THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE CLASSROOM FOR THE DEVELOPMENT OF L2 SPEECH IN KINDERGARTEN

Akhmadjonova Kizlarkhon Kobiljon kizi
Independent Researcher (PhD), Department of Teaching English Language Methodology, Namangan State University, **UZBEKISTAN**
E-mail: sherzod.korabayev@gmail.com

ABSTRACT

This article is about solving problems on the development of speech of preschoolers in teaching foreign language with the help of communication technologies. The teacher needs to use in practice a variety of forms, techniques, methods and means of teaching, as well as apply modern educational technologies, including information and digital educational resources that help to effectively carry out educational work with preschoolers. Because, it's not interesting to listen simple lectures for kids and we can't motivate them with that way.

Keywords: Information technologies, preschool, children, L2, children's speech, multimedia, communication, visual materials, presentation, visual-figurative thinking.

INTRODUCTION

Currently, there have been significant changes in the preschool education system associated with the introduction of federal state requirements. The practice of preschool educational institutions indicates the need to expand the use of information and communication technologies (hereinafter ICT) in the organization of the educational process. Having studied the pedagogical literature and best practices, I had a question - is it effective to use ICT in the process of developing the speech of preschool children? This is how the theme of my experience was born: "Information and communication technologies as a means of developing speech in preschoolers."

National and foreign studies of the use of a computer in preschool educational institutions convincingly prove not only the possibility and feasibility of these technologies, but also the special role of the computer in the development of the intellect and the personality of the child in general (studies by Yolova, I. Pashelite, B. Hunter, etc.). The importance and necessity of introducing ICT technologies into the learning process are noted by international experts in the "World Report on Communication and Information 1999 - 2000", prepared by UNESCO and published at the end of the last millennium by the agency "Business Press".

Materials and Methods

I use ICT in the process of joint communication activities with children as a modern visual material. He also remarked: "Children's nature requires clarity." But problems often arise. Where can you find the material you need and how best to demonstrate it? The visual material available in kindergarten is becoming obsolete. And the acquisition of a new one requires considerable material costs. Making with your own hands requires ability, and it does not always meet the necessary requirements for visibility. The need to improve the quality of visual material is the most compelling reason to think about using computer technology. These technologies are of great interest to me and are an additional set of opportunities in the

development of pupils' speech. In search of new ways and methods of organizing communication activities, I turned to standard Microsoft Office tools, namely PowerPoint.

To solve problems on the development of speech of preschoolers, the teacher needs to use in practice various forms, techniques, methods and means of teaching, as well as apply modern educational technologies, including information and digital educational resources that help to effectively carry out educational and educational work with preschoolers.

Improving the educational process using ICT in working with children determines the relevance of this problem. The main idea of my teaching experience is the harmonious combination of modern technologies with traditional methods of developing a child's speech. The implementation that I see through the following tasks:
- ✓ study normative documents, psychological and pedagogical literature on the use of ICT in work with preschoolers;
- ✓ to substantiate the forms and methods of work when using ICT in communication with children;
- ✓ use ICT tools to interact with parents on the development of children's speech;
- ✓ to create a bank of computer didactic and methodological materials on the use of ICT in the work of an educator.

The design of educational activities with children using ICT requires adherence to certain didactic principles, which I am filling with new content today.

The principle of the child's activity in the learning process has been and remains one of the main principles in didactics. Using ICT, I stimulate the cognitive activity of children, thereby increasing interest in classes due to the novelty, realism and dynamism of the image, the use of animation effects.

Young children have an increasing variety of multimedia options that range from the standard display of programmed content on a screen with a keyboard or game controller as an input device to newer ways of playing. New multimedia options include the processing of physical objects with electronic, computer capabilities (interactive story books, tag reading system and Tag Junior smart pen, electronic keyboards and music creators, dolls and robots that move and interact, electronic toys, reliable laptop computers with child-friendly buttons); engaging in physical activities using dance floors and sports equipment as interfaces that include exercise, physical movement, and feedback (Dance Dance Revolution using a dance floor, WiiSports, Wii Fit balance board, Smart Cycle); use of mobile devices for screen-based games and activities (ABC Memory Match, Peekaboo Barn, Mickey MiniGolf, Nickelodeon's iPhone games for kids, TicTalkchildren's mobile games, DiaBetNet mobile games for children with type 1 diabetes) and a supported open receiver GPS hunting and other location-based activities; or - for children between the ages of 5 and 6, and sometimes for young children who sit on their parents' lap, interact with online teen communities (social networks such as Whyville, Club Penguin and Webkinz).

The stream of interactive products is now aimed at young children. Several reviews of research literature have identified important strengths and limitations of digital media for young children (e.g., Calvert, Jordan, & Cocking, 2002; Chen, Lieberman, & Paisley, 1985; Fisch, 2004; Gimbert&Cristol, 2004; Green field, 1984 ; Haughland& Shade, 1994; Kirkorian, Wartella, & Anderson, 2008; Lieberman, 1985; McCarrick& Li, 2007; Shuler, 2007; Thai, Lowenstein, Ching&Rejeski, 2009; Vandewater et al., 2007; Vernadakis, Avgerinos , Tsit-skari, Zachopoulou, 2005; Wartella, Caplovitz& Lee, 2004; Yelland, 2005). However, there is still a

lot to be learned about the advantages and disadvantages of these media, their constantly evolving content and formats, and how well it designthem. What follows is a selection of some of the learning outcomes that have been tested in the research and some thoughts on the next steps. [1]

Guided by the principle of scientific, pedagogical expediency, I pursue one goal - to help children learn real knowledge that correctly reflects reality. ICT enables me to present realistic, non-distorted information materials (reproductions of paintings, photographs, video clips, sound recordings) in multimedia form. I think that you will agree with me that various games and presentations that are in the public domain on the Internet do not always correspond in their content to these principles. Therefore, I try to be especially careful when selecting material.

Implementing the principle of accessibility, I select visual material, forms and methods of organizing educational activities so that they correspond to the level of preparation of children, their age characteristics.

The principle of systematic and consistent training is that the assimilation of educational material is in a certain order, system. I create and select multimedia presentations in accordance with a comprehensive thematic plan.

The principle of visibility. It is preschoolers, with their visual-figurative thinking, that it is clear only that they can simultaneously consider, hear, act or evaluate the action of the object. In this regard, in my work I use multimedia presentations - this is a program that can contain text materials, photographs, drawings, slideshows, sound design and voiceover, video clips and animation, three-dimensional graphics. The use of presentation tools allows me to bring the effect of visualization into the classroom and helps the children to assimilate the material faster and in full.

RESULTS AND DISCUSSIONS

I believe that the use of multimedia presentations in my work prevents fatigue of children, supports their cognitive activity, and increases the efficiency of my work in general. Their use in speech development classes is interesting for children and, importantly, for me. The screen attracts attention that we sometimes cannot achieve when working with children in groups. Starting work on this topic, I propose to achieve the following results:

1. The students' ideas about the world around them will expand, their vocabulary will be enriched.

2. Children will express their thoughts more logically and consistently, understand more deeply the meanings of words.

3. The ability to convey their impressions from the listened musical composition, from the viewed picture or illustration will be formed.

4. Children will use the artistic qualities of their native language in speech, and at the end of the training they will show a desire to create them on their own.

5. The use of these techniques will allow you to gradually lead the child to the individual composition of poetry, riddles, fairy tales.

6. In this approach, the envisaged interconnection of group and subgroup, joint and individual forms of organizing work with children will justify itself.

The multimedia image turned out to be very effective, attracted the attention of children, helped to create a positive atmosphere, and to show initiative during the game. Children gained the

experience of correctly constructing questions, improving the accuracy and expressiveness of speech, activating and enriching the vocabulary in the process of guessing riddles.

In my work on the development of coherent speech, improving the structure of a sentence, forming the ability to accurately express one's thoughts, expressing and reasoning in the form of a short text-description or narration, I use colorful multimedia presentations based on the stories of Suteev, L. Bondarenko, A. Dementyev.

Colorful pictures on humorous themes on the screen activated the desire of children to improvise, as a result of which the children learned to compose short story stories based on the clearly presented situation. They began to use sentences of different structures in speech.

Compilation of descriptive stories based on subject, plot, landscape paintings and still life, presented in a large format, allows pupils to examine the work of art more clearly, teaches children to correctly understand the content, accurately convey the plot, independently and expediently use language means. For this I have selected the works of Russian classical artists according to the seasons and fairy tales. The collected multimedia material is widely used by the kindergarten colleagues.Realizing how important it is to teach children not only to see what is shown in the picture, but also to imagine previous and subsequent events, I use the composition of small fairy tales based on postcards with various plots, but I do it in a multimedia form that is interesting for modern children.

With children, I use ICT in the process of OOD for the development of speech as a modern visual material.OOD using ICT can be:

➢ Frontal;
➢ Individual;

The need to improve the quality of visual material is the most compelling reason to think about using computer technology. Since ICT has a number of advantages.ICTs have a number of advantages:

✓ Practice shows that the presentation of information on a computer screen in a playful way arouses great interest in children;
✓ Information technology provides a person-centered approach;
✓ The capabilities of the computer allow you to increase the amount of material offered for review;
✓ ICT carries a figurative type of information that is understandable to preschoolers;
✓ Problematic tasks, rewarding the child with their correct solution by the computer itself are a stimulus for the cognitive activity of children;
✓ The child himself regulates the pace and the number of play learning tasks to be solved;

In the course of his activity at the computer, the preschooler gains self-confidence, his self-esteem increases.In the case of using ICT, the following set of requirements must be met:

➢ When using a computer in classes with children 5-7 years old, it is necessary to conduct no more than one such lesson during the day.
➢ It is possible to use them no more than three times a week on days of greater working capacity: on Tuesday, Wednesday and Thursday.
➢ After the end of the lesson, the children are given gymnastics for the eyes.
➢ The duration of continuous work at the computer in developing classes in the form of a game: for children 5 years old should not exceed 10 minutes, and for children 6-7 years old 15 minutes.
➢ The position of the video monitor screen should be at eye level or slightly lower, but at a distance of at least 50 cm.
➢ A child who wears glasses must work at the computer in them.

> ➢ A teacher must be present in the classroom for children with a computer.

In our research, a bank of computer didactic and methodological materials is being formed on the use of ICT for the work of an educator in the development of children's speech in the following areas:

1. Education of the sound culture of speech.
2. Formation of lexical and grammatical means of the language: the formation of the morphological side of speech (change of words by gender, number, case),methods of word formation and syntax (mastering different types of phrases and sentences), vocabulary development.
3. Development of coherent speech (dialogical and monologue speech).
4. Preparing children for literacy training.

Here are examples of the use of ICT in each area of work.Experience of using ICT in the development of children's speech:

1. I start working with the perception of non-speech sounds, the audio technique helps to recreate the necessary auditory associations, for example, such as "water drips", "the clock is ticking," "the hammer is knocking", etc. To develop diction, correct sound pronunciation, I use tongue twisters, presented in the form of mnemonic tables.

2. To activate and enrich the vocabulary, I use the electronic version of the pictures "Opposites", this game is to teach the child not to confuse opposite concepts (antonyms). The interactive game "Tanya's Journey" allows you to form the ability to name the actions of the heroes, increases the verb dictionary. To practice the use of prepositions in independent speech, the interactive game "Where is the bird?" Is used. Special attention should be paid to games aimed at the formation of grammatical concepts - the skills of inflection and word formation. An example of such games are the games "Call affectionately", "One-many" on lexical topics: "Trees", "Mushrooms", "Wild and domestic animals", "Poultry", "Wintering and migratory birds", "Vegetables and fruits", "Flowers and berries".

3. Development of coherent speech.When composing descriptive stories, I use reference pictures in the form of presentation slides. When learning to compose stories, when retelling fiction, when memorizing poetry, I use the electronic version of mnemonic tables.It is very convenient to use the electronic version of both plot pictures and reproductions of paintings by famous artists to compose stories.

4. To master the elements of literacy, we use the electronic version of the manual by E.V. Kolesnikova "Development of sound-letter analysis in children 5-6 years old", as well as an interactive simulator "Learn vowel sounds and letters (sounds [a] [y] [o])", "Collect the word by syllables", "Soundman", which includes such games as "Find words with a given sound", "Hard-soft", "Measure the word", "Caterpillar", "Pick up words".These games help to train children in choosing words with a given sound, to develop the ability to differentiate consonants into hard and soft sounds, to exercise in determining the first and last sound in a word, to develop the skills of sound analysis of words, differentiating sounds into vowels, hard and soft consonants.We also use the electronic version of the manual by N.P. Kochugova Sounds and Letters. Picture material for mastering the syllabic structure of the word".

Thus, the use of ICT allows conducting classes:

- At a high scientific, educational, aesthetic and emotional level (photography, animation, music);
- Provides clarity;

Allows you to use a large amount of didactic material, in general, helps to improve the quality of education in accordance with the requirements of the Federal State Educational Standard of DO.The accumulated experience in working with ICT allows us to conclude that the use of ICT in communication allows you to increase the efficiency of work on the development of

speech, optimize the educational process, individualize the teaching of children with speech impairments, and also form the success of children, increase motivation, and significantly reduce the time of mastering the material.

CONCLUSION

Summing up, I will try to substantiate the main provisions. ICT applications enhance:
- ✓ Positive motivation for learning;
- ✓ Activates the cognitive activity of children;

The use of ICT allows educational activities to be carried out at a high aesthetic and emotional level (photography, animation, music); provide clarity; attract a large amount of didactic material; contributes to improving the quality of education.

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