



## ORGANIZATION OF PROFESSIONAL TRAINING PROCESSES OF PRESCHOOL EDUCATORS IN HIGHER EDUCATIONAL INSTITUTIONS (ON THE EXAMPLE OF WORK ON THE GROWTH OF SPEECH OF PRESCHOOL CHILDREN)

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<b>Article History</b> Received: 29 July 2023 Revised: 28 October 2023 Accepted: 06 November 2023  <b>CC License</b> CC-BY-NC-SA 4.0	<b>Annotation.</b> As established by the law “on education”, preschool education is organized in order to form the level of readiness of the child's personality to study in a healthy and mature school. This education is carried out in the family in preschool institutions and educational institutions, regardless of the form of ownership, until the child reaches the age of 6-7 years. <b>Key words:</b> Child speech, language skills, speech development, speech skills.
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### INTRODUCTION

The development of the child's speech, first of all, means the development of forms of communication that require the formation of language skills (A.A. Leont'ev).

The analysis of scientific researches and trends allows to determine the characteristics of the development of various aspects of preschool children's speech and the level of their study in the scientific literature.

Research on the development of speech of preschool children began in the 50s of the last century in the Republic of Uzbekistan. A.V. Nikolskaya, the first candidate of science in the field of preschool education, raised the issue of the need to teach the Russian language to children of the local nationality. As a result of the test studies conducted by him (1958-1960s), the main content of the methodology of teaching Russian oral speech to Uzbek children of preschool age was defined and its main issues were developed.

### LITERATURE ANALYSIS

In the 70s of the 20th century, under the scientific guidance of A.V. Nikolskaya, E.M. Razbayeva conducted a study on the education of respect for the work of adults based on the works read to older children of preschool age. S.O. Ghaziyeva (under the scientific guidance of E.M. Razbayeva) researched the issues of forming a fair attitude to others based on the use of Uzbek folklore (folk tales, games) in children of preschool age. From 1979 to the present day, the problem of teaching preschool children the mother tongue and a foreign language (Russian, Uzbek) is the object of research of scientists, methodologists, psychologists of Uzbekistan (F.R. Kadirova, R.M. Kadirova, G.Kh. Jumasheva, D.R. Babayeva, D. Abdurahimova, L.R. Mirjalilova, N.Sh. Nurmuhamedova and others).

### RESEARCH METHODOLOGY AND EMPIRICAL ANALYSIS

All researchers consider the child's speech and its development not separately, but in connection with the pedagogical influence of an adult on the child. This approach is appropriate, because

modern research in science is based on the idea that speech acquisition and social interaction are interdependent processes, and speech development is a creative process, but it is not a spontaneous process.

A.N. Leontev describes the process of speech development as follows: "the process of developing speech is not a process of quantitative changes expressed in the increase of the child's vocabulary and association of words, but a process of qualitative changes, because it is a process of development of thinking and consciousness. is a real process of development that covers all the functions, aspects and relations of the word in an internally connected way »

The reform of the educational system and the law on the state language necessitate changes in the methodology and practice of the formation of children's speech, in particular, the cultivation of speech of children of preschool age. These changes are reflected to a certain extent in the normative educational and methodological literature. But, they are required to take a critical approach from the point of view of the current requirements.

## **DISCUSSION**

Most Methodist scientists correctly emphasize the conditions for growing children's speech in kindergartens. According to these authors, the shortcomings of speech culture negatively affect the personality of the child. In particular, the child becomes scared, self-centered, diligent in communicating with peers. In addition, in such a child, interest in studying the surrounding area decreases, which later becomes the reason for the inability to master classes at school.

Having studied the published research work in general, we determined the need for a single approach to solving the tasks related to the formation of speech culture in preschool children in most of them as follows:

- formation of the correct pronunciation of sounds (first of all, hearing speech in a child is formed, the pronunciation is acquired by him later);
- to form a clear pronunciation (to pronounce words and phrases in pieces and clearly);
- work on putting the accent correctly when pronouncing a word;
- work on the orthoepic correctness of speech (this is an exemplary literary total of pronunciation rules);
- development of the pace of speech;
- formation of the expressiveness of speech (natural, free, that is, conscious expression of speech);
- education of speech communication skills;
- formation of speech hearing skills;
- formation of speech breathing;
- formation of the skill of a free and consistent statement of one's own opinion.

The role of the educator and parents in the education of speech communication in preschool children is of course greater.

In the process of working on children's speech:

- a) to be polite in conversation with peers;
- b) to speak in a natural tone;
- d) to look at the face of the interlocutor when he speaks;
- e) it is necessary to pay attention to the fact that he keeps his hands in a calm state.

As we know, there is an inextricable connection between language and thinking, they do not live without each other. The analysis of sources confirms that it is necessary to consistently expand the vocabulary of preschool older children in a planned, manner.

For the proper development of children's speech:

a) preliminary separation and familiarization with the objects of the environment regarding the cultivation of speech;

b) it is necessary for children to remember and pronounce correctly, use them more often when speaking, understand their importance, make an approximate list of necessary words. In enriching the active vocabulary of preschool older children, it is an important tool to introduce them to the environment, researcher A.M.Borodich writes: "There are two ways to introduce children to being":

1) Direct perception of the outside world with sensory organs – children observe, hold, hear, taste objects, act with it;

2) children receive direct information about those around them; the educator talks about people of Labor, about life related to nature, explains the phenomena observed by children, reads books, shows pictures, diaphyls, motion pictures.

The same recommendations can be taken as the basis for the classification of objects of the environment, which preschool children will learn about. At the same time, the wealth of active and passive vocabulary in children gradually increases, speech develops.

A preschool child will gradually learn the words that he hears, understands the meaning, remembers and applies, through the information of his parents, peers in the process of getting to know the surrounding area, as well as relying on his own not too many vocabulary. The child grows, his needs increase, new desires, interests appear. However, in order for mental, moral, labor and other types of upbringing to take place in one rhythm (in accordance with the age of the child), it is not enough thought over the amount of words in the vocabulary of preschool children. Unfortunately, this issue is not given due attention even by researchers. This problem, which is extremely relevant in educational and educational terms, has not been studied and worked out theoretically-methodologically and methodically.

The fact that researchers of the current period draw up a sample Dictionary of active and passive words (at least approximate) for preschool children (including on the development of speech) is also an urgent issue on the agenda. It is extremely important to make dictionaries, especially for children 5, 6 and 7 years old. At the same time, it is important not only to determine the quantitative composition of words (1500, 2000 or 3000 – 4000 words), but also to take them into account in terms of topics and vital importance.

Thus, in order to develop the speech of children of preschool age in a planned way, it is also an urgent matter not only to study the surroundings, to choose objects reasonably, but also to ensure the study of the most significant words by their diversity in the subject aspect (that is, qualitative composition, meaning).

By the age of seven, the child should know, as a rule, all grammatical forms of speech, namely: standing nouns, tosing the most commonly used verbs. To describe the sign of movement (width, time, image of movement), they use fluxes, for which children use them in word combinations and sentence lines: walked fast, spoke slowly, turned left, etc. Teaching children of this age to use adjectives in speech can be the second direction of work on the development of their speech.

Images depicting various movements of children, adults, animals, birds can be used to introduce adjective forms into children's speech (a reading Child, a dancing girl, a Running Rabbit, etc.).k.).

Children draw up a sentence based on the photo: "the child is reading." The child in which the educator is studying helps to compose a vocabulary. The educator says the adjective in the vocabulary, and then asks the children:

"What child?– - "The boy reading".

## RESULT

It is necessary to take the most used verbs for training and form from them real adjectives in the present tense. No terms should be known to children, in which it is very important that they remember certain adjectives and, if necessary, be able to include them in their speech. Work on the use of adjectives by children can be carried out during the observation of nature, in drawing classes, in the process of reading fiction. The following methods can be used in this:

1. It is necessary to indicate the subject, its signs and name it together with the comments that reveal their essence. For example, a Falling Leaf is in a vocabulary – it is a falling leaf. It is better to say the adjectives that will be introduced to Children, First separately, then as a Chick.
2. Explaining the formation of a particular word: it should be said that the word "drawing" is formed from the word draw, and the word "dancing" is formed from the word dance.
3. Putting questions to the adjective: "How is the field, yellow?" "Yellowing".
4. Drawing up a sentence on the basis of a word combination consisting of a horse and an adjective: "yellowed leaves – the yellowed leaves of an Apple are visible", "the variegated plane – the variegated plane flew over the city", etc.k.

## CONCLUSION

In conclusion, the historically formed content of human experience is summarized in a colloquial form, while its statement and assimilation presuppose that speech is also involved in this process. Speech opens the way for the child to all the achievements of human culture.

- The most important stages of speech acquisition relate to preschool age.
- Preschool education provides a healthy, comprehensively developed formation in which the child develops a sense of craving for study, prepares him for regular education.
- A preschool child gradually learns the words he hears, understands the meaning, remembers and applies, through the information of his parents, peers in the process of getting to know the environment, as well as relying on his own not so much vocabulary.

Analysis of the phenomenon of " Child speech development " itself and the process of its management in order to work in the field of speech development of preschool children, educators need to undergo special training.

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