



Problems Of Teaching Preschoolers To Communicate

Boyboriyeva Saodat Oralovna

Center of pedagogical skills of Surkhandarya region

Senior teacher

ABSTRACT

Three- to five-year-old children still have a need for affection, understanding and communication from adults. Confidence-based communication with adults and the ability to feel his emotional state (joy, pleasure, sadness, calmness, anger, etc.) and to understand the reasons for mood changes develop.

ARTICLE INFO

Received: 20th August 2024

Accepted: 11th September 2024

KEY WORDS:

communication,
confidence, preschool age,
speech, need, education,
child, toys

A new form of communication with adults - communication on interesting topics is emerging and developing. At first, he joined cognitive activities together with adults (for example, playing, experimenting with objects and toys, making things from paper and natural materials, etc.).

By the end of the fifth year of a child's life, he will have the appearance of theoretical communication on knowledge topics that are not related to a specific situation. Failure to satisfy children's need for communication with an adult leads to emotional alienation between them. It manifests itself in different ways: some children become silent, sullen, and cry even over trivial things; others show negativism, aggression.

In the fourth year of a child's life, a peer is, first of all, a participant in joint practical activities (drawing, making things, arranging, etc.). remains as a partner in the game. The child addresses the peer with the simplest demands and requests and evaluates the behavior of the peer. Five-year-old children have a negative evaluation of their peers asking for one or another thing and touching their soul.

By the age of five, the need for communication with peers and joint games that create a children's society with them increases sharply. By the fifth year of a child's life, he begins to understand his place among his peers. Communicative skills develop: the child greets and says goodbye, calls a friend by name, at the age of four or five - calls his partner by the name of the role he is playing (hey, driver, rope under the wheel dropped).

Communication with adults and peers allows the child to understand his "I". It is in communication that the formation of the image of "I" takes place. In favorable educational conditions, i.e. when adults and peers treat the child with kindness, approval, positive assessment, recognition

needs are met. Negative communication experience leads to aggression, self-doubt, and becoming a person. The child's self-esteem is usually high. It is natural and appropriate for a small child to overestimate his personality, and this is the case when someone negatively evaluates his personality ("jealousy") or compares his behavior and activities with some ideal, for example, with a peer. is a unique mechanism of doing.

With the passage of age, the child develops an appropriate assessment of his own words and actions, as well as his capabilities and achievements in various types of activities. By the age of five, the actions he has committed are theirs

can evaluate the other person in terms of its consequences for his own physical and emotional state. He said, "If I do something bad to someone, neither he nor I will like it, and we will both be hurt. If I do a good job, we will both be happy" is understandable. The child begins to develop interests and value orientations, preferences for certain types of activities and behavior characteristic of boys and girls (for example, girls play with dolls, boys they play cars, etc.).

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

- support the child's ability to engage in active communication with means of speech beyond the range of possibilities, to respond to the questions and suggestions of adults, to express his wishes, feelings, and thoughts by taking the initiative to express his opinion;
 - encourage their interest in the work of their peers, their desire to share their impressions with them, their interest in game actions, and their interest in expressing their reaction to the happenings in speech;
 - expand your child's vocabulary about people, plants, food, clothes, furniture, pets, toys, parts of things (shirt sleeves, pockets and collars; car doors and wheels, etc.) enrich with names. It is especially important to teach how to correctly connect words to each other in a sentence (for example, "He went home", not "He went home", "I will go today", not "Yesterday I will go").
- pay attention;
- teach children to pronounce vowels and consonants correctly.

2. Methodological issues of developing the speech of young children.

A child's communication with adults and peers is an important condition for full social development. Based on this, it is necessary to educate the child in 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 many cases negative communication experience does not motivate the child to any action, but "distracts" the child from showing himself in the world of human relations, defense mechanisms - the human world itself. the "wall" between them can lead to "not seeing" the surrounding world: the child does not answer questions about people, does not "see" people in pictures, does not play with toys depicting people and animals. Rude intervention in the world of a child who actively refuses to communicate leads to negative consequences and aggression. At the peak of negative experiences, self-aggression is born.

In order for the child to be psychologically comfortable in the family and in the pre-school educational organization, to create an emotionally comfortable environment among adults and peers, and to enjoy the joy and pleasure of interactions 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;
- development of desire to see and understand happy, sad, calm, emotional state;
- development of self-control and expression of feelings of anger, fear, anger in a socially acceptable form (do not push, hit another child, do not take a toy from the hand, etc.);
- to cultivate the ability to use the methods of communication accepted in society: to greet and say goodbye with an open face, to politely express one's requests and suggestions; expressing gratitude for helping, hosting, giving a toy; politely respond to a friend's request; listen to the answer calmly; to express one's displeasure in a tone that does not offend one's friend.

When pedagogical work is properly organized, a preschool child will have the following indicators of social development by the age of five:

- understands human relations, feels and understands the good and bad relations of those around him;
- notices changes in the emotional state of parents, peers;
- expresses attention and sympathy;
- "I would like!" able to suspend his direct desire for the situation. Experiences of empathy (sympathy) and emotional expression (expression of joy, sadness and other situations) become regulators of the child's behavior and communication;
- children can enter stable play associations, use emotional expressive verbal and non-verbal means to express joy, pleasure, sadness and other situations in communication and joint activities.

The development of children's speech between 3 and 5 years old should have an emotional tone. This includes exhibitionism, game methods and wide use of didactic games is necessary.

3. Development of speech communication. Many speech communication and skills in children are formed outside of classes.

In preschool education, communication of children with adults (pedagogues, medical nurses, teaching assistants, etc.) takes place in various activities.

In the process of work - household and agricultural work, children's vocabulary is enriched, defined and activated.

During the game, the pedagogue forms independent speech activity in them. Children's vocabulary and knowledge acquired during training are strengthened and activated. the participation of the pedagogue in the games helps to enrich the vocabulary and educate the culture of speech communication.

In the process of organizing games related to construction, the educator identifies and activates a large group of words that are difficult for children (determining the quality, quantity, volume and location of objects in space, etc.).

Textual, moving musical games, staging games to form the expressiveness of the child's speech. It helps to practice proper pace, breathing, and good diction. In the process of many games, children get acquainted with artistic texts, remember them and begin to use them independently.

With the help of didactic games, children's knowledge of the environment is strengthened, vocabulary is strengthened, clarified and activated. Didactic games are used to practice speaking skills and skills (composing phrases, changing words, weaving stories, etc.).

List of used literature:

1. Berdalieva G.A. Improving the methodology of teaching children to think independently in speech development classes of preschool educational institutions. 13.00.08 - "Theory and methodology of preschool education and training". Doctor of Philosophy (PhD) thesis on pedagogic sciences. Tashkent - 2019.

2. "The First Step" educational program. T.: 2018.

3. Ibragimova A. Fiction in preschool educational institutions. (set of exercises for elementary, junior, middle, senior and preparatory groups). T., 2012.

4. Rakhmankulova A.A. Acquaintance of preschool children with the environment (for primary, small, middle groups). T.: 2015.

5. Mirjalolova L. Increase children's speech activity. T.: 2016.