



PEDAGOGICAL-PSYCHOLOGICAL CONDITIONS AND FEATURES OF THE DEVELOPMENT OF SPEECH AND IMAGINATION OF PRESCHOOL CHILDREN

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Article History Received: 29 July 2023 Revised: 28 October 2023 Accepted: 06 November 2023 CC License CC-BY-NC-SA 4.0	Annotation. The article reveals cases when, after reaching kindergarten age, the child, along with a significant increase in vocabulary, begins to use certain sentences grammatically correctly, very quickly increases the vocabulary, and at this age, the child's speech is not only in the quantitative aspect, but also in quality, much improved. Keywords: preschool age period, Age periods, language, vocabulary, speech, perception, behavior, environment, educator, family, education, upbringing.
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Introduction

Children at an early age, despite having considerable vocabulary, are not able to distinguish certain sounds (such as r, l, y, sh, z) well, and due to this, mispronounce words. In addition, children of kindergarten age begin to master the grammatical structure of their native languages in a practical way. Vocabulary is not the same in quantitative terms in all children of kindergarten age. The amount of vocabulary of children of kindergarten age largely depends on the culture, spirituality of the family in which the child is raised and raised. In the same families, the child is specially engaged in the growth of speech. In other families, however, the child is absolutely not involved in the growth of speech. As a result of this, a significant difference occurs between the vocabulary of children of kindergarten age. If the speech of children of early age is mainly related to the things and actions that they perceive at the same time, the speech of children of kindergarten age will also be associated with previously perceived objects and imaginary objects, in addition to what they perceive now. Therefore, children can consistently retell fairy tales told or read by adults. At this age, children acquire speech very quickly. Therefore, they also master the grammatical structure of their native languages only verbally. The fact that children master certain aspects of the grammar of their native language is completely different from the assimilation of school children. Children of kindergarten age do not learn the grammatical rules and keep them in their memory. They do not know either the existence of grammatical categories such as nouns, verbs, adjectives, pronouns, suffixes, suffixes, pronouns, and what they are. Therefore, they practically master the most simple rules of grammar, which are used a lot, in imitation ways in meaningful games through the speeches of adults. It is known that in the process of speech growth, children quickly master horses from word categories. The main reason for this is that children use the names of things, their horses more often in their speech. Middle and adult nursery children will be able to properly use horses in plural, singular, split, non-split forms, and in various arrangements. Adult gu - spirit children can pronounce words correctly. Therefore, when children younger than themselves speak, they will

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correct their speech by saying that "it cannot be called that". After horses, children begin to master verbs and adjectives - from word categories. Even if they easily occupy the personal suffixes of verbs, but cannot master the change of verbs depending on the tense. Due to the fact that small groups of children have very little tour - mush experience, the concepts of the past and the next time will not yet be formed in them. Therefore, they alternate tense suffixes of verbs in their speech. The children of the middle and large groups will correctly use the verb to change depending on the tense.

Literature analysis and methodology

Not only does speech become a means of communication that is carried out with other people, it is also a means of managing behavior for children. Kindergarten children of different ages think about their behavior, that is, how they behave in certain social conditions, through contemplation. Speech is of primary importance in this. Usually the speeches of kindergarten children of a younger age will be aimed at themselves, and not at a second person. For example: "Anwar sleeps", "Anwar's stomach opened " are spoken. Such self-directed speech of children is referred to as egocentric speech. In adult kindergarten children, egocentric, that is, self-directed speech is completed and becomes normal. Thus, speech, which is the main means of communication, plays a large role in the development of the child's psyche. Thanks to the well-established education in the kindergarten and family, and in particular, special classes in the kindergarten from the native language, it is possible to grow the child's speech normally. When the child arrives at the last stage of kindergarten age, he will be able to freely use all types of oral speech. Further development of Child speech is carried out in school, in the process of study. The educator's speech should be in compliance with the requirements of the speech. That is, speech should be distinguished by comprehensiveness, simplicity, impressiveness, wealth, fluency, purity, expressiveness, content, accuracy, beauty, correctness. The speech of some educators will be very impressive. The speech of such tar-bikers is imbued with emotion, and they themselves are affected by what they are talking about, until children are also "infected" with a certain mood. It is imperative that the educator himself is interested in the training he wants to conduct, and a sincere feeling is formed in him too. An experienced educator tells young educators: "tell the children the story in such a way that it is as if you yourself attend those events - be ganderk...". But not all educators can come into the image and tell a story or fairy tale. In some educators, however, speech is much quieter, more tactless, less expressive, with strict consistency followed, and more logical. Such a speech makes it more difficult for bi - rose to become boring and keep children focused on training. Such speech consists of directed or, in other words, exclamatory speech. There are also such educators that their speech is neither emotional nor thoughtful, but children they master their speech well. In such speeches, the power of excellent confidence is sounded, the presence of the will of the one who brings deep confidence in the spoken word is felt, involuntarily making sure in his children. The truthfulness of the educator's thoughts is self-evident in the fact that he is hard at convincing the children. Faith in their correctness and importance willingly goes to children. This is called volitional speech, which has great confidence and power of influence. But such speech is authoritarian in nature, limiting independent thinking in children.

Discussion

Being able to quickly choose the necessary phrases: depends on the vocabulary, the speed of the thought process, being well versed in the topic being spoken, resourcefulness, the general condition of a person so far and many other reasons. It is of great importance to read fiction in order to be able to conveniently and correctly compose your own speech. When reading a book, the wealth of

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vocabulary in a person increases, the image of his thought increases, speech becomes clear, beautiful and literary. In the absence of complex sentences and unfamiliar difficult words in speech, it becomes both clear and understandable. Uncomplicated short sentences help to quickly understand the information to be stated. But there will be no too oppressive in the statement of opinion. Too short a speech, too much of a subject, too much of an incident can cause children to become unintelligible. When the statement is clear, the expressions are clear, the *xu - losa* and the generalizations are clear, the educator's statement will be understandable and quickly memorable. The educator should not turn the simplicity of his speech into content. It must have sufficient content. It is necessary to avoid its complication, fatigue of children.

Of great importance is the external form of the educator's speech: the pleasantness of the educator's voice (its colorfulness and strength), fluency, melodiousness. Working on improving this aspect of speech is very important for every educator. The vocal timbre of the discipline should not be too low and not too high either. He is deprived of the *im - conality* of speaking his voice, whether loud or low, in order to exaggerate the thought when speaking with a uniform loud voice. In addition, the teacher's loud voice makes the children nervous, while *tarbi - yachi* cannot hear the noise in the classroom either. Speech spoken in a very low voice also does not sound good to children. The experience of the best educators indicates that when passing the topic, it is necessary to use some form of speech in accordance with the intended way, depending on the level of knowledge of the children, age, the *maz - muni* of the educational material to be passed, the task set by the educator, other conditions of work.

The educator's task is not only to limit students to teaching, but to teach them to think over each story, to make it feel emotional.

Requirements for Educator speech

The educator must follow the following rules:

1. Careful preparation for training; direct *voki* related to the topic should collect Other Important and interesting materials. Especially the fear of the young educator, who has just begun to work, in front of the hearing, greatly hurts his training, the speech turns out to be unsuccessful. In order not to get excited before speaking, you need to be confident in yourself, which is a link to a thorough preparation for training. The better the educator prepares for training, the less excited he is when speaking. Labor, which is not known to anyone in advance, is a pledge of Speaker confidence. This confidence appears only at that hour, at the time of the speech, when the speaker feels for himself what will happen and what else he will say.
2. Changing the sound-it should be raised and lowered by the thought. In accordance with the age of children, caressing tones should be used. His voice and intonation attract attention. Sometimes it is necessary to significantly "lower" the voice, pause and switch from a loud voice to a low voice.
3. Moving the hand and torso while speaking will revive speech, but this should be used with caution. Too many movements or that no-walking to this side also distracts attention. It is also useful to stare at some group of listeners. With this, the attention of the hearers is drawn - Love appears in *di* and the speaker. He should look clearly, "speak with his face, tongue", that is, make good use of facial expressions.
4. Let the form of speech be simple, understandable. Visual comparison, likeness, expressiveness also have a good effect.
5. Without relaxing the attention of the hearing, it is even necessary to increase it.

6. Excessive (sheva and "so", "so", "ana", "anaqa" and the like) not to use meaningless words, to speak short karak.
7. Speaking without interruption is the speaker's transition to a new part of speech without interrupting unnecessary, exaggerated statements.
8. Short retreats can also be made, such check - niches should be of a light, even comic character and at the same time be associated with the content relevant to this place of speech.
9. It is necessary to draw conclusions at the end of the speech, that is, to associate it with its preface.

Thus, the richness of the educator's speech is one of the most important features in the initiation of a relationship with children, that is, knowledge of the "language of the child", as well as in the self-preparation of the educator. As a result of this, it creates the necessary feeling in children, and at the same time gives them the necessary educational effect, evokes lively thought and helps them to master the emotional dimension, convincing and understandable, bright speech.

Result

Development of imagination in children:

In children of kindergarten age, fantasy does not develop uniformly. If small-age kindergarten children have grown up with a mostly restorative fantasy, the creative type of fantasy in middle-and older kindergarten children will also have begun to grow. The expansion of the circle of movement of a child at kindergarten age, an increase in his knowledge, the emergence of various new needs and interests leads to the fact that the fantasy process in him develops at a somewhat rapid pace. Therefore, the imagination of children of kindergarten age surpasses the imagination of children of pre-kindergarten to educational age in every possible way. The fantasy of kindergarten-age children is largely an involuntary and restorative fantasy, growing in their diverse activities. However, it is noteworthy that if children of kindergarten age did not have the ability to fantasize, their games would not have been diverse either. So, when children's fantasy abilities motivate them to play different games, in turn, the game grows their imagination. The imagination of children of kindergarten age also grows in training. For example, children like to play clay, that is, to make different objects from clay (including plasticine), to build different objects from sand, to paint. These activities, especially drawing training, have a huge impact on children's imagination. The lack of creative imagination in kindergarten children of a small age is evident in their drawing. For example, drawings of young kindergarten children do not go beyond the themes of fasting all the time. Because children of this age can only fantasize about what they see every day. In the drawings of the middle and, in particular, of the children of a large group, it is clearly visible that creative imagination begins to occur. Not only are they limited to domestic subjects in painting, they also draw pictures of things from the distant past and the Future-s. Children of this age strive to independently describe the diverse activities of large people in their games and drawings. At such a time, they are not limited only to imaginary imagination or imitation, but also creatively add innovations themselves. For example, when they play a meaningful game, they come up with new-roles-in the game "train" or "station", they add the roles of the transport, that is, the taxi driver, who brings passengers to the station, in addition to those serving on the train or at the station.

Older kindergarten children portray Hayo - Liu characters (even dreams) in their pictures. That is why they are often in a free theme; they paint about things that interest them and are related to their needs in the moment. In the process of painting on such a free theme, children's creative imagination skills grow. The development of the imagination of children of kindergarten age is also influenced by various stories and husband - and-wife. The people did not even forget children of

kindergarten age when creating various interesting, instructive and educational fairy tales. In the oral literature of the Uzbek people there are fairy tales created with an understandable, simple language for young children. In addition to these, there are many er - taks translated into Uzbek from the language of Russian and other peoples. Many of the fairy tales created for children of kindergarten age have the character of anthropomorphism. This means that the heroes of fairy tales consist of animals that "talk" like people. Children really like such fairy tales and always listen with interest. When children of kindergarten age hear various fairy tales about animals, a certain attitude arises in them towards the images from these fairy tales. For example, children do not always love the image of the evil Qi - ladigan Wolf, the images of an overly cunning fox. They like the images of cowardly rabbits, Roosters, geese, hungry animals. Various fairy tales directly affect the fantasies of children. They use their own powers of imagination and take on the guise of various images from fairy tales that they hear or hear. In other words, the tales they hear also affect the content of their game. Referring to the educational significance of various fairy tales released for children, educators should pay special attention to telling and reading fairy tales to children.

Conclusion

As the educator develops the sound aspect of speech, he must teach the child to take into account the fact that thoughts correspond to the goals and conditions of communication based on the subject, subject of expression and the audience. Thus, fantasy occupies a large place in the progress of children of kindergarten age. Therefore, during kindergarten age, the child's imagination must have grown sufficiently. Because from the first day of the reading process at school, children have a good growth in the ability to fantasize, in particular the ability to listen, teaching native language in preschool institutions is carried out in various types of children's activities: in activities related to the introduction of fiction, phenomena of the surrounding environment, in all other activities, as well as in However, in this, training in teaching the native language and developing speech is considered the main activity, - to support the interests of children in the personality and activities of their peers, to promote the establishment of their dialogical dialogue in joint games and training. It is advisable to use various means of communication - verbal, gestural, pantomime methods in a differentiated manner, taking into account a specific situation.

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