

THE ROLE OF THE EDUCATOR IN THE DEVELOPMENT OF YOUNG CHILDREN'S SPEECH

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Annotation: Speech development tasks in young children are mainly based on the need for three- to five-year-olds to be loved, understood, and communicated by adults. Communication based on trust in adults and the ability to feel its emotional state (joy, pleasure, sadness, calmness, anger), to understand the causes of mood swings.

Key words: Psycholinguistic literature, semi-linguistics, social expectation, communicative orientation, social situation, emotional experiences, fun games, diction, emotional expression, empathy.

A new form of communication with adults - communication on interesting topics - arises and develops. He first joined in cognitive activities with adults (e.g., experimenting with games, objects, and toys, making things out of paper and natural material, etc.), and then in the fifth year of a child's life. By the end it will have the appearance of 'theoretical' communication on cognitive topics unrelated to a particular situation.

Failure to satisfy children's need for adult communication can lead to emotional alienation. It manifests itself in different ways: some children become silent, timid, and even cry over something trivial; others show negativism, aggression.

In the fourth year of a child's life, his peer remains for him, first of all, a participant in joint practical activities (drawing, making things, drawing, etc.), a partner in the game. The child addresses the peer with the simplest demands, requests, and evaluates the peer's behavior. Five-year-olds are negative about their peers' annoyance when they ask for something.

By the age of five, the need to interact with peers and play games with them that create a community of children increases dramatically. By the fifth year of life, the child begins to understand his place among his peers. Communicative skills are developed: the child greets and says goodbye, calls his friend by name, and at the age of four or five - calls his partner by the name of the role he is playing ("Hey, driver, the rope fell under the wheel").

Communicating with adults and peers allows a child to understand his or her self. It is in communication that the image of the "I" is formed. In a child-friendly environment, where adults and peers are kind to the child, the child's need for approval,

positive evaluation, and recognition is met. The experience of negative communication leads to aggression, insecurity, and inhumanity.

A child's self-esteem is usually high. It is natural and appropriate for a young child to overestimate his or her personality, and it is important to protect the individual if someone negatively evaluates his or her personality ("jealousy") or compares his or her behavior to his or her peers. is a specific mechanism of doing.

As a child gets older, he or she develops an assessment of his or her own words and actions, as well as his or her own abilities and achievements in various activities. By the age of five, he or she can evaluate his or her actions in terms of the consequences they will have for the other person and his or her own physical and emotional state. He told her, "If I hurt someone, they won't like it, and we will both be upset. If I do a good job, we'll both be happy. " The child begins to develop interests and value orientations, preferences for certain types of activities and behaviors specific to boys and girls (e.g., if girls play with puppets, o ' clay children play machines, etc.).

Tasks related to speech development of a three-year-old child:

- Encourage the child to actively communicate as much as possible and beyond the means of speech, to answer questions and suggestions of adults, to take the initiative and express their wishes, feelings and opinions;
- Encourage interest in the work of peers, the desire to share their impressions with them, the game, the desire to express their attitude to the event through speech;
- Your child's vocabulary stock of people, plants, food, clothing, furniture, pets, toys, accessories (shirt sleeves, pockets and collars; car doors and g ' lightning bolts). Pay special attention to teaching the correct connection of words in a sentence (e.g., "I'm going home today, not" I'm going home ", " I'm going today ", " I'm going today ");
- Teach children to pronounce vowels and consonants correctly.

Methodological issues of speech development in young children.

A child's communication with adults and peers is an important condition for full social development. Therefore, it is necessary to cultivate in the child such qualities as the desire to communicate, to respond to the demands of communication partners, flexibility in social behavior and politeness.

Adults (parents, educators) should understand that in some cases, the experience of negative communication does not motivate the child to take any action, but "makes" the child to show himself in the world of human relations, defense mechanisms - the human world The "wall" between them can lead to the appearance of "not seeing" the world around them: the child does not answer questions about people, does not "see" people in pictures, does not play with toys depicting people and animals. Rough interference in the world of a child who actively refuses to communicate can lead to negative consequences and aggression. At the peak of negative experiences, self-harm occurs.

In order for a child to be psychologically comfortable in the family and in preschool, to create an emotionally comfortable environment between adults and peers, and to enjoy and enjoy relationships with them, the following is necessary:

- to reveal to the child the world of feelings and experiences of adults and peers in different emotional states;

- creating conditions for the child to communicate with other children in a trusting manner;
- develop a desire to see and understand the happy, sad, calm, emotional state;
- develop behavior and express socially acceptable feelings of anger, fear, anger (do not push, hit, grab another child, etc.);
- to develop the ability to use socially accepted methods of communication: to greet and say goodbye with an open face, to politely express their requests and suggestions; thank you for your help, hospitality, and toys; respond politely to a friend's request; listen calmly to the answer; to express one's dissatisfaction in a tone that does not offend one's partner.

With the right organization of pedagogical work, 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 attitudes of others towards him; notices changes in the emotional state of parents and peers; expresses attention, empathy;
- "I would like!" able to stop the direct desire for the situation. Experiences of empathy (empathy) and emotional expression (expression of joy, sorrow and other situations) become the regulator of the child's behavior and communication;
- Children can enter into stable play associations, use emotionally expressive verbal and non-verbal means to express joy, pleasure, sadness and other situations in communication and joint activities.

Speech development in children between the ages of 3 and 5 should be emotional. Demonstrations, game techniques and didactic games should be widely used.

Development of verbal communication. Many of the speech and communication skills that children develop outside of the classroom. In preschool, children interact with adults (teachers, nurses, educator assistants, etc.) in a variety of activities.

In the process of labor - household, manual and agricultural labor, children's vocabulary is enriched, identified and activated.

During play activities, the teacher develops independent speaking activities. Children's vocabulary and knowledge acquired in the lessons are strengthened and activated. The teacher's participation in the games helps to enrich the vocabulary and foster a culture of oral communication.

In the process of organizing construction games, 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, moving musical games, staging games help to form the expressiveness of the child's speech, correct speed, breathing, practice good diction. In many games, children become familiar with, memorize, and use art texts independently. Didactic games strengthen children's knowledge of the environment, strengthen vocabulary, clarify and activate. Didactic games are used to practice speaking skills (phrase formation, word change, storytelling, etc.).

Domestic activities create enormous opportunities for a child to interact with adults. In order for domestic activity to serve as a means of speech development, the educator must manage it. In the process of properly organized household activities (food, clothing, gymnastics, travel, etc.), ie if the teacher, especially in small groups, the teacher explains in detail the names of household items, their parts, quality, features, purpose of use, if he takes appropriate actions with them and interprets them, asks

children questions, teaches them to use everyday vocabulary, the children's vocabulary will be enriched. If the educator uses metaphors, comparisons, synonyms, and folklore (proverbs, parables, short poems) in his speech, his speech will be calm and expressive.

Children's fiction serves as a powerful tool for the comprehensive development of children, which has a huge impact on the development and enrichment of children's speech.

Children's books in poetic images reveal and explain to the child the life of society and nature, the world of human feelings and relationships. Artistic speech enriches the child's speech, makes it figurative, expressive, helps the mother to understand the beauty of speech.

In addition to the art of speech, fine arts, festivals and performances are used as an important means of speech development in preschool education. Their value is that it creates positive emotions, which in turn affects the level of language acquisition. Feelings of joy, excitement, anticipation of something unusual increase children's receptivity, enhance the memory of the material, affect the expressiveness of children's speech. When looking at pictures and works of applied art, children ask a lot of questions and are eager to share their impressions with others. Throughout the day, children interact with their teachers in classes, games, household and work activities. The ability to develop a speaking environment in spontaneous preschool education depends entirely on the quality of the teacher's speech.

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