

**SCIENTIFIC AND PEDAGOGICAL BASES OF FORMATION OF
SPEECH CULTURE IN LARGE GROUPS OF CHILDREN OF
PRESCHOOL EDUCATIONAL INSTITUTIONS**

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ABSTRACT

Today, the pre-school education system is receiving more attention than any other area. This is due to the fact that preschools and kindergartens play an important role in the development of qualified personnel, in determining the interests and abilities of children. This article describes in detail the scientific and pedagogical basis for the formation of speech culture in a large group of children in preschool education.

KEYWORDS: *Interactive, Technology, Methods, Preschool Education, Child Psychology, Etc.*

INTRODUCTION

Preschool is a period when a child is actively exploring the world around him. Preschoolers have their own psychological developmental characteristics. When he starts to walk, the child makes a lot of discoveries, gets acquainted with things in the room, on the street, in the kindergarten. Collecting different things, studying them, listening to the sounds coming from the subject, knows what qualities and characteristics this object has. During this period, the child's visual - figurative and visual. Effective forms of thinking have been created. At the age of 5-6, the child, like a sponge, asked for all the information. Scientists have proven that at this young age a child can remember this information, after which he will never remember it in life. It is a time when a child is interested in anything that can expand their horizons, and it supports the world around them. [1]

In general, preschoolers are characterized by a sense of calm. They do not have contradictions and strong affective epizootics for small reasons. However, this does not mean that the saturation of a child's emotional life decreases. After all, the day of the preschooler is full of a lot of emotions, so in the evening the child comes tired and completely exhausted. During this period, the structure of emotional processes also changes. In the past, motor and autonomic reactions were incorporated into emotional processes that were preserved in preschool children, but the external expression of emotions takes a more limited form. School children are not only happy with what they are doing today, but also happy with what they will do in the future. Everything related to the precedent - painting, playing, making molds, helping mom, doing housework - should have a bright emotional color, otherwise things will fall apart quickly or not at all. Because a child of this age cannot do something that is not interesting to him. In this century, the attitude of preschool educators towards others and themselves is an important indicator. Preschoolers often criticize their shortcomings, give personal characteristics to their peers, note

the relationship between children and adults, as well as the relationship between adults and adults. However, parents can be an example to their children. Therefore, parents should include positive information to the child, whether personal or intellectual information, so that it does not cause fear, anxiety and insult to the child. [2]

When a child is 6-7 years old, he or she will remember himself or herself in the past in order to realize the present in order to express himself or herself in the future. In this respect, this stage accounts for almost 70 percent of a child's life. That is, between these ages, the child receives more than half of his or her life information from the world around him or her. According to Japanese quotations, at this age a child should be treated like a king. Because this stage is full of important events for the child's psychology. Methods of speech development is the philosophy of language as a means of information and social interaction about how people think and reason. This approach is reflected in the understanding of the language of language acquisition, it is the formation of skills for learning, the development of personality, the development of personality. Meaningful language for the situational method is a product of social and historical development. It reflects the history of people, their customs, the system of social relations, culture in culture. Identify that this is an important feature of language Human communication, the most important means of social relations, reflects its communicative function and defines a communicative approach to work in speech development. Without language, true human communication is unfounded, so the development of the individual is impossible. Communication with the people around, the social environment is a factor in the development of speech. In the process of communication, the child does not passively adopt the speech patterns of minors, but actively speaks as part of a universal experience. Interrelationship and unity with thinking that does not matter in language. Language is a tool of thinking and knowledge. Allows you to plan intellectual activities. Language is the idea of expression (formation and existence). It is a way of forming an idea through language. [3]

However, thinking and language are not similar concepts. Thinking is the highest form of active reflection of objective reality. Language is exactly what humanity has generalized - it reflects and reinforces the reflection of reality. Both of these concepts form a complex dialectical unit, each with its own characteristics. The identification and description of the relationship between language and thinking makes it possible to identify more targeted and precise techniques of speech and thinking. Reading and learning the mother tongue is the most important tool of mental education. Only methods of speech development are recognized as effective, which develop and think at the same time. Gathering its content in the development of speech in the first place. Speech structure is provided by improving the process of language acquisition with the process of knowing the world around us. Language is a means of logical knowledge, in which the development of this child's mental ability is related to language. Language, on the other hand, is based on thinking. Speech is a polymorphic activity that is loud but does not carry a directly related function as internal speech. These shapes may move differently from each other. [4]

The process of speech development is an increase in the vocabulary and association of the word, but a qualitative change, a leap process, i.e. It encompasses all the functions, aspects, and words of communication, the inner workings associated with the development of thinking and consciousness, and the actual developmental process associated with the development of consciousness. These features of speech mean that teachers need to pay more attention to the

phenomena of language, the means of expression, the integral development of both functions and forms of speech. Speech ability is the ability to perform this or that operation of speech that has reached the level of perfection. Speech skills are specific human abilities that are possible as a result of developing speaking skills. According to A. Leontyev, skills are "speech mechanisms", and the use of these mechanisms for various purposes. Classes have stability and new language units and a combination of them, which means combining speech knowledge language units, using the latter in any communication situation, and being creative, efficient, productive. Thus, to develop a child's linguistic ability - this means developing communication and speech and skills. [5]

Methodological principles in the development of speech in relation to the preschool educator on the problems of children's speech development and the experience of working in kindergartens, we emphasize the following methodological principles for speech development and radical learning Language. The principle of emotional, mental and speech development of children. It is based on shaping speech as a reading activity, shaping and developing, closely related to knowing the world around them. It is based on the intuitive representations that form the basis of thinking and develops in conjunction with thinking. Therefore, speech development could not be separated from the work aimed at developing the sense of feeling and mental processes. Children need to be enriched with ideas around their minds and concepts, to develop speech in terms of their speech development. Speech formation is done in a specific sequence, taking into account specific points: from precise values to more quickly; From simple structures to more complex ones. Assimilating unknown material is not by simplifying mental tasks, but by simple listening. The wide involvement of visual aids in the teacher who adheres to this principle compels the use of such methods and techniques that contribute to the development of all cognitive processes. The principle of communicative activity approach to speech development. This principle is based on understanding speech, as an activity organized when using language for communication. Speech development after the goal of developing children's speech in kindergarten, as well as the development of speech as a means of communication and knowledge, shows the practical direction of the process of reading in the mother tongue. This principle is one of the basics because it defines the whole work strategy for speech development. Its implementation involves the development of speech in children in the process of communication and communication (communication) and in various activities. Specially organized classes should also be conducted on this principle. This means that the main directions of working with children and the selection of language materials and all methodological guidelines should contribute to the development of communicative speech knowledge. [6]

The system of work on the development of children's speech in preschool education. The goal of developing children's speech is to create the two closest languages at the social level, due to the etio-linguistic situation. The overall goal is reflected in a number of individual tasks:

1. Children who study the recipe will develop communication skills and handy skills, learn to process. Design, story, reflection.
2. Vocabulary development - Vocabulary is the basis of children's speech development. 3. Teach a culture of correct speech. Formation of children's speech - children, numbers, situation, time (development of the morphological side of speech); Mastering different propositions (development of syntactic aspect) and methods of word formation.

3. The formation of the primary consciousness of children with the phenomenon of language and speech is a task aimed at preparing children to learn to read and write. Know the structure of speech: about sounds, words, syllables, sentences, about sounds, syllables and oral and verbal content; About the different connections and relationships between words in a language.

Great influence on children's speech, especially at the age of 4-5 years. When communicating with peers, children actively use speech knowledge. The different communicative tasks that occur when children interact with business create the need for more diverse means of speech. In collaboration, children talk about their action plans, offer and ask for help, engage a friend, and then coordinate it. Useful communication for children of different ages. The adult child unit puts children in a comfortable environment to understand and activate speech: they imitate new words, learn the simplest stories in games, the simplest types of stories about toys. Participating in games in younger age groups, showing their victims, acting with toys, discovering words, helping to develop their speech, creative speaking skills. However, it should be noted that the positive effect of speech development on children of different ages is achieved only in the adult direction. According to L. A. Penyevskaya, if he is allowed to Samonek, the scribes are sometimes very active, oppressing the children, they begin to imitate their imperfect speech. Thus, communication is a leading means of speech development. Its content and form determine children's speech and level.

Methodological methods of speech development are traditionally divided into three main groups: verbal, visual, and playful. Common verbal techniques. These include speech sample, publication, retransmission, explanation, instructions, assessment of children's speech. Speech modeling is an activity in front of a teacher that aims to imitate children and imitate their directions. Because the sample is made to be imitated, it is presented before the children's speech activity begins. But sometimes, especially in large groups, the pattern can be used and after the children's speech, but this is not for imitation and correction. The sample is used to solve all the tasks. This is especially important in small groups. In order to draw children's attention to the sample, it is recommended to be with explanations, directions. Repetition is the repetition of the same speech element (sound, words, phrases) to memorize. In practice, different repetition options are used: teacher, teachers and children for other children, joint repetition of the choir. It is important that repetition is not mandatory, mechanical in nature, and presented to children in the context of an activity that is interesting to them. Explanation is the disclosure of the nature of certain events or methods of action. These words are widely used to explain words, rules and behaviors in didactic games, as well as in the process of observing and researching objects. Instructions are to determine the method of action to achieve a particular result. Eliminate training, organization and discipline. Assessing children's speech is a firm decision about the word of speech that describes speech activity. Assessment should not only be a statement feature, but also an exercise. Assessment is given so that all children pay attention to it in their statements. Assessment has a major emotional impact on children. Taking into account individual and age characteristics, assessment is necessary to ensure that the child's speech activity, interest in speech activity.

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