



**DEVELOPING THE SPEECH OF EDUCATORS OF PRESCHOOL EDUCATIONAL ORGANIZATIONS, SPEECH IS AN IMPORTANT TOOL FOR A CULTURE OF TREATMENT IN INTERPERSONAL COMMUNICATION**

F. Z. Dilova

Buxoro davlat pedagogika instituti "Maktabgacha ta'lim"  
yo'nalishi 1-kurs magistranti

**Annotation:**

It is well-known that just as the Father begins with the cradle, the beginning of education from the cradle, even before the birth of a child, will result in future results. Preschoolers currently working in our country have claimed responsibility for providing early education to young people in our country. Up to the end of the school year, the form of knowledge in schools is an exercise. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

**Keywords:** education, future, outcome, education, institutions, knowledge, training, process, speech, grammar, phonetics, language, psychological, intellectual.

Today, improving the state requirements for educational programs and educational plans of preschoolers remains a pressing issue. The material and technological base of most preschoolers does not meet the demands of time. The rate of enrolling children in preschool remains low. To practically address existing problems, the President of the Republic of Uzbekistan adopted a resolution "on measures to improve the school education system from 2017 to 2021." The programme aims to implement a wide range of complex activities:

- create the necessary conditions for the intellectual, moral, aesthetic and physical development of children in all aspects, taking into account the best foreign experiences;
- Improving curricula and programs for the training and training of pedagogical personnel for preschoolers, taking into account modern pedagogical technologies and methods;
- Strengthening the physical and technological base of 2,200 preschools, including the construction of new preschools in rural areas, providing them with inventory, equipment, textbooks, and multimedia resources that meet modern requirements. A total of \$2.2 trillion (U.S.) is expected to be allocated to carry out these activities. As a result of the implementation of the complex activities identified by the resolution, the following will be achieved:
  - providing high-quality preschool education, fundamentally improving the preparation of children for quality schools, and introducing programs that are viable in the educational process;
  - establish 6,100 short-term groups that are an alternative form of preparing children for school;
  - Organize the preparation of children between the ages of 3 and 6 for school education by providing their parents with methodological manuals;
  - expand the network of preschools through 50 new buildings and the reconstruction of 1,167 of the existing institutions and the perfect renovation of 983;



- reduce the payout of fathers by up to 30% in preschools in rural areas;
- increase children's preschool coverage by 1.5 times. The effective implementation of the program will be under the constant supervision of government agencies by systematically monitoring the progress of the performance of the indicators outlined in it.<sup>3</sup> This decision will help improve the preschool education system. As outlined in the United Nations Concept of Preschool Education, preschool education is a multilateral, purposeful, next phase of education that prepares a child for school education, ensuring physical, spiritual, individual and age development. The Concept of Preschool Education is based on the Constitution of the Republic of Uzbekistan, the Education Act of the Republic of Uzbekistan, the National Literature Programme, and other regulatory and legal documents that outline the issue of preschool education in our country<sup>4</sup>.

Up to the end of the school year, five methodologies teach children educational lessons. The most important of these is that it is impossible to say, "Speech-growing exercises." Because cultivating speech develops not only a child's vocabulary but also develops his or her ability to communicate, making it an important tool for cultivating the processes of knowledge, including a child's thinking. Currently, higher requirements are being made for the development of preschool adult children's speech. Compliance with these requirements prohibits new research on speech development. Thus, at the current stage of pedagogical science, conflicts are manifested between the requirements for the development of preschool adult children's speech and the implementation of these requirements.

All of a child's achievements in acquiring a language system include fluent speech, which is viewed as a meaningful, widely distributed idea that provides communication. It is characterized by its content, logic and consistency. Fluent speech is an indicator of how much a child has mastered the vocabulary of the language, reflecting the degree to which a child develops mentally, aesthetically, emotionally. Further development of the theory and methodology of developing monologue speech is characterized by a thorough study of the characteristics of children's fluent speech types and different types of expression. Explaining speeches, the characteristics of sentences in the form of reasoning, will be studied, and a methodology will be developed to teach children a variety of monologues. Research conducted by F.A. Soxin, O.S. Ushakova and their disciples on various aspects of the formation of fluent speech has made it one of the tasks in the gallery to look for more accurate criteria for evaluating fluent speech than just logic, consistency. As a key indicator of fluency, it has been adopted to develop the ability to structure the text content correctly, using the necessary communication tools between parts of words, phrases and opinions. Scientists are actively working to find ways to optimally organize child training to ensure their high level of mental and speech development and to develop language skills. The study of theoretical and empirical problems of teaching speech has general primary positions arising from the following theoretical rules: – Education plays a decisive role in the development of preschool children's speech, especially in the modern poor speech environment; Teaching speech – "... From ... hard molds, such as "up to", are an incompatible creative process and are determined by the age laws of speech development and the individual characteristics of a child; – there should be a communicative approach on the basis of speech development, in particular: mastering the native language should be added to the work of speech communication, learning conditions should be



approached to natural communication conditions; – the characteristics of an adult's interaction with a child in a teaching situation should be determined by the form of communication that is the leader for this child; – work within the framework of speech activity on the language and taking into account all its components: motivation, orientation- research, execution components; Teaching speech should be based on children's independent work in language learning and should be related to other types of child activity. (Matthew 24:14; 28:19, 20) Today, the development of the problem of developing the speech of school-age children is based on these methodological situations.

Analyzing psychological and pedagogical research in the field of speech development for school-age children allows you to conclude: – Speech development is a complex, multi-factor process of a child's mastery of socio-historical experience, which is central to individual psychological development; speech development is an artistic process that involves qualified pedagogical leadership, but it is not a sticky process; – a teacher who manages the process of developing a child's speech should know the laws, mechanisms, characteristics of this process at different ages, be able to see the specifics of speech development, and choose the most effective ways to influence a child's speech, taking into account the individuality of the child.

It is difficult to increase the importance of language development in all aspects of a child's life. As a key to vital ability, reliable evidence can be made about the key role of communication and language. In the early years of official education and school life, language skills based on touch verbal and nonverbal communication were the stage for learning and development. The growth of language and other important skills included reading readiness, literacy and accountability. Moreover, the difficulty of communication and language development now is evidence of the impact of life.

## LIST OF USEFUL LITERATURE

1. O'zb. Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev "On measures to improve the system of preschool education from 2017 to 2021". T.: -2016 December 29, 2016.
2. Kadyrova F.R., Kadyrova R.M., Vakhobova F.N. Concept of preschool education of the Republic of Uzbekistan. – T: Fan va texnologiyalar, 2011. – P.4.
3. Leontiev A.A. Language, speech, speech activity. – M., 1969. P. 135.
4. <http://ilmiy.bmti.uz/blib/files/87/Nutq%20ostirish%20nazariyasi%20va%20metodikasi.pdf>