

THE DEVELOPMENT OF COMMUNICATION OF CHILDREN WITH INCOMPLETE SPEECH DEVELOPMENT BASED ON FAIRY TALES AND ITS RESULTS

NSPI named after Azhiniyaza of the department of "Preschool education and defectology"

senior teacher

K.Tajimuratova

Key words: *Children with underdeveloped speech, fairy tale therapy, metaphor, fairy tale motive, perception, adaptation, psychocorrection, psychological need.*

Abstract. This article highlights the importance of using folktales in the correction of preschool children whose speech is not fully developed.

Introduction. At preschool age, the perception of a fairy tale becomes a unique activity of a child, allowing him to freely dream and imagine to face the complex events and feelings of the adult world.

Perception of a fairy tale at preschool age becomes a unique activity of children that allows them to freely dream and imagine. In this case, a fairy tale is not only fiction and fantasy for a child, but it is also a unique reality. Therefore, while perceiving the fairy tale, the child compares himself with the heroes of the fairy tale, which allows him to realize that such problems and experiences do not exist only in him.

On the other hand, through fairy tale images, the child is offered ways out of various difficult situations, solutions to conflicting situations, and his abilities and self-confidence are positively supported. In this, the child imagines himself as a positive hero. Such a situation arises not because a preschool child understands human relationships so well, but because the hero's situation is better compared to other characters.

The main part. Enacting fairy tales expands the range of adaptive aspects of a person, allows to develop imaginative thinking, as well as the ability to act in crisis situations.

Fairy tale therapy is a natural method of socialization of children.

In fairy tale therapy, even children who initially do not join the game process, do not accept the fairy tale, still feel its positive effect at the subconscious level. A single fairy tale affects each child differently. Each child finds in it some "own" that is necessary for him to solve the problem at the moment [1.43].

According to the definition of T.D. Zinkevich-Yevstigneeva, fairy tale therapy is the process of searching for meaning, the solution of knowledge about the world and the system of interactions in it. Fairytale therapy is the process of transferring the fairy tale qualities into reality, activating the resources and potential of a person.

The main tasks of fairy therapy:

- expanding the range of roles of the developing child's personality;
- strengthening of mental processes, development of emotional sphere;

- formation of self-management and self-control skills, development of flexibility and voluntariness of behavior;
- elimination of fear, restlessness, self-doubt, excessive suspicion of the correctness of one's actions;
- the child's high self-esteem and self-confidence;
- mastering the generally accepted norms of communicating with people;
- development of imagination and figurative thinking.

Results of early therapy:

- high flexibility and mobility of nervous processes increases;
- small hand motor skills and coordination of movements develop;
- physical and mental stress is eliminated;
- work ability increases;
- qualities of will improve;
- breathing exercises;
- communication difficulties are overcome;
- expressive qualities of communication: plasticity, mimicry, improvement and activation of speech;
- awakening imagination and imaginative thinking;
- development of mental processes;
- formation of social skills.

Possibilities of working with a fairy tale:

1. Using a fairy tale as a metaphor. Texts and images of fairy tales evoke free associations about the child's personal life, and then these metaphors and associations should be discussed.
2. Drawing a picture based on a fairy tale motif. Free associations appear in the picture, and analysis of the received graphic material can be carried out later.
3. Discuss character actions and motivations.
4. Staging fairy tale episodes. The fairy tale postonovka can be performed by a group of children or adults. Staging one or another episode of a fairy tale allows each participant of the postonovka to feel the emotional significance of the situation and show emotions.
5. Creative work based on the motif of a fairy tale:

Analysis. The goal is to understand and understand what is hidden behind each fairy tale situation, plot structure, and character behavior.

Telling a story. This method helps the development of imagination.

Retelling the tale. Authorship and re-weaving of folk tales is important if the child does not like the plot of the fairy tale and some of the developments of the events. This is an important diagnostic material. Retelling the fairy tale, the child chooses the course of events that matches his inner state and finds a solution to the situation that allows him to be free from inner tension. This is the psychocorrective content of retelling a fairy tale.

Weaving a fairy tale. The plot of fairy tales should allow changing characters, as well as choosing situations that require certain decisions. In the course of the story, a central crisis situation should arise, consisting of decisive situations in solving the problem. Fairy tales should have a happy

ending. It is necessary to instill confidence in the child that he will find a solution to a difficult situation, otherwise he will have no incentive to continue the struggle. So, development on the basis of fairy tales is the process of observing and revealing the inner and outer world, realizing what has been forgiven, modeling the future, choosing a unique fairy tale for each child [1.38].

Undoubtedly, fairy tale therapy is a very valuable method of psychological work with children, which is a very natural and traditional form of communication between children and adults through fairy tales. Usually, when working with a child, the pedagogue does not use the "psychological" language of external analysis, but constantly maintains the ability to "exit" the analytical phase in order to understand what the child needs and how to give it to him. That is, a fairy tale first represents a diagnostic character, and then a two-sided instrument as a way of influencing the situation [1.42].

Metaphor provides communication between the left and right hemispheres of the brain. In the process of perceiving a fairy tale, the left hemisphere of the brain works, it separates the logical content of the plot, while the right hemisphere deals with dreams, fantasy, imagination, and creativity.

When using fairy tales to work on the child's fears, the following can be observed: at the conscious, verbal level, the child may not perceive the fairy tale, but the effectiveness of the work remains, that is, the change usually takes place at the subconscious level. An interesting situation is observed in this. A single fairy tale has a different effect on each child, each child finds his own, relevant for him, compatible with his problems.

Particular attention is paid to the selection of characters for fairy tales and the establishment of relationships between them. It is necessary to add characters suitable to the real participants of the conflict situation to the content of the fairy tale and to establish symbolic relations with them corresponding to the real events.

In order for the fairy tale to be interesting, it is necessary to determine his interests in the initial conversation with the child. This allows you to identify positive aspects that can be relied upon in the process of creating a fairy tale.

The use of a topic that is familiar and understandable to the child allows him to easily enter the image of the hero of the fairy tale, compare the hero of the fairy tale with personal problems, and see ways out of the situation.

Fairy tale therapy is a natural form of communication and exchange of experiences, a system of educating new generations. It is a necessary means of understanding both the external and internal world by the child. Therefore, fairy tale therapy is related to understanding the events of fairy tales and their interrelationship with real life situations. A fairy tale has a psychotherapeutic effect on a child, because the language of a fairy tale is understandable for a child. A fairy tale serves the development of imagination, which is very important for a child to solve his personal problems. The fairy tale style is also understandable for a child. A child cannot think logically yet, and a fairy tale never burdens a child with any logical observations. The child does not like advice, and the fairy tale does not educate him directly.

Young children are often trapped by "emotions" because they are unable to control their emotions. Only according to the level of personal development, they gradually develop the ability to

understand and control their own experiences, to understand the emotional state of others, voluntary actions develop, and emotions become relatively stable and deep [2.460].

The period of sudden changes related to going to preschool or school is especially difficult for a child. It takes time for a child to adapt to a new environment, a new routine, to learn to communicate with unfamiliar children, to understand the requirements of educators and teachers, and to understand how to learn new knowledge in the process of group education.

Any adult does not understand his various experiences, and for a child this task is even more complicated. Children do not always understand even the simplest emotions correctly, and it is especially difficult to understand the various experiences associated with the expansion of the circle of familiarity with the world around them.

The fairy tale to a certain extent satisfies the three natural psychological needs of the preschool child:

1. The need for autonomy. In each fairy tale, the hero acts independently throughout the entire journey, makes choices and makes decisions relying only on himself and his own strength;
2. The need for competence. The hero is able to overcome unexpected obstacles, and in most cases, despite temporary setbacks, he becomes a winner, achieves victory.
3. The need for activity. The hero is always active, always in motion: he goes somewhere, meets someone, finds something, fights with someone, runs away from someone. At first, the hero's actions are slow, his activity is motivated by other heroes of the tale.

The result of satisfaction of these needs is the formation of the following personal qualities:

- autonomy expressed in the desire to express a personal opinion, position or views;
- the ability to take the initiative in communication, to attract the attention of partners, to stimulate their communicativeness, to manage the communication process, to respond emotionally to the situation of partners;
- social competence consisting of several components:
 - *motivation manifested in relationships such as love, attention, pity, and concern for other people;
 - *cognitiveness related to the ability to understand another person, to understand his peculiarities, interests, needs, to notice his mood and emotional state;
 - *behavior related to choosing adequate situations, communication methods.

The fairy tale forces the child to care about the heroes, as a result of which new ideas about people, objects and events in the surrounding world, new emotional experiences appear.

As the range of communication expands, children feel the influence of various social factors that activate their emotional world to a certain extent. The child must learn to overcome situational emotions, learn to control his feelings. Tales and games teach all this, for example, how to overcome fears. A fairy tale is chosen for a child who is afraid of something or a corrective fairy tale is created, in this corrective fairy tale information about his fears and overcoming them is encrypted in the form of a metaphor. In the process of such work, the child not only "gets to know" his fears, but also learns to overcome them.

Fairy tale therapy as a psychological method determines its age limits in the process of working with children: the child must clearly imagine the existence of a fairy tale reality, different from reality. Usually, such differentiation skills are formed in a child by the age of 3.5-4 years, but it is

necessary to take into account the characteristics of the child's individual development in any specific situation.

Fairy tale therapy can be done with children in different ways. An existing authorship or a folk tale can be used for the work, the pedagogue can weave a fairy tale together with the child, and the child can weave a fairy tale independently.

Fairy tale therapy sessions should be held after a certain period of time has passed from the traumatic situation, when the child has calmed down and has the opportunity to look at events from the outside. Daytime or evening time before sleep is good for such communication.

In order for the child to better understand what is happening to him in the fairy tale, you can come up with a ritual of moving to a mysterious fairy tale. One of the elements of such a ritual is that the child "turns into" a hero. It is possible to independently choose the method of presenting fairy-tale quality material and involving the child in the creative process. For example, what do you think to a child in the middle of the story during the telling of a story, why did your hero do that?, did you like what he did?, how would you behave in his place? You can ask questions like It is also possible to invite the child to knit together the small parts of the tale, taking turns narrating. At the same time, invite the child to weave a fairy tale based on the proposed topic possible Another type of development work based on a fairy tale is telling a familiar fairy tale in the language of different characters.

Using various methods of development based on fairy tales, it is possible to help a child with underdeveloped speech to overcome many situations.

It is advisable to carry out corrective work in a separate, small and well-lit room for the development of communication based on fairy tales. Regularly conducting children's communication development activities on the basis of fairy tales allows the child to quickly communicate with other children through the development of speech.

In order to develop communication in children whose speech is not fully developed, we show children familiar picture, color, fairy-tale books, cartoons, fairy-tale albums and ask the children for their own fairy tales. they tell what the story is about. They told us by flipping through the book or communicating through the pictures of fairy-tale characters.

As an example, we give the development of a fairy tale.

By telling children the following stories, the speech therapist will help children to develop their cognitive activities, such as morals, good and bad.

Subject. "Goat kids". (about animals)

Purpose: To teach children such qualities as listening to their mother, not being arbitrary.

Accessories: A colorful fairy tale book, separate mother goat and her kids photo albums, "goat kids" (disk).

Course of the lesson: Before reading the story, the speech therapist asks questions and answers. What did the goat say to its children? What did the children say to the wolf? What kind of song did the mother goat tell the kids to open the door? Where did Kenjatoy the goat come out and tell his mother what happened?

End of the lesson: Did you see, children, that the arbitrariness of 1 goat led to many goats becoming fodder for the wolf. Listen to your elders. Do not open the door to strangers. Ask your elders before doing anything.

The tale ends with children's questions and answers.

A speech therapist develops the children's vocabulary and grammatical structure of words during correctional work with children whose speech is not fully developed. Also, through the development of communication, connected speech develops in children [3.43].

The final part. The goal of forming a perfect personality can be the main goal for pre-school education and after that to study fiction and literature as a subject in our schools, both our ancient values, spiritual traditions, and our pedagogical practice with a long history. It also requires our fiction, which is embedded in the spiritual world of our people. Each subject in the educational system has certain opportunities in this regard.

The invisible aspects of this ancient world are presented to children in their own way, and they share their opinions with their peers. As a result, the seeds of goodness grow in their hearts. This is a proof of the magic of fairy tales. In short, the fairy tale is as lovely and sweet as a mother's fairy tale. That's why the fairy tales that are firmly fixed in the perception during childhood do not leave the human memory for many years.

REFERENCES

1. Abdullaeva R. "Working on fairy tales". Language and literature education. Tashkent-2009, 11 issue.
2. Ayupova M. Yu. "Logopedia" publishing house of the National Society of Philosophers of Uzbekistan, Tashkent-2019. - 568 p.
3. A.J. Tajimuratov "The correction of the defects in the pronunciation of children's voices in the school uniform" NSPI named after Azhiniyaza publishing house. 2024 Vol. - 54b
4. L.R.Muminova, M.Yu.Ayupova Speech therapy. Tashkent 1989.
5. Aytmetova S. Features of mental development of secondary school students. Tashkent, 1984, 1.2.Gazman O.S. "V shkolu s igroy". M.: 1991.
6. Mamedov K., Shoumarov G. Psychology of mentally retarded children. Tashkent, 1994.
7. Бекимбетова Айнагул Амангелдиевна Путь науки Международный научный журнал №4 (74), 2020 Профессиональная компетентность педагога дошкольного образовательного учреждение <http://scienceway.ru>
8. Бекимбетова Айнагул Амангелдиевна TEST Engineering & Menegement. May-June 2020 Preschool Education And Modern Approach Towards

<https://www.testmagazine.biz/index.php/testmagazine/article/view/13275>