

"Methods and Tools of Speech Development of Small Group Children in Preschool Education Organization"

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Abstract: Implementation of the methods and methods used in the elimination of speech defects in children of a small group in a preschool educational organization.

Keywords: Psycholinguistic literature, semi-lingualism, social expectation, communicative orientation, social situation, emotional experiences, recreational games, diction, emotional expression, empathy.

Introduction. Three- to five-year-old children still need the affection of adults, their understanding and communication with them. Confidence-based communication with adults and the ability to feel his emotional state (joy, pleasure, sadness, calmness, anger, etc.) and to understand the reasons for mood changes develop. A new form of communication with adults - communication on interesting topics emerges and develops. At first, he is involved in joint cognitive activities with adults (for example, playing, experimenting with objects and toys, making things from paper and natural materials, etc.), and then, in the fifth year of the child's life in the end, it will have the appearance of a "theoretical" communication on the topics of knowledge that is not related to a specific situation. Failure of children's need for communication with an adult person leads to emotional alienation between them. It manifests itself in different ways: some children become silent, sulky, and cry even over the smallest things; others show negativism, aggression. In the fourth year of a child's life, a peer remains for him, first of all, a participant in joint practical activities (drawing, making things, arranging, etc.), a partner in the game. The child addresses the peer with the simplest demands and requests and evaluates the behavior of the peer. Five-year-old children have a negative evaluation of their peers asking for something or other and touching the soul. By the age of five, the need for communication with peers and joint games with them, which create a children's society, increases sharply. By the fifth year of a child's life, he begins to understand himself among his peers. Communicative skills are developed: the child greets and says goodbye, calls his friend by name, when he is four or five years old, he calls his boss by the name of the role he is playing ("hey, driver, the rope fell under the wheel"). Communication with adults and peers allows the child to understand his "I". It is in communication that the formation of the image of "I" takes place. In favorable educational conditions, that is, when adults and peers treat the child with kindness, his need for approval, positive assessment, and recognition is satisfied. Negative communication skills lead to aggression, self-doubt, and becoming a human being. The child's self-esteem is usually high. It is natural and appropriate for a small child to overestimate his personality, and this is the protection of the personality if someone negatively evaluates his personal characteristics

("jealousy") or compares his behavior and activities with some ideal, for example, a peer . is a unique mechanism of doing. With the passage of age , the child develops an appropriate assessment of his own words and actions, as well as his capabilities and achievements in various types of activities. By the age of five, he can evaluate his actions in terms of their consequences for the other person and for his own physical and emotional well-being. He said, "If I do something bad to someone, neither he nor I will like it, and we will both be hurt . If I do a good job, both of us will be happy " is understandable. The child begins to develop interests and value orientations, preferences for certain types of activities and behaviors characteristic of boys and girls (for example, when girls play with dolls, girls play with cars, etc.). Tasks related to the development of the speech of a three-year-old child: - to enable the child to engage in active communication with the means of speech outside of the range of possibilities, to respond to the questions and suggestions of adults, to express his wishes, feelings, and thoughts by taking the initiative to express his opinion. encourage; - encourage his interest in the work of his peers, his desire to share his impressions with them, his interest in game actions, his interest in expressing his reaction to the happening event in speech; - expand your child's vocabulary about people, plants, food, clothes, furniture, pets, toys, parts of things (shirt sleeves, pockets and collars; car doors and enrich it with names like ildiragi). Pay special attention to teaching how to connect the words correctly in the sentence (for example, "He went home" instead of "He went home", "I will go today" instead of "Yesterday I will go"); - teach children to pronounce vowels and consonants correctly.

A child's communication with adults and peers is an important condition for full social development. Based on this, it is necessary to educate the child in such qualities as the desire to communicate, to respond to the demands of communication partners , flexibility and politeness in social behavior . Adults (parents, pedagogues) should understand that in many cases negative communication experience does not motivate the child to any action, but "distracts" the child from showing himself in the world of human relations, defense mechanisms - the human world itself. the "wall" between them can lead to "not seeing" the surrounding world: the child does not answer questions about people, does not "see" people in pictures, does not play with toys depicting people and animals. Rude intervention in the world of a child who actively refuses to communicate leads to negative consequences and aggression. At the peak of negative experiences, self-aggression is born. In order for the child to be psychologically comfortable in the family and in the preschool educational institution, to create an emotionally comfortable environment between adults and peers, to enjoy and enjoy interactions with them, the following is necessary: - the child should be aware of the different emotional states of adults and peers reveal the world of feelings and experiences; - creating conditions for the child to communicate with other children in a trusting manner; - development of desire to see and understand happy, sad, calm, emotional state; - development of self-control and expression of feelings of anger, fear, anger in a socially acceptable form (not to push, hit another child, not to take the toy from the hand, etc.); - to cultivate the ability to use communication methods accepted in society: to greet and greet with an open face, to politely express one's requests and suggestions; expressing gratitude for helping, hosting, holding a toy; to politely respond to a friend's illima; listen to the answer calmly; to express one's displeasure in a tone that does not offend a friend. When pedagogical work is organized correctly , a preschool child will have the following indicators of social development by the age of five: - understands human relationships, feels and understands the good and bad relationships of those around him; he notices changes in the emotional state of his parents and peers; expresses attention, sympathy; - "I would like!" able to suspend his direct desire for the situation. Experiences of empathy (sympathy) and emotional expression (expressing joy, sadness, etc.) become regulators of the child's behavior and communication; - children can enter stable play associations, use emotional expressive verbal and non-verbal means to express joy, pleasure, sadness and other situations in communication and joint activities. The development of children's speech between the ages of 3 and 5 should have an emotional tone. In this, exhibitionism, game methods and didactic games should be widely used.

Most of children's speech communication and skills are formed outside of classes. In preschool education, communication of children with adults (pedagogues, medical nurses, teaching assistants, etc.) takes place in various activities. In the process of work - economic -household, manual and agricultural work, children's vocabulary is enriched, defined and activated. During the game, the pedagogue forms independent speech activity in them. Children's vocabulary and knowledge acquired during training are strengthened and activated. The teacher's participation in the games helps to enrich the vocabulary and cultivate the culture of speech communication. In the process of organizing a construction game, the educator identifies and activates a large group of words that are difficult for children (determining the quality, quantity, size and location of objects in space, etc.). Textual, dynamic musical games, dramatization games help to form the expressiveness of the child's speech, practice the correct pace, breathing, and good diction. In the process of many games, children get acquainted with artistic texts, memorize them and begin to use them independently. With the help of didactic games, children's knowledge of the environment is strengthened; vocabulary is strengthened, clarified and activated. Didactic games are used to practice speaking skills and skills (composing phrases, changing words, weaving stories, etc.). Household activities create great opportunities for the child to communicate with adults. In order for household activity to serve as a means of speech development, the pedagogue should manage it. In the course of properly organized household activities (eating, dressing, gymnastics, travel, etc.), that is, if the pedagogue, especially in small groups, the pedagogue explains in detail the names of household items, their parts, quality, characteristics, purpose of use, if he makes appropriate movements with them and interprets them, asks questions to children, teaches them to use household vocabulary, my child's vocabulary will be enriched. If the pedagogue uses allusions, comparisons, synonyms, folklore (proverbs, proverbs, poems) widely and skillfully in his speech, his speech will be concise and expressive. Children's fiction is a powerful tool for all-round development of a child; it has a great impact on the development and enrichment of children's speech. Children's books reveal and explain to the child the life of society and nature, the world of human feelings and relationships in poetic images. The artistic word enriches the child's speech, makes it figurative, expressive, and helps to understand the beauty of the resounding mother's speech. In addition to the artistic word, visual arts, festivals and performances are used as an important means of speech development in preschool education. Their value is that it creates a positive feeling, which in turn affects the level of language acquisition. The feeling of joy, excitement, excitement, anticipation of something unusual increases the child's receptiveness, enhances the memorization of the material, and affects the expressiveness of children's speech. Children ask a lot of questions while looking at pictures and works of art, and are quick to share their impressions with others. Children communicate with their pedagogues throughout the day in classes, games, household and labor activities. The possibilities of developing speech environment in pre-school education depend entirely on the quality of the teacher's speech. Will be liq. Speech education of preschool children consists of three interrelated areas. These are: - defining events in the surrounding world (real reality) in words and in words; - establishing communication and speech relations with the surrounding people; - simple understanding of the language (its sound structure, vocabulary, grammatical structure).

The lesson is the main form of education in preschool education, it is mandatory for all children: the content of the program is defined in it, a certain place and time are allocated to it in the agenda. The training is conducted under the guidance of the educator, the educator informs the child about new knowledge, and the knowledge acquired by the child is clarified and strengthened, and the child's practical training is organized. It is desirable to conduct training in connection with groups of children of preschool age. The purpose of training with young children is to develop the child's speech and movement. Through training in senior and preparatory groups, children develop skills such as initiative and independence, curiosity for knowledge, active thinking, comparison, generalization, drawing conclusions. Children's sense of observation and responsibility is being improved; they are being trained in the ability and

desire to do mental work. Teaching in classes requires mental and physical effort from children, that is, it is related to the active movement of the child, the child strives to achieve a certain result, which requires long-term voluntary attention from the child. is enough. Therefore, it is necessary to take into account the child's age and ability when preparing for training. Also, it is necessary to think in advance and clearly determine the time of training, the agenda, and the correct replacement of each section of the program. The number of training sessions in each age group , its content and how many minutes each training session lasts for each age group are defined in the "Bolajon" base program, taking into account their age characteristics. The development of children's speech between the ages of 3 and 5 should have an emotional tone. It is necessary to use exhibitionism, game methods and didactic games widely. According to the didactic purpose, trainings are divided into the following types: trainings that create new knowledge and skills, trainings that strengthen acquired knowledge, control trainings and collective trainings.

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