

## **MODERN IN FORMING SPEAKING COMPETENCES OF PRESCHOOL CHILDREN APPROACHES**

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**Annotation** : The article highlights the importance of modern approaches in the formation of speech competences of children of preschool age , their application in practical life and their effectiveness.

**Key words** : speech , knowledge, skill, competence, NURI educational program, competence, integrated activity, didactic game, communication, oral speech, social attitude.

Our president Shavkat Mirziyoyev, who is leading our country without deviating from the path of independent development, said, "No matter what field we choose, we cannot achieve any changes or a prosperous life without educating modern mature personnel. Preparation of such personnel, a healthy gene pool of the nation, begins first of all with the preschool education system. "not only the representatives of the industry, but each of us have become our motto." In fact, only if the roots of any healthy tree are deep and firmly established, this tree will grow into the strongest and most beautiful tree. Therefore, if we take the education system as an example of a tree, preschool education is the root of this tree. Therefore, we should start improving the education sector and training highly qualified personnel, first of all, from preschool age. In this regard , our president is paying special attention to the pre-school education system. After all, during the visit of our President Shavkat Mirziyoyev to the Republic of South Korea on November 22-24, 2017, about 20 meetings were held by the Ministry of Preschool Education, exchange of experience, experimental opening of kindergartens in Uzbekistan, joint personnel training and Agreements were reached on studying the possibilities of conducting scientific research . Within the framework of the visit, they provided information about the stages of preschool education and childcare, the principles of development of strategies for the development of the sector, the aspects of the introduction of the new National Program of NURI preschool education. Currently, the national program of NURI pre-school education is being used in experimental MTTs organized in the territory of our country. The essence of this program:

- harmonious development with physical and mental health;
- forming the basis of democratic citizens;
- connecting the primary school curriculum in the process of caring for children from one to two years old;

- formation of a healthy lifestyle;
- emphasizing the formation of the child's personality;
- physical development and activity;
- development of respect for the culture of other nations;
- is to ensure a safe environment for the child.

The methods used in the teaching and learning process are as follows:

- education and development through games;
- providing education with an emphasis on the child's interests and thus ensuring continuity of education;
- helping to form knowledge, skills and values based on the child's experience;
- ensuring activity between child and teacher, child and child, child and the environment;
- providing integrated activities based on topics;

Implementation of internal-external activities, static-dynamic activities, activities of large and small groups and individual activities, recreation and balanced activities;

- children's interest is to carry out the educational process in a suitable way for each child, taking into account the development and environmental relations.

Objectives of the NURI process;

- a healthy person
- an independent person
- a creative person
- a person full of emotions
- a person living in society

Currently, the main program of most MTTs, "Ilk Kadam" is reflected in the NURI program, as well as the state program, the areas of child development. We will touch on them briefly.

#### 1. Physical education, health

- enjoy physical activity;

- to be healthy;

- safe life;

## 2. Communication

- speech and communication;

- learning to read and write;

-enjoying books and stories.

## 3. Social relations

- self-awareness and respect;

- being able to live with others;

- interest in society

The program we considered above is the educational system of South Korea, which is close to us with its values, customs and traditions, and according to statistics, the educational system in this country is very developed. In our country, the South Korean model is currently being used in the field of preschool education to raise the educational system to high levels.

The link that connects continuing education (MTT and School) is school preparation groups. That is why it is advisable to organize training in preparatory groups more effectively than in other groups. Therefore, at this age (6-7), the development of grammar and lexis continues in the children's speech, and the speech becomes fluent. Vocabulary increases, children begin to use generalizing nouns, begin to use synonyms, antonyms and adjectives. If you read and communicate with the child a lot, then even by this age, monologic speech (explanatory and interpretive, narrative speech) and the ability to participate in communication will be well formed. Written speech begins to form. Vocabulary increases to about 3,000 words. The use of many methods and didactic games during the training also has a good effect. For example, in speech development classes in preparation groups, , If I have a magic wand..... ! Didactic games such as , , , Don't say your name can be used.

### **, , If I had a magic wand.....! ” didactic game**

In this game, children sit in a circle. A magic wand (can be any object) is placed in the middle. The teacher tells the children to go and get a stick. One of the children takes the wand and begins his story:, , If I had a magic wand I would like to have a big toy and then my dad would bring me lots of ice creams.....! In this way, each child creates a small story of his own worldview and desires.

### **Didactic game "Don't tell me your name".**

In this game, the teacher calls one of the children to him and says a word (the name of something or an event) . And the child is forbidden to use this word himself. the child standing in front of the teacher should not give the given name and its characteristics, but another explanation suitable for it. For example, "flower". The child standing in front of the teacher gives an explanation by saying, "Sabina has it in her head" or, "Abdulaziz broke it." children have to find his name.

During these games, children:

hears and understands speech;

uses correct pronunciation, convenient grammatical forms and a variety of sentence constructions in his speech;

shows interest in learning a second language;

demonstrates preliminary knowledge of second language acquisition;

shows interest in works of fiction;

has an idea about the lexical, syllabic and phonetic structure of the word;

knows how to compose and pronounce different forms of meaning independently;

The main task of the above-mentioned methods and didactic games is the formation of children's speech competence.

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