

***SPEECH ENHANCEMENT THROUGH INFORMATION
GAPFILLING TECHNIQUE***

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***Annotation:** interactivity: the process of learning speech requires interactivity to change. Mobile applications should have interactive games, music and other features that will surprise the user. This makes learning children more interesting because speech is higher.*

Stability: the process of learning to speak usually changes through certain practices. Depending on your regular use of mobile apps, your child's speech learning schedule can be a priority.

***Keywords:** Child, Development, communicativity, methods of growing speech, means of speech.*

***Аннотация:** интерактивность: процесс изучения речи требует интерактивности для изменения. Мобильные приложения должны иметь интерактивные игры, музыку и другие функции, которые впечатляют пользователя. Это делает обучение детей более увлекательным, так как речь выше.*

Стабильность: процесс обучения разговору обычно меняется с помощью определенных практик. В зависимости от того, как вы регулярно используете мобильные приложения, график обучения речи вашего ребенка может быть приоритетным.

Ключевые слова: ребенок, развитие, коммуникативность, методы развития речи, речевые средства.

One of the most relevant attitudes of today is the correct educational upbringing, mental and healthy, speech development of the younger generation, which has a great nobility, our autonomous presidium is in vain—in the upper classes, children are individuals and are formed as a team. At this time, they should not be separated from the environment in which they are taught. This can negatively affect the psyche, duration, Ultimately education of young people. Therefore, it is necessary to ensure the continuity of the educational process, to improve the educational programs for this reason, we tried to develop mobile applications in the speech development of children of school age. It is through the mobile application that it is possible to carry out the development of speech using the learning of practices in the process of learning speech, with the help of vocalizing skills, attaching the correct use of language around and playing speaking games.

Types of speech. People use language as a weapon of expression. They think about it before they can voice their thoughts and State them. This is internal speech. Internal speech is thought (thought) speech that is not broadcast and is not written. External speech is speech aimed at others, being broadcast using sounds or written with graphic symbols. Inner speech helps to understand and remember the material. According to the way of expressing an opinion, speech will be oral and written. Oral speech is often in the style of dialogue, while written speech is in the style of monologue. Requirements for student speech. When growing students ' speech, a number of clearly defined requirements are observed.

1. Let the speech of students be content.

2. Let There Be logic in speech.
3. Let the speech be clear.
4. Let speech be rich in language tools.
5. Let the speech be understandable.
6. Let the speech be expressive.
7. Let the speech be correct.

Provide a convenient speech learning process for young children through ergonomic design, interactivity and educational opportunities. For example at one and a half to two years old, a child can make simple statements. The reason is that during this period, verbs begin to appear in his speech. The amount of words that a child can use up to two years old should reach 60-80. It is after this that he begins to sound X, Y. At this time, he may not yet say certain sounds, such as r, sh, j, l, ch, and this is considered the norm, but some schoolchildren in school also find it difficult to say The Spoils of these letters in this program, the student is given words made up of these letters, the student sends these words through the recorder,

Various tools and emerging Web 2.0 technologies and applications available via the Internet for the development of oral speech through the use of information and communication technologies can be used in different types of learning environments, such as distance education¹. But not all of them are suitable for any situation; thus, it is the responsibility of training designers to study which tools offer the best solution for synchronous and Asynchronous interactions and various collaborative tasks. So using one of them does not mean that you should give up other useful tools. According to this idea, we think that each tool developed meets the requirements that it has developed. There are different applications, but they are all somehow useful, and the choice depends on the type of activity you want to create.

After these ideas, we will analyze web tools that are better than specific applications, which are useful for developing and improving oral speech skills, since they are all useful. The use of audio with Video makes it more attractive

and stimulating to teach students, in particular, the skills of listening and understanding L2. Digital videos do not benefit on their own, but are created with pre-listening, time and subsequent actions. Videos are a powerful tool because they provide not only context, but also authenticity, motivation, interest and confidence, sociolinguistic and pragmatic levels of language, nonverbal features such as gestures and body language, active participation and participation, and real vocabulary acquisition. Some of them are specially scripted for English learners, while others are specially selected and consist of real materials that can be used to design different types of activities for educational purposes. they listen and watch.

But we can increase students' ability to listen and speak through the use of videos. They are excellent materials for post-discussion speech activity. Students can work together to answer questions and discuss listening strategies. They can also use a camcorder and see how they can create, record, and then improve their performance. They can record role-playing games or presentations, or even internalize subtitles with potential for language learning, such as achieving a better understanding of verbal input or encouraging readers to think about Meaning and form.

Examples of the training form of speech cultivation through fiction in preschool-adult children are speech cultivation and introduction to fiction. In this case, selected works of art, fairy tales, stories and poems based on the themes of the planned month and week on the basis of the state program are taught during classes, and through them work is carried out to narrate their speech based on the state requirements for the development of children.

It is possible to carry out speech development work through the use of fiction in targeted walks and trips. In this case, it is possible to carve a trip to inhabited houses, a store-store, a monument to the hero of Labor (other monuments depending on the circumstances), alleys or a kitchen in the preschool organization itself, the courtyard of the organization, other group rooms, etc. During the walks, poems, fairy tales and stories that relate to the

place of the walk, the subject being observed and the personalities are taught to children. In addition, during the walks, children are taught words that are unfamiliar to them, and their vocabulary is increased in wealth.

Methods of growing speech in preschool educational organizations through fiction in children:

- memorizing poetry to children;
- Organization of a book corner in a preschool educational organization;
- use of fiction in extracurricular time;
- staging artistic works;

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