

Parental Cooperation in the Technology of Using Folk Proverbs in the Formation of Speech Culture in Preschool Children

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Abstract. *The article deals with the issues of parent cooperation in the technology of using folk proverbs in the formation of speech culture in preschool children.*

Key words: *family, society, communication, culture, fairy tale, proverb, motivation, figurative*

INTRODUCTION

Parents should convey to their children that proper organization of the life of children in family upbringing, proper and effective use of their time is the main guarantee. Since ancient times, many scholars have highlighted the duties of parents in raising children in their special works on issues of family education. Abu Ali Ibn Sina, in his work "Tadbir al-manozil", dwells on the duties and responsibilities of parents in the family¹ and family relations, and in particular, he expresses important thoughts about the hard work of parents in the family and training their children in professions and trades.

In Mirzo Ulugbek's views, he emphasizes that the environment in which he is brought up plays an important role in increasing the child's interest in learning.

In Davani's opinion: "Parents should help the child to learn the rules of conduct that exist in society², to feel responsibility for his actions, to be sweet, to master the rules of morality, such as kindness and goodness".

RESEARCH AND METHODS.

Rudaki also puts forward important ideas about the upbringing of children in the family and the duty of parents in the development of the young generation. He believed that the spiritual and intellectual qualities of a person are mainly determined by the education he received and the environment he lived in. If good education is the most valuable wealth of a person. the wrong upbringing caused him real misfortune, even destruction. That is why he attached great importance to family education as well as school education. Proper upbringing in the family is a great place for the school, and on the contrary, if proper upbringing is not carried out in the family, it makes the educational work of the school very difficult. In the family, the very close and sincere relationship between the child and the educator should be distinguished by its naturalness and simplicity, meaningfulness, lack of any formality.

Family and public cooperation is one of the main conditions for the successful upbringing of the young generation, the thing that parents should pay special attention to is to teach the child to do something from a young age, to accustom him to a specific job. However, the child learns to work

and tries to find his place in society and family. The child's attitude to work, attitude to parents, opinion towards family members, worldview changes.

Therefore, it is necessary to cooperate with the pre-school education organization and the family in forming the manners of teaching children to care for the world from a young age, to educate forms of protective attitude, to teach them to respect adults and peers. In this case, the use of proverbs, one of the examples of folklore from a young age, creates an educational basis. Because the first place of a growing child in every family is the family school. However, effective results are guaranteed if parents pay attention to the norms of etiquette and conduct their children in this process in cooperation with the pedagogic educators of the preschool education organization.

DISCUSSION

Proverbs⁶ differ from other types of folk art by their depth of meaning, conciseness, maturity and thoroughness. They reflect people's dreams, mutual relations, patriotism, humanitarian qualities, and thoughts in a unique form. For this reason, they teach children to think correctly and logically, to express the purpose briefly, concisely and succinctly, increase their artistic taste, help to better and more deeply notice the essence of historical events. Proverbs serve as a tool that helps to learn the most subtle artistic features of the native language and increase vocabulary.¹

The solution to the problem that we are considering as part of our research is how to achieve effective results in the formation of children's speech of folk proverbs in cooperation with the preschool education organization and parents, and on this basis, the formation of the child's speech culture, at the same time, the child's peers and adults around him are in the frame of etiquette. concepts such as being in circulation are formed.

In order to involve parents in the formation of children's speech culture, we conducted a "Books at Home" survey to find out what books are at home and what they read to children. Individual conversations on the topics "Culture of children's speech", "The influence of adult speech on the development of children's speech" helped to identify the questions of parents that arise in the process of raising children.

We began to build our work aimed at forming a culture of speech communication, taking into account the use of fairy tales, proverbs and riddles.

RESULTS

The folk calendar is rich in symbols. The use of symbols in conversations with children about the seasons not only helps to better understand and expand children's knowledge, but also introduces new artistic twists. For example, in the conversation about the beginning of spring, I used such proverbs: "March is counted in the morning of the year. It breaks the winter and gives way to a new season.

The purpose of such a conversation is not only to expand children's knowledge about spring, but also to clarify the concept of symbols, awareness of artistic means of expression. It is important not to try to explain to the child the meaning of what he heard, but to encourage him to think.

We started by reading fairy tales to children and retelling them while carrying out the work of forming children's speech culture in the scope of the research. Because fairy tales are the leading tool for every child to understand the metaphorical meaning of the proverb and to understand the surrounding events. Fairy tales are important in every child's life. However, the experience conducted by us is the formation of speech culture of children based on proverbs as a result of trial works. Accordingly, when understanding the figurative⁸ meaning of proverbs and then pronouncing it, understanding the meaning of each word, it is necessary to assume that fairy tales take the leading place. All children love fairy tales. The child repeats figurative phrases and words from the fairy tale⁵ and gradually begins to think about their direct meaning. This kind of thinking helps children to express their relationships and choose sentences from fairy tales.

¹ M.A. Rasulkhujayeva. Using folklore to introduce large groups of children to the animal world. Methodology and theory of preschool education Scientific-methodical, ethical-educational, popular journal Tashkent: 2021 No. 9 (33) Pages 6-7

In our research work, we try not only to encourage children to say and repeat proverbs, but also to understand the meaning of what they hear, remember phrases, and use them in speech. Children and we model episodes of fairy tales and use game technologies to explain the meaning of proverbs, analyze and pronounce the most amazing moments, try to notice and remember the words "wonderful", "beautiful", "thank you". Showing fairy tales through educational screens in a group of a preschool educational organization, listening to it, helps children to visualize the image of the hero more clearly, to understand which character is positive or negative and why. Dramatization of fairy tales helps to understand the meaning of saying proverbs and to work on speaking correctly.

It makes it easier for the child to understand the actions of the hero in his role, to learn the proverb in the figurative content of the fairy tale, and to convey the meaning of what he heard to the child.

A very interesting point in working on a fairy tale is that working in this regard forms the culture⁴ of children's behavior towards each other, the culture of speech.

Through fairy tales, children understand the wise and positive meaning of proverbs and try to bring the events of the fairy tale to a positive conclusion, not only invent new characters, but also give them other character traits and perform other actions.

In this process, the pedagogues of the preschool education organization and the parents of the students create a basis for making children more interested and motivated⁷. Working "along the chain" in achieving progress in the process object will give an effective result. The game, when one child starts and the other continues, it is very interesting to say proverbs and explain their meaning. The purpose of such work is not only to encourage the child to speak, but also to listen to others and the formation of speech culture. In moments of expression of opinion, sometimes there are arguments in which everyone defends his point of view. Thus, in the fairy tale "Bee and the Fly" we got several endings: in one version, the heroes of the fairy tale helped each other to do difficult tasks, in the second version, it was assumed that everyone would do their own work, but the same at the moment, it is to praise and support his comrades. There is folk wisdom in every fairy tale, but children do not always understand what they hear, and proverbs come to the rescue here: "Strength is in unity", "One person is for all - all for one person", "A stone found with hard work is better than soup found without work."

It is difficult for children to understand the meaning of the proverb. In my work, I use fairy tales to explain proverbs and teach them to say and repeat. Children come up with their own stories, in which you can see how they understand the meaning of the proverb.

In appropriate situations, it is very effective to use sentences when the meaning is still clear. When going for a walk, the proverb "don't wait for seven to one" is very appropriate, and directly in training sessions, "you can't catch a fish from a pond without difficulty", "not a warrior in the field, smart will be the winner". In the playroom, when it is necessary to collect toys, you already hear from the children the words "you like to ride, you like to lift the sled" you can hear.

CONCLUSION

Parents were involved in the formation of speech communication³ culture of the children. Consultations were held with them on the topics of "Fairy tale therapy", "Let's read together", and "cartoons". The family was invited to make books together - a book exhibition based on favorite Uzbek, Russian folk tales - was organized in the group, and it was explained that each child could talk about his favorite fairy tale.

An excursion to the library was organized with parents. The children watched the beautifully decorated story books of different sizes. Librarians prepare an interesting story "Journey to the world of fairy tales". The children and I chose several books and read them with pleasure after the group tour.

The work on the formation of cultural speech is very laborious and takes a lot of time. But I already see a positive trend. Children know more fairy tales, they can explain the meaning of a fairy tale, making up a proverb in each of them will no longer cause great difficulties. I consider the progress we make when we hear expressive forms, words, usage in children's speech. Children clearly

pronounce all vowels and consonants in words, become active in the speech of adjectives and verbs, vocabulary is enriched due to comparison, emotional-evaluation and speaking, speech culture is formed in children.

We were able to encourage parents to go to the library with their children, buy books and read age-appropriate books to their children. I plan to continue working on the formation of children's cultural speech. I set the goal of establishing a small museum called "My Favorite Book" in the group.

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