

# Content and Tasks of Teaching Monologic Speech at Different Age Stages

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**Abstract:** The article covers the content and tasks of teaching monologic speech at different age stages, the significance of monologic speech in children's speech development, the methodology of teaching children to independently construct stories, methods of retelling and conversation, and measures for improving and further developing monologic speech.

**Keywords:** Monologic speech, retelling, vocabulary, phrases, sentence structure, literary work, speech activity, free communication, method, tasks, discussion, monologue, dialogue, conversation, class, logical thinking, storytelling, story construction.

## Introduction

Monologic speech is the ability to express thoughts and opinions about events in a distinctive and engaging manner. Therefore, monologic speech holds significant importance in human life. Knowing the methods for developing monologic speech in preschool education helps educators effectively address speech development tasks for each age group, ensuring children are well-prepared for school.

### *Content and tasks of teaching monologic speech at different age stages*

The regular teaching of monologic speech begins at around five years of age. However, preparation starts in the second year of life, during activities like learning poems and counting rhymes. By the age of four, children start using descriptive and narrative forms of monologue, and by seven, they are capable of brief reasoning. The complexity of monologue lies in the fact that it requires the child to focus on an event or a literary work of interest, noticing not only the objects or events but also the connections between them. This also engages memory, which plays a role in both thinking and speech development.

In older preschoolers, the main results of speech development are linked to significant changes in communication. Communication with peers becomes a priority. The child begins to prefer interactions with peers over adults.

### *Methodology for teaching retelling*

Retelling and storytelling are methods of teaching monologic speech. Children retell monologic texts, narrate real and imaginary events, and create their own stories. Mastering the methodology for teaching monologic speech means that educators must learn how to listen to children, help them with retelling and storytelling, and support them in constructing stories. Retelling involves fluently and expressively recounting a literary work that was heard. It is a relatively easy speech activity since the child repeats the content, using the author's words (vocabulary, phrases, structures) and the teacher's expressive methods. However, this is not mechanical repetition but rather a free and emotional retelling based on understanding the text.

The task of teaching retelling gradually becomes more challenging in younger age groups—retelling familiar tales, recounting newly read works, changing the narrator's perspective (from the first person to the third and vice versa), retelling based on the teacher's plan, retelling based on a plan developed

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with the children, retelling by analogy (changing the character or season, etc.), and dramatized retelling using toy silhouettes or children's choices.

### ***Types of stories and their teaching sequence***

A story is a broad, independent narrative about a fact or event. Constructing a story is a more complex activity compared to retelling because children must independently choose the content and speech forms of the story, narrating it sequentially (based on a plan by the teacher or themselves).

### ***Three types of stories can be identified for preschool children:***

1. Stories based on perception (the child narrates what they are observing at the moment);
2. Stories based on memory (the child recounts what they have experienced);
3. Stories based on imagination (a fictional story).

Stories based on perception and memory are rooted in factual material, while imaginative stories are creative, where the child adapts their experience to the topic, creating new situations and images. In one lesson, different types of stories can be mixed. For example, after describing a toy (perception-based story), the child can talk about where it was bought or how it was repaired (memory-based story). All these types of stories can be used to achieve educational goals and can take the form of description, narration, or reasoning.

### ***Conversation method***

A lesson conversation aims to develop children's logical thinking and ability to complete a topic. Adding new information that children are familiar with is a necessary element of the conversation's main part. This expands and deepens children's knowledge. A teacher's concise and clear information allows for a conversation with a well-defined purpose. Conversations can be concluded with riddles, poems, or explanations of pictures by the teacher, but they often end with the educator's moral conclusion, derived from the conversation, which highlights the key takeaways for the children. In these conclusions, the teacher should use words, phrases, and syntactic structures taught during the conversation.

It is essential to conduct conversations in a way that all children participate. If a child only listens to the teacher's conversation with others but doesn't participate, they don't practice conversation, and their involvement is only nominal. Conversations should be held with small groups (6-8 children). If the group consists of 25-30 children, the session should be divided into three or four smaller groups. To save time, the duration of each group conversation can be shortened. However, it's important that each child not only listens but also practices speaking. Teachers can involve parents for help and provide detailed guidance on how to prepare for the conversation. Parents are generally proficient in oral speech and can handle this task well. Such activities also enhance the child's monologic worldview.

### **Conclusion**

Monologic speech development in children involves the ability to think logically and imaginatively, express thoughts clearly, self-regulate, observe, listen, memorize, generalize, and compare. Fostering monologic speech is crucial as it is a high-level spiritual form of communication that serves everyone equally.

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