

PEDAGOGICAL MECHANISMS FOR THE DEVELOPMENT OF SPEECH AND THINKING IN PRESCHOOL CHILDREN ON THE BASIS OF A CREATIVE APPROACH

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ABSTRACT

In the article, particular mechanisms in developing speech and thinking skills of children at preschool age with the help of creative approach are considered. So far made research on the topic is discussed and given attitudes towards them. As a result, pedagogical mechanisms helping to improve preschool children's speech and thinking are recommended.

Keywords: Creative, verbal material, grammatical structure, personal development, self-esteem.

INTRODUCTION

Language and speech have traditionally been viewed in psychology, philosophy and pedagogy as a "knot" in which various lines of mental development converge - thinking, imagination, memory, emotions. Being the most important means of human communication, cognition of reality, language serves as the main channel of familiarization with the values of spiritual culture from generation to generation, as well as a necessary condition for education and training. The development of oral phonological speech in preschool childhood lays the foundations for successful schooling. [1]

Speech is a system of sound signals used by a person, written signs and symbols for the presentation, processing, storage and transmission of information. Speech is the main means of human communication. Without it, a person would not have the opportunity to receive and transmit a large amount of information, in particular, one that carries a large semantic load or captures in itself what cannot be perceived with the help of the senses (abstract concepts, not directly perceived phenomena, laws, rules, etc.). Without written speech, a person would be deprived of the opportunity to find out how people of previous generations lived, what they thought and did. He would not have the opportunity to convey his thoughts and feelings to others. Thanks to speech as a means of communication, the individual consciousness of a person, not limited to personal experience, is enriched by the experience of other people, and to a much greater extent than observation and other non-speech processes can allow direct cognition, carried out through the senses: perception, attention, imagination, memory and thinking. Through speech, the psychology and experience of one person become available to other people, enrich them, contribute to their development. [2]

Preschool childhood is a large segment of a child's life. Living conditions at this time are rapidly expanding: the framework of the family expands to the limits of the street, city, country. The child discovers for himself the world of human relations, different types of activities and social functions of people. He feels a strong desire to join this adult life, to actively participate in it, which, of course, is not yet available to him. In addition, he strives no less strongly for independence. From this contradiction, role play is born - an independent activity of children that simulates the life of adults.

Role-playing or, as it is sometimes called, creative play appears in preschool age. This is an activity in which children take on the roles of adults and in a generalized form, in play conditions, reproduce the activities of adults and the relationship between them. A child, choosing and performing a certain role, has an appropriate image - a mother, a doctor, a driver, a pirate - and models of his actions. The figurative game plan is so important that without it the game simply cannot exist. But, although life in play proceeds in the form of representations, it is emotionally saturated and becomes for the child his real life. Perception in preschool age loses its originally affective character: perceptual and emotional processes are differentiated. Perception becomes meaningful, purposeful, analyzing. It highlights arbitrary actions - observation, examination, search. Speech exerts a significant influence on the development of perception at this time - the fact that the child begins to actively use the names of qualities, attributes, states of various objects and the relationship between them. Calling these or those properties of objects and phenomena, he thereby selects these properties for himself; naming objects, he separates them from others, defining their states, connections or actions with them - he sees and understands the real relationship between them.

Materials and methods

The main line of development of thinking is the transition from the visual-effective to the visual-figurative and at the end of the period - to verbal thinking. The main type of thinking, however, is visual-figurative, which corresponds to representational intelligence (thinking in representations) in the terminology of Jean Piaget. The preschooler thinks figuratively, he has not yet acquired an adult logic of reasoning.

Preschool childhood is the age most favorable for the development of memory. As L.S. Vygotsky, memory is becoming a dominant function and goes a long way in the process of its formation. Neither before nor after this period does the child memorize the most diverse material with such ease. However, the memory of a preschooler has a number of specific features. In younger preschoolers, memory is involuntary. The child does not set a goal to remember or remember something and does not possess special methods of memorization. Events, actions, images interesting to him are easily captured, involuntarily

Verbal material is also remembered if it evokes an emotional response. Throughout the preschool age, the effectiveness of involuntary memorization increases. Moreover, the more meaningful material the child remembers, the better the memorization. Semantic memory develops along with mechanical memory, so it cannot be assumed that preschoolers who repeat someone else's text with great accuracy are dominated by mechanical memory.

In middle preschool age (between 4 and 5 years of age) begins to form an arbitrary memory. Conscious, purposeful memorization and recall appear only sporadically. Usually they are included in other activities, since they are needed both in the game and when fulfilling instructions from adults, and during classes - preparing children for schooling. In preschool age, memory is included in the process of personality formation. The third and fourth years of life become the years of the first childhood memories.

Preschool age, as A.N. Leont'ev, - this is "the period of the initial factual makeup of the personality." It was at this time that the formation of the main personal mechanisms and formations took place. Emotional and motivational spheres closely related to each other develop, self-awareness is formed. The emotional sphere. For preschool childhood, a generally calm emotionality is characteristic, the absence of strong affective outbursts and conflicts for minor reasons. This new relatively stable emotional background determines the dynamics of

the child's ideas. The dynamics of imaginative representations is freer and softer in comparison with effectively colored processes of perception in the early childhood. It is especially important for preschoolers to develop such emotions as sympathy for another, empathy - without them, joint activities and complex forms of communication of children are impossible.

The most important personality mechanism that is formed in this period is the subordination of motives. It appears at the beginning of preschool age and then gradually develops. It is with these changes in the child's motivational sphere that the beginning of the formation of his personality is associated. The preschooler's motives acquire different strengths and significance. The life of a preschooler is much more varied than life at an early age. The child is included in new systems of relationships, new types of activities. Respectively, new motives appear. These are motives associated with the emerging self-esteem, pride - the motives for achieving success, competition, rivalry; motives associated with the acquired at this time moral norms, and some others.

During this period, the child's individual motivational system begins to take shape. The various motives inherent in him acquire relative stability.

The preschooler begins to learn the ethical standards adopted in society. He learns to evaluate actions from the point of view of moral norms, to subordinate his behavior to these norms, he has ethical experiences.

Self-awareness is formed by the end of preschool age due to intense intellectual and personal development, it is usually considered the central neoplasm of preschool childhood. Self-esteem appears in the second half of the period on the basis of the initial purely emotional self-esteem ("I am good") and a rational assessment of someone else's behavior. The child first acquires the ability to evaluate the actions of other children, and then - his own actions, moral qualities and skills.

RESULT AND DISCUSSION

The child judges moral qualities mainly by his behavior, which either agrees with the norms adopted in the family and peers' collective, or does not fit into the system of these relations. His self-esteem, therefore, almost always coincides with the external assessment, first of all - the assessment of close adults. When assessing practical skills, a 5-year-old child exaggerates his achievements. By the age of 6, an overestimated self-esteem persists. By the age of 7, most self-esteem of skills becomes more adequate.

In general, the self-esteem of a preschooler is very high, which helps him to master new types of activities, no doubt and fear to be involved in educational-type activities in preparation for school. Preschool childhood is a period of creativity. The child creatively masters speech, he has a creative imagination. The preschooler has his own, special logic of thinking, subject to the dynamics of figurative representations. This is the period of the initial formation of the personality [3]. Preschool age is a period of active assimilation of the spoken language by a child, the formation and development of all aspects of speech - phonetic, lexical, grammatical.

Full knowledge of the native language in preschool childhood is a necessary condition for solving the problems of mental, aesthetic and moral education of children in the most sensitive period of development. The earlier the teaching of the native language begins, the freer the child will use it in the future. [4]

Throughout the preschool period, the child's vocabulary continues to grow. Compared to early childhood, the vocabulary of a preschooler, as a rule, increases threefold. In this case, the growth of vocabulary directly depends on the living conditions and upbringing. [5] Here are the average data for V. Stern. At 1.5 years old, the child actively uses about 100 words, at 3 years old - 1000-1100, at 6 years old - 2500-3000 words.

He correctly captures the meanings of "adult" words, although he sometimes applies them in a peculiar way, he feels the connection between the change in the word, its individual parts, and the change in its meaning. Preschool children are characterized by the greatest sensitivity to linguistic phenomena.

Development of speech in a child is made as process of mastering of the native language, richness of its dictionary and the grammatical forms necessary for understanding by each person of other people and capability to express the thoughts, desires, experiences.

CONCLUSION

Speech develops in the process of everyday communication of the child with adults and peers. The success of speech development is ensured not only by the richness and correctness of the speech of an adult, but also by the growing needs of the child. The need for communication, the desire to learn, to understand new, amazing things, the desire to be understood, to inform another about something, the need to influence the other in order to cause the desired response from him, are the motives that prompt a young child to actively master the language. With age, an increasing role in the general and special-speech development of the child is played by listening, reading, talking, arguing, reasoning - specific forms of human speech activity. In such forms of communication, the child masters speech as a means of influencing others and himself, as a means of self-knowledge and self-regulation.

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