



DEVELOPMENT OF LINGUOCREATIVE ABILITIES IN CHILDREN'S SPEECH

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Abstract: Children's speech is primarily a special manifestation of its assimilation, manifesting the language and speech system, the speech of children of preschool and school age. Children's speech was first studied not by marotaba linguists, but by a psychologist, logopedists, and educators. The study of children's speech not only in the linguopsychological, but also in the general plan is associated with the aspect of the linguistic system that is not peculiar to adults, it is more closely manifested when the initial stages of speech formation and development in the child, the manifestation of language abilities are carried out in a way that is consistent with the.

Keywords: Ontogenesis, speech activity, children's speech, text-building, text, recipient, linguistic features, psychic phenomenon, neoplasm.

Imagination relies on the life experience accumulated in the orttirib, during the development of creative activity. The development of imagination consists in games, labor, communication, conversation, etc., taking into account the circumstances of the psyche. Therefore, for the development of each mental state, visual acuity is important. Dramatization develops mood and further strengthens the child's imagination.

In order for the activity to give any result, regardless of what it is, it must be progressive, strengthen memory, fantasize, be patient, motivate thinking, and generate inner feelings. When the child performs activities, it is necessary that he is satisfied with himself, that is, he is satisfied with the work he has done. In the educational process, a friendly attitude should be formed between the child and the educator.

The educator should take into account that before starting any activity the child should be interested, use unconventional methods, take into account any suggestions made by the children.

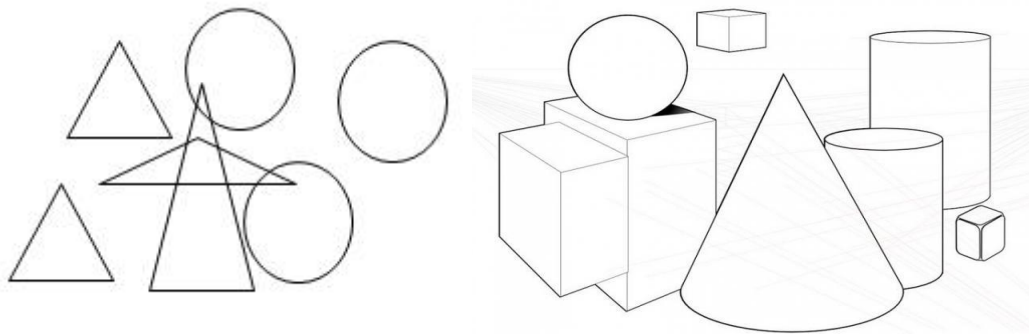
It is of great importance to encourage children with words and thing in faollashtirish. The game, the work done through the competition, gives its result. A good result is the fulfillment of the inner feeling of attention in a more problematic state, logical and, in part, independent thinking, in the educational process.

So to develop imaginationurni:

1. Development of the skills of the amateur life experience, their richness, the impact of the environment, the world view.
2. Turn the finished work itself into the desired state, draw up. These works can be formed very slowly, because in the first place it is worth teaching. The main thing is that it is of great importance that children can make images from something (form) that do not return each other differently (picture 1).

- The development of imagination skills, the availability of conditions for performing logical thinking exercises. The presence of a variety of items that do not return each other for the interest of the child.

Samples:

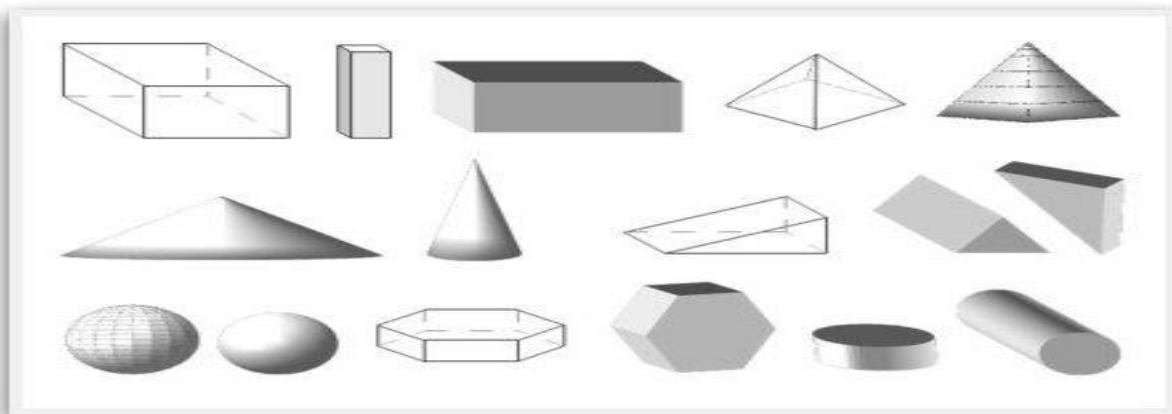


1-picture

The game is a process that is carried out step by step. The child is given several circles. It is offered to fill it. Whoever draws a lot of pictures, he will win. It is possible to give instead of a circle.

On paper, draw a picture of a person. The educator tells the children that the artist could not bring the picture to the end, let's say that together with you we will end it. Where do the children draw here a picture of a girl-boy or a boy-boy? What is in his hands? What color are the eyes? What is the shirt? What is Sochi? And h.k. having asked questions, he chooses the most interesting among them and draws a picture. When the picture is ready, children are offered to tell about what kind of event with the child in this picture. This game can be played in different ways. For example: pets, through tree schemes. What is it? In the game you will need a ball and various geometrical shapes. The educator keeps the children in a circle. He puts geometrical shapes in front of them and says, "What do you look like this?" - The question is asked and the ball is thrown. The child hanging the ball will answer.

Children are creative peers, depending on how the given forms are located. For example (picture 2):



2-picture

In addition to it, such cards are offered (3-picture, 4-picture).



3-picture 4-picture

It is necessary to bring these pictures to the end and name them.

For example: "Forest in a fairy tale", "Magic field", "Underwater kingdom", etc. Its continuation is a "Mysterious forest", this picture is done in sequence. In addition to chalk, as already mentioned above, it is possible to use products of nature: Walnut seedlings, seeds of tree fruits, seeds of melons, watermelons, melons, pumpkins, juniper berries, beans, mosh, rice. Dice, penoplast, wire, cotton, leather, cloth, plastic, glass, iron, tree, button, Pearl, different jewelry, plywood, matches grains, coins paid, knopka, different korob, empty flacons, bottle caps children's drying, hand labor creative imagination kengaytiradi. It is of great importance to introduce children to a variety of items, enriching their imagination. It is not necessary to limit yourself to these.

In the process of studying these materials develops awareness, attention in students.

They learn to classify, stratify, and compare geometrical forms.

In readers, the ability to analyze and synthesize, to generalize logical thinking develops, mental activity is formed. Readers' speech is enriched with special geometric terms, expressions, dictionaries faollashad.

By acquiring measuring skills, independence and confidence are developed in them.

Elements of geometry are introduced to children not only in the primary class, but also in the kindergarten period. They will be able to recognize geometrical adhesives in this period through their various toys that is, they will have an idea of The Shape of a square, a right rectangle, a circle, a circle, a cube, paralleloped, a sphere and the like. They may not know how to find their perimeter, face, size during this period, but they will know what these shapes are.

Gradually becoming older, after going to school, they begin to call them by their own names. What is the point, what is the straight line, what is the cross section, what is the light, they will have such concepts about geometric adhesives. They are known by their names: triangle, rectangle, square, cube, parallelpiped, etc.z.

In 5-6-th grades, students will be able to measure the length of the cross-section and the broken line, the length of the line, make an incision of the given length, live using the corners transport, distinguish the circle and circle from each other, according to the given formula and data, they will have the skills to calculate the dimensions of the sides

Also, the intersection of AB; ABC triangle; CB beam; a straight line; sides a and b, the angle at which the tip is A; a straight line passing through the point A and B parallel to the straight line; perpendicular A and B straight lines; rectangular ABC triangle; O centered circle; O centered and AB semicircular in diameter; Yas make an angle using

It is known that in the lower classes, together with the construction of the above forms, many of the properties of these forms were introduced. For example, the fact that it is possible to transfer only one straight line from any two points, that each cross section has a length of a designation greater than

zero, it is possible to cite such properties that each angle has a measure of a degree of a designation greater than zero.

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