

## THE CONTENT AND TASKS OF WORK ON FORMING THE GRAMMATICAL STRUCTURE OF THE SPEECH OF PRESCHOOL CHILDREN.

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### Abstract

This article describes the grammatical possibilities of the mother tongue. Also, the importance of grammatical construction was discussed in the speech of the children of preschool educational organizations.

**Keywords:** grammar, speech, vocabulary, linguistics, morpheme, literary language formation, advanced pedagogical technologies, compound sentences.

### Introduction

Methods and methods of forming the grammatical structure of the studied language: demonstration of grammatical forms on the example of some words and phrases;

consists of game situations, speech exercises, creative role-playing games, listening to small texts, etc. Actions in the game should consist of forming thoughts with plural nouns. This requires an effort to eliminate any other grammatical difficulties. The child's minimum expression should consist of two words: two dolls, five teddy bears, eight balls, etc. To form the motif of such sentences, it is recommended to show pictures of several toys, animals, objects, or the pedagogue (child) holds several toys with the same name. At the same time, the child learns the ways of expressing them in grammatical forms and devices while understanding cause-and-effect relationships, time, environment and other relationships. Already at the age of 5-6, it is necessary to determine what a vowel and a consonant sound are with children. Speech development in preschool children is a voluminous concept. Dialogic games, exercises and problem situations with grammatical content are necessary conditions for the development of grammatical correctness of children's speech, their search activity in the field of grammatical forms. Also, the presence of a number of grammatical errors in children's speech indicates that children understand the meaning of the grammatical forms they use, but have not yet remembered how to use them in speech - that is, they have not mastered the norms of speech.

Children create their "own" words by simulating the words they have mastered. There are many examples of this from life: because any normally developing child "creates" his own words. By grammar, we do not mean a set of rules invented by linguists to describe and regulate the results of speech activity, but a set of knowledge necessary to create an opinion and understand the opinions expressed by others. The study of grammar is not only necessary for interesting linguistic purposes, but it is also a necessary part of a broad study of thinking and cognitive processes in general. Scientists, based on many studies, know the structure of the language is not an innate ability, but a child learns the rules during language development. They are of the opinion that he acquires similar things and with the help of them he expands his limited experience to the level of making and understanding innumerable sentences. One

of the tasks of linguistics today is to understand the nature and mechanism of this ability. The child constantly tries to correct his speech, striving to form the right words. The child corrects the syntax of his comments in this way. By the age of three, the child's vocabulary increases due to "various" words. After the age of three, the word-forming level becomes the leading level. The sphere of activity and communication of the child expands rapidly, and lexical tools are not enough to describe it: the child is forced to turn to word formation. If there is no specific unit to express a new phenomenon, then this unit is "invented", but in fact it is formed not anew, but on the basis of certain rules that make up the word formation level of the child's language system. It is necessary to introduce children to the past tense after they have mastered the conjugation of nouns. Past tense verbs are easily learned and become part of children's active vocabulary. Based on the materials of past tense verbs, the types and number forms of changing verbs are easily introduced into children's speech: yuvdi;

we washed;

drew, we drew.

Then, with the verb "I will be", the child learns the future tense. Forms of simple future tense verbs appear in children's speech by the age of four. It is better to start working on the grammatical series with nouns, because nouns make up more than half of our speech. In addition, by changing nouns, other parts of speech, namely: adjectives - by agreement, types and numbers;

Adjectives and verbs in the past tense change in type and number.

By this time, children should be able to distinguish between the words "one" and "many". Having chosen different things, they learn to match the words "one", "our" with these objects. To describe the sign of movement, they use idioms, for which children use them in phrases and sentences: walked quickly, spoke slowly, turned left, etc. The formation of grammatical skills in children experiencing the fifth-sixth year of life is in the process of household communication and at the same time, it takes place during special speech exercises and working with pictures. The didactic material offered for the classes should help to master time categories, numbers, persons, verbs, and to use verbs in the form of perfected and incomplete forms in speech. To teach children to distinguish between ongoing and completed actions, it is necessary to give them a specific characteristic in connection with a familiar situation. When making a sentence, it is important to connect the adverbs "today", "now", "now" with the verb of the present tense, and the adverbs "yesterday", "a long time ago", "recently" with the verb of the past tense. Children of different ages for the leading level of word formation changes. In the early years, the lexical level is the leader in the child's speech activity: the child tries to use the lexical units at his disposal to describe various phenomena of existence.

### **Summary**

Children's word creativity is a clear manifestation of the process of formation of rules, generalizations, actions of figurative relations. One of the main tasks of today's linguistics is to understand the nature and mechanism of developing the ability to compose countless sentences and understand them. The child does not follow the category system of adult language, but instead creates his own category of words based on the functional characteristics of his "individual" language system. While developing the syntactic range of children's speech, the educator should pay attention to the correct construction of simple sentences, sentences with the same member, compound sentences. Only when the child has mastered all the above-mentioned grammatical forms will he be well prepared to study at school.

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