

THE USE OF INTEGRATED TECHNOLOGIES IN THE CULTIVATION OF CHILDREN'S SPEECH IN PRESCHOOL EDUCATION

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ABSTRACT

This article describes the pseudonyms for the cultivation of speech in preschool children.

Keywords: Preschool education, teaching, methodology, didactics, speech cultivation, logic, understanding.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The child's speech narration is largely dependent on his psyche, healthy, trigger growth, moral qualities, ensuring the implementation of the norm in the mastering of the educational program, adaptation of skills. It is necessary that these issues are expressed in preschool education as a solution and focus on the education of kilib, which can speak fluently in their native language.

The development of speech in preschool children is an integrative - it is a complex psychological process, which consists not only in imitating the speech heard by the child. This process is associated with the development of communication activities in children in general and, first of all, the need for communication.

The fact that the child is directed to new sides of existence: the transition from practical activity to the study of the universe, and then people, their relations, comes the need for new means of communication that serve new purposes. The expansion of the child's lexicon provides an opportunity for him to master a wider and more diverse expression of his own senses.

For the integration of modern and full-fledged development of speech, interaction with surrounding people is necessary to enrich the composition of the child's need for communication. At the Verbal stage, a sluggish speech is formed in the child. The main significance of the period to this stage is such that the phrase, inside of which there are conditions necessary for the transition to the stage of the emergence of the next stage - active speech.

At the second stage of the active speech assimilation of the child, three main aspects are distinguished: emotional relations; relations in the continuation of joint activity (cooperation); sound relationships.

In the case when we come up with a justified approach to the mastering of speech by the child, we should pay attention to this, that is, we often put "HELP", "exercise" and other phrases, but also know how to help, exercise, etc.

The main form of teaching preschool children is integrated training. On didactic purposes, the following types of training can be distinguished::

- new material disclosure training;
- training on the development of knowledge, skills and skills;
- training on generalization and systematization of knowledge;
- final training or feedback (control) sessions.

Classes on the teaching of the mother tongue to children should be carried out in each group taking into account the young opportunities of children and the level of speech development of each child. Because the content of knowledge, their composition, the choice of methods and methods, the number of sessions per week, the duration of each training will depend on this.

Children from one to three years of age are recommended to conduct speech development exercises in the form of didactic games, pastime games, Saxon appearances. They should be in the entertainment state of nafakat, but also have the educational state of course.

the development of speech in children aged three to five years should have an emotional background. In this it is necessary to use fiction, a wide range of game modes and didactic games.

develop children's speech from the age of five to the age of sevenishga the lessons have a certain task - that is, it provides for the preparation of children for schooling.

In addition to speech-speaking tasks, the educator also performs the function of forming the ability to organize educational activities (attention, listen to the pedagogical task, understand and perform it accurately, get an idea in front of the children's team, give a simple assessment to the answer of the peer, etc.).

At the age of seven years in a properly educated tactician, the child acquires oral speech and is able to enter into free communication with both his adult relatives and peers; initiates and conveys ideas in dialogue, knows how to attract the attention of the interlocutor, respond to him in words, behavior and unconditional ways; can express his thoughts in the form of;

-familiar fairy tales begin to be a joke, telling the contents of cartoons, books, as well as a banter from any event;

- puddles different parts of speech, comparisons and synonyms in the comments;

-begins to express a critical attitude to speech, seeks to correctly speak grammatically, thanks to which the word weaving is eliminated, the number of aggramatisms is reduced; correctly pronounces all sounds in the native language.

A lot of conversational communication and skills in children are formed outside of training. Adults (educators, medical nurses, educator Assistant, etc.) of children in kindergarten.) communication takes place in different types of activities.

In the process of labor - labor-household, manual and agricultural labor, the children's dictionary is enriched, clarified and faded.

During the activity of the game, the educator develops self-speaking activities in them. In children, the vocabulary, the knowledge gained in training, strengthens and faollashad.

Participation of the educator in the games will help to enrich the dictionary, educate the culture of colloquial communication. In the process of organizing games on the field of vision, the educator determines, faollashtiradi a large group of words (quality, quantity, size and location of things in space and others) that are difficult for children.

Methods of play - the use of various hominchocks in the development of preschool-age children's speech exercises, more lively and emotional clogs of the nests, which leads to an increase in the attention of children, while at the same time all speech processes are active. In each session, especially at its end, it is possible to ask questions of humor, use lofts, game

heroes (bear, Buratino, etc.), apply Game Ratings. Also, the elements of the competition ("who says a lot?", "Who says good?"), the beauty, novelty of the training equipment increases the attention of both children to the material of speech.

Depending on the task of teaching, the methods of development can be divided into direct and indirect methods. Direct method of Education - sample, explanation, question, assessment of the child's answer, instruction, etc.

Training, depending on the purpose of the training task, in one training exactly the same method itself is the leader, in other direct methods – there may be additional methods. For example, in the lesson on how to make a hype, the pattern will be the leading method, while other methods - the plan, and the questions - will be an additional method. Indirect methods include reminding, advising, telling, correcting, softening.

In one training, it is recommended to use a whole set of methods: for example: it is recommended to make a comparison of things together with the use of a pronoun (an example of a word), an explanatory, an artistic word, etc. It is necessary for the educator to consider in advance the general course of training, determine the necessary methods of training. A thorough and rational selection of the necessary methods will largely determine the success of each training session.

Direct communication with adults has a great effect on the speech of the child. Children of preschool age learn the secrets of correct pronunciation, correct application of words, the formation of phrases, while they are imitated by the surrounding people, but also learn speech imperfections that are encountered in adults (educators, parents, family members and others), surrounding children. The culture of children's speech directly depends on the speech culture of the educator (adult).

The speech of the educator, who constantly stands in the center of attention of the little ones and communicates with them, is the main source from which children will receive examples of the native language, the culture of speech, so that he can correctly speak nafaqat, pronounce all the sounds of his native language clearly and understandably, and not only that he can speak with.

The story that the educator reads with the use of expressive means is of interest to children, it allows them to express sadness, to perceive the power of the word, to keep in mind its meaning until the moment; if the same trick is read quickly and without emotions in a dry oxang, then it is only possible to form boredom and indifference towards. In conclusion, if the educator feels that there are shortcomings in his speech, it is necessary to immediately eliminate them.

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