example, questions such as “What was your favorite story?”, “Do you think this hero did the right thing?”, “Okay, if you were in this story, what would you do?” encourage the child to tell a story independently. Analyzing each child's speech, identifying their strengths and weaknesses, choosing the right strategy, and helping them work on themselves is the most effective way of the educational process. High results can be achieved by the educator choosing the right methodology and pedagogical approaches, not overly restraining the child, encouraging him to express himself freely, correcting speech errors in a correct and positive way, and organizing various scenarios and role-playing exercises. At the same time, the use of innovative methods, game technologies, and information and communication resources in the development of children's communicative speech is widespread. The use of multimedia slides, short animated clips, interactive presentations, and problem-solving tasks increases children's attention, forms stable motivation in them, strengthens speech, and helps them think deeply logically. Through collective and individual work, children enrich their speech experience [5].

For example, using tasks such as “Retell a fairy tale with a twist”, “Think of a new adventure for the hero of the story”, “You watched the video - now tell it independently”, children choose a consistent, new, logical series of events themselves, introduce the chosen words into their speech, enrich each other's thoughts and opinions. The results of pedagogical experiments have shown that using the retelling method, the speech culture, vocabulary, independent thinking, creative approach and freedom of thought of the students significantly increase. During the sessions, children share examples from their lives and events they observe in their daily activities, and share them in independent, meaningful and coherent speech. Through small group sessions, they learn new words and phrases from each other and consolidate their use in the speech process in practical



experience. In addition, from a psychological point of view, the child gains self-confidence, expands his circle of communication, develops a culture of speech and hearing, and improves his ability to adapt to informal and formal environments.

Conclusion

The retelling method is one of the most effective, easy and interesting methods for developing children's coherent speech in preschool educational organizations. Retelling exercises are of great importance in forming a child's independent and creative thinking, expressive and logically coherent presentation of speech, developing communicative skills, listening to the speech of others and strengthening their own reasoning. With the help of this method, children increase their vocabulary, correctly construct sentences, analyze the connection of events, learn to draw independent conclusions and, most importantly, acquire such vital skills as living with communication, speaking freely, and being able to respond to words. By organizing retelling exercises in an innovative, interactive and interesting direction, it is possible to achieve the development of each child's coherent speech and form him as a successful person in modern society.

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