

Preschool Educational Institutions Teaching Children to Think in Speech Growing Classes

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ABSTRACT

The article deals with some issues of teaching children to think independently through didactic games in speech development classes in preschool education, and expresses theoretical views.

KEYWORDS: *interest, need, speech development, preschool, exercise, individual approach, independent thinking*

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INTRODUCTION

One of the main tasks in the education of preschool education institutions is to teach children the language, speech development, speech communication, communication.

Orientation of children to independent thinking in the process of preschool education - an individual approach to each child, respect for him as an individual, spiritual and moral upbringing, education in accordance with the interests and needs of the child, while forming the first signs of independent thinking.

In the process of teaching children to think independently, the issue of freedom of each child, the organization of the independence of thinking in practice, based on the pedagogy of cooperation in the organization of each lesson, to limit the authoritarianism of the educator, to take into account children's opinions, desires Demonstration of ways to organize is one of the most pressing issues in the organization of preschool education.

LITERATURE ANALYSIS AND METHODOLOGY

Activities of preschool educational institutions, problems of teaching children to think independently M.Kadirova, H.Kasimova, F.Kadirova, Sh.Shodmonova, N.Begmatova, Z.Ibrahimova, D.Babaeva, B.Djuraeva, N.Tajiboeva, G.Nazirova, It is covered in the works of M.Ismailova, Sh.Tashpulatova, M.Alamova, L.Mirjalolova, D.Mirzajonova, M.Nigmatova, D.Sobirova, P.Yusupova, and other scientists.Sh.Nurullaeva, N.Alavutdinova, M.Zayniddinova, V.Karimova, Z.Nishonova and others conducted research on philosophical, pedagogical and psychological issues of improving the system of preschool education in the country, the development of speech and independent thinking in students[1].

RESEARCH METHODOLOGY

The main task of the science of speech education is to develop the methods and techniques of speech education, their most effective means on a scientific and pedagogical basis and to provide them to kindergarten teachers. Educators, on the other hand,

try to develop the necessary speaking skills and abilities in children using the mastered methods and techniques. The purpose of speech development methodology is to develop children's oral speech, to form the ability to communicate verbally with others.

DISCUSSION

In our view, independent thinking is achieved by raising the level of the educator and then the teacher. This, in turn, lays the foundation for the development of the nation, the country. The content of professional competence of pedagogical staff working in preschool educational institutions includes the ability to continuously direct children to independent thinking, to determine the level of development of thinking, to assess. Controlling the independence of children's thinking seems to be a more complex process from a pedagogical point of view.

In order to cultivate any quality in a person, it is necessary to develop other aspects of him as well. For example, content-rich games should be created to develop the child's interest in the game, organizational skills. In order to develop children's creative play, in turn, a well-organized children's team will be needed. Play plays an important role in the system of physical education of children, in educational work, in moral, labor and aesthetic education. The game satisfies the needs and requirements of the young organism, increases vital activity, nurtures endurance, freshness, cheerfulness. That is why play has a worthy place in the system of physical education of children[2]..

While playing, the child learns to use his knowledge, to be able to use it in different situations. In creative games, children's imagination, perception through emotions, regular, developmental, moving play allows the child to regularly practice sensory development, thinking and speech, involuntary attention, various movements. Each such game has a specific didactic purpose and is aimed at the overall development of the child. It is important that the upbringing is in the form of a game and is appropriate to the age characteristics of the child. Fun play increases a child's mental activity, in a game a child can solve a more complex problem than in a lesson. This does not mean that education should be in the form of a game. Education requires the use of a variety of methods and techniques. Game is one of the forms of education and gives good results only when combined with another method. Experiences that occur during the game leave a deep imprint in the child's mind, so the game helps to cultivate in the child good feelings, glorious dreams and aspirations, healthy interests. Through movement games, children's mood is raised, their physical fitness and

creative abilities are developed. But only if these games are properly organized will the educator achieve both his educational and pedagogical goals.

Collaborative activity of students in the process of understanding and mastering the learning material means that each of them contributes its own personal contribution, the exchange of knowledge, ideas, methods of activity. Man's self-expression is a way of his perfection. It forms the basis of the lives of preschool children. In the game, all the existing aspects of the personality are activated. The child moves, speaks, perceives, thinks, during the game the child's imagination, memory is actively working, the qualities of sensitivity and will are manifested. Through interactive play in the classroom, the child: understands the world, can solve real problems, interacts with peers and adults, learns to understand cultural concepts.

One of the educator's duties and responsibilities is to organize meaningful games for the child to learn new things so that they can compare and reinforce what they have learned. Play is an independent activity of children, in which the child's psyche is reflected, play is a means of comprehensive education of children, play is a method and method of educating children [3].

Improving the effectiveness of teaching based on the use of interactive learning technologies requires well-prepared educational institutions to ensure that the individual is at the center of education and young people to learn independently, know all innovative technologies and interactive methods, apply and apply them in practice. To do this, all science teachers need to know innovative technologies and interactive methods. Therefore, the practical importance of increasing the effectiveness of teaching based on the use of interactive educational technologies is high and plays an important role in improving education. Every teacher should be able to use game technologies of practical importance, which increase the activity of students, as well as the use of pedagogical innovative, informative, problem-based learning, interactive and distance learning technologies in the educational process.

The practical importance of increasing the effectiveness of teaching through the use of interactive learning is that in practical training students perform practical work on the basis of creative assignments, cases, educational projects, situational issues related to technological processes within the training modules [4]. Practical training is based on modern teaching methods and innovative technologies. In addition, it is recommended to

independently use educational and scientific literature, e-learning resources, handouts.

CONCLUSION

All teachers should be able to show in their work the following signs of effective use of interactive educational technologies in the educational process:

formation of pedagogical skills that ensure the effectiveness of the teaching process;

formation of a new professional thinking aimed at understanding the socio-economic, political, humanitarian knowledge;

mastering the system of pedagogical knowledge as a methodological basis of teacher's activity;

mastering teaching technology as a system of methods close to the professional activities of teachers.

In short, innovative activity is an activity aimed at solving a number of problems that have arisen as a result of the incompatibility of traditional norms with new social requirements or the conflict of the emerging norm of practice with the emerging norm. It is organized due to the organizational, technological, methodological and creative readiness of the

individual, in particular, the teacher to organize the innovation process. The educational system or process is constantly evolving by allowing pedagogical innovations to consistently bring innovations into pedagogical activity. The innovative activity of the teacher manifests itself as a driving force, motivating, stimulating creativity of the pedagogical team, and it guarantees the quality of the educational process.

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