

## DEVELOPMENT OF SPEECH COMPETENCE OF CHILDREN OF LARGE AND PREPARATORY GROUPS IN THE PROCESS OF EDUCATIONAL ACTIVITY THROUGH INNOVATIVE APPROACH

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**Annotation:** This article deals with the problem of the formation of communicative competence of teachers of preschool education, reveals the basic concepts on this topic. The main means of developing the communicative competence of the educator are identified, tactics are formed when communicating with a preschool teacher with a child of senior preschool age and the development of speech competence.

**Keywords:** communicative competence, professional standard, language authority, speech skills

In the course of modernization and optimization of preschool education, significant requirements are placed on the communicative competence of the educator. The professional activity of a preschool teacher is associated with constant communication with a wide range of people: parents, colleagues, kindergarten administration, pupils. But as practice shows, university graduates do not always have sufficient communicative training, it can be difficult for them to transform, flexibly change the tone, emotional richness of the voice in accordance with the intended purpose of a particular contact, communication situation. At the same time, inveterate teachers work in a preschool educational organization, using already established expressions, slang in speech, which, as a rule, convey only the meaning, and not the character, the emotional atmosphere of speech.

The professional standard of the educator presents a portrait of a teacher working with children, which notes the importance of the influence of an adult on the child's personality. The teacher acts as the main organizer and active participant in the speech environment in the educational process, his image is a linguistic authority for the child.

The relevance of the problem of developing the communicative competence of preschool teachers is due to the need and importance of the formation of competent communication and the development of communication tools in the process of professional pedagogical activity within the framework of the preschool educational process.

In the conditions dictated by modern realities, children, it would seem, have everything for a comprehensive development, including speech. But the actual reality says otherwise, more and more often modern preschoolers are faced with certain speech difficulties (insufficient vocabulary, slang words, poor dialogic speech, lack of logical justification for their statements and conclusions). The speech environment of children is formed by their social environment, as a rule, represented by the family circle and the conditions of the educational organization. Most of the speech environment around older preschoolers is created by the educator. It is perceived by children as a speech standard. After analyzing the theoretical material, we do not exclude the presence of communication difficulties for the teacher himself, because he, like other members of society, lives at a time when tendencies to impoverishment of oral and written speech prevail (hurriedness, slurred pronunciation, monotony of speech, violations in the vocabulary -grammatical design, etc.).

A high level of communicative competence allows you to optimize learning, simulate safe situations of communication, broadcast adequate, flexible and variable models of communicative behavior. The teacher is required to master the techniques of verbal and non-verbal communication, the ability to create

socio-pedagogical situations in which students practice establishing contacts with others, turning to them for help, advice, building the right communication. The effectiveness of the educational process depends on the success of interpersonal interaction, the ability to engage in joint activities. The teacher must have a sufficient level of communicative competence, be able to implement personally oriented educational and communication technologies and be ready to flexibly manage the educational process.

Among the requirements for the speech of a teacher of a preschool educational institution are:

Accuracy - the correspondence between the semantic content of speech and the information that underlies it.

Logic - an expression in the semantic connections of the components of speech and relationships between the parts and components of thought.

Relevance - the use of units in speech that correspond to the situation and conditions of communication. The appropriateness of the speech of the teacher implies, first of all, the possession of a sense of style.

Expressiveness is a feature of speech that captures attention and creates an atmosphere of emotional empathy.

Wealth - the ability to use all language units in order to optimally express information.

Correctness - compliance of speech with language norms.

Purity - the absence in speech of elements alien to the literary language.

The elimination of non-literary vocabulary is one of the tasks of the speech development of preschool children. The above requirements include the correct use by the teacher of non-verbal means of communication, his ability not only to speak with the child, but also to hear him. Currently, we are at the stage of implementing a project to develop the communicative competencies of teachers, we are convinced that the communicative competence of a preschool educational institution teacher is a core characteristic of his professionalism, and its content specificity is determined by the characteristics of the teacher's professional activity. A teacher who combines knowledge, skills and communicative-significant personal characteristics, possessing a culture of speech will contribute to the development of speech skills in preschool children.

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