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PEDAGOGICAL SIGNIFICANCE OF COMMUNICATIVE INTERACTION IN THE DEVELOPMENT OF SPEECH OF PRESCHOOL CHILDREN

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Abstract

The article expresses an opinion on the methods and methods of preparing children for interaction with people around them in the preschool educational organization.

Keywords: Preschool education, preschool organization, educator, educator, communicative communication, conversation.

Introduction

"MAKTABGACHA YOSHDAGI BOLALAR NUTQINI RIVOJLANTIRISHDA KOMMUNIKATIV MULOQOTNING PEDAGOGIK AHAMIYATI"

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Annotatsiya:

Maqolada maktabgacha ta'lim tashkilotida bolalarni atrofdagi kishilar bilan o'zaro muloqotga tayyorlash metod va usullari haqida fikr munosabatlar bildirilgan.

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Kalit so‘zlar: maktabgacha ta’lim, maktabgacha ta’lim tashkiloti, pedagog, tarbiyalanuvchi, kommunikativ muloqot, suhbat.

Аннотация:

В статье изложено мнение о методах и способах подготовки детей к взаимодействию с окружающими в дошкольной образовательной организации.

Ключевые слова: дошкольное образование, дошкольная образовательная организация, педагог, воспитанник, коммуникативное общение, беседа.

The development of the preschool education system is one of the grand tasks raised at the level of state policy. The main goal of this system is to ensure the formation of children as healthy and developed personalities, to awaken their desire to study from an early age and prepare them for systematic study. The main goal of the preschool education system is to prepare children for school, to form them into well-developed independent personalities and to develop their abilities, to cultivate their desire for systematic education. In addition, our President said about this: “One of the most important and urgent issues facing us is to educate young people with high spirituality, modern knowledge and professions, who have their own independent thoughts in the spirit of national and universal values.” The preschool education organization sets itself the goal of comprehensively educating children, that is, physically, mentally, morally, aesthetically. This goal is realized in the process of teaching children their native language. As a result of the development of oral speech in kindergarten, the child develops intellectually and his general cultural level increases. He understands the surrounding events, the laws of nature and society. The development of speech in a child also helps him to improve spiritually.

The child has the ability to perceive the outside world with the help of mental processes such as memory, imagination, fantasy, thinking, as well as with the help of speech. However, intelligence in children, that is, mental processes (memory, imagination, fantasy, thinking, etc.) do not appear only with the

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growth and improvement of the child's organism, but also appear and improve with the development of speech.

If a child is taught to speak correctly (to speak) from an early age, then such a child develops normally, that is, first the ability to imagine, then to think, to imagine appears, and this ability improves at each age stage. Along with intelligence, such a mental process as will also improves in children.

Many experiments show that a child whose speech is not developed does not develop as a full-fledged person. Therefore, the educator must always remember that speech is a tool that helps develop all mental processes in preschool children. At the same time as teaching a child his native language, the foundation is prepared for his successful study at school, he is taught to approach his work creatively. In all educational and educational work of the kindergarten, children's speech is developed by teaching their native language. In particular, in speech development classes, work is planned to develop the speech of each child. The content of all classes is taught to children only through their native language.

Vocabulary allows you to quickly and thoroughly master the knowledge given in all classes and use this knowledge and concepts through speech. This, in turn, opens up a wide path for the child's development. It also teaches you to master knowledge thoroughly and slowly apply it to life. The mother tongue is also a source and tool of intellectual education.

The mother tongue serves as a powerful tool in cultivating patriotic and international feelings in children, and in increasing the cultural level of children. Therefore, the mother tongue is a means of moral education of children.

The child learns about the world and existence through observation and speech: he learns to say the names, qualities and signs, characteristics, similarities and differences of things and objects, events and phenomena around him.

Through their native language, children learn about the history, culture, values, traditions of their ancestors, get acquainted with folk oral creativity, literature, art.

It is recommended to conduct speech development classes for children from 1 to 3 years old in the form of didactic games, fun games, and stage performances.

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They should have not only an entertaining, but also an educational character. Speech development classes for children from 3 to 5 years old should have an emotional character. In this case, it is necessary to widely use demonstrativeness, game methods, and didactic games. Speech development classes for children from 5 to 7 years old have a specific task - namely, they are aimed at preparing children for school.

In addition to speech tasks, the teacher also performs the task of forming the ability to organize educational activities (being attentive, listening to, understanding and accurately fulfilling the teacher's instructions, being able to think in front of a group of children, being able to evaluate the answers of peers, etc.).

With proper education, by the age of seven, the child will master oral speech and:

- ☐ can freely communicate with adults, relatives and peers
- ☐;
- ☐ takes the initiative in dialogue and expresses his opinion, knows how to attract the interlocutor's attention
- ☐, respond to him with words, actions and non-verbal methods;
- ☐ can express his thoughts in the form of complete and incomplete simple sentences, short texts;
- ☐ begins to be interested in retelling familiar fairy tales, telling the content of cartoons, books and inventing any stories;
- ☐ uses metaphors, comparisons and synonyms in different parts of speech when expressing opinions;
- ☐ begins to react critically to speech, strives to speak grammatically correctly, due to which word-building disappears, the number of agrammatisms decreases;
- ☐ pronounces all sounds in the native language correctly.

Thus, the native language serves as the main tool in the spiritual development of preschool children, in increasing their cultural level, in understanding the surrounding events, the laws of nature and society, in creating the basis for their successful study at school, in teaching them a creative approach to labor activity,

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in implementing intellectual and moral education, in learning about the world, existence, and in studying the cultural heritage of our people.

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