

On the Issue of Integrated Development of Preschool Children in Interaction with Parents

Dono Babaeva¹ and Khilola Ruzmetova²

¹Ph.D. Associate Professor Tashkent State Pedagogical University
Named Nizami, Tashkent, Uzbekistan

²Ph.D. Associate Professor, Tashkent State Pedagogical University
Named Nizami, Tashkent, Uzbekistan



Abstract – *The article reveals issues related to the development of speech in preschool children. Attention is paid to improving speech skills in a child. Examples are given in the form of fairy tales and exercises*

Keywords – *Organization, Formation, Communication, Pedagogy, Connected Speech, Personality, Dialogue, Monologue, Relationship, Communication, Activity, Situation, Improvement, Factor, Socialization.*

Timely formation of speech in preschool age is one of the main conditions for the full development of the child, which will help him in further successful schooling. The problem is that parents are too busy at work today and they cannot pay due attention to their children. To form a baby's speech, you need to constantly communicate with him. Modern educators and psychologists advise talking to children from the day they are born. So the baby will begin to recognize the voices of his loved ones and smile when he again hears the voice of his mother.

Every child likes to look at pictures or toys. Parents should do this with him and at the same time tell everything that they see. Our many years of experience has shown that the most difficult thing in the class on developing speech for a child is the description of the picture, compiling a story from a series of paintings, as well as a creative story. Therefore, it is necessary to teach the kids to talk about what they read. You can start with the fact that children love the most - fairy tales. First you need to take the smallest and

simplest in content, which contains many repetitions. For example, "Gingerbread Man", "Teremok". In these tales, all actions take place on the same trajectory. Only characters change.

The improvement of dialogical speech in a conversation is facilitated by search questions, guessing riddles, and solving logical speech problems.

A.G. Arushanova, noting the personal, partnerships between the interlocutors, singles out another type of conversation - secular. Such a conversation is a free dialogue on personally significant topics, a free exchange of thoughts and feelings, while an adult does not take a position "above" a child, but a position of an interesting, pleasant interlocutor, partner. The topic of such conversations can be vivid impressions from the lives of children, unexpected encounters in nature, interesting cases, children's fun, etc.

A.V. Zaporozhets noted that a game in which two types of relationships develop: real children's relationships and playful relationships has a huge role in the social development of a child and the formation of dialogical skills. Both types of relationships include dialogic communication.

For the active influence of an adult on the communicative activity of children, and hence the improvement of dialogical speech, theatrical games are more suitable, the basis of which are role-playing dialogs.

A.G. Arushanova points out that, taking on the role, the child leaves his own egocentric position, takes the character's point of view. These actions create the prerequisites for the development of amateur dialogue between children and peers in unregulated situations. The role of an adult in the organization of joint independent theatrical games is not direct, but indirect.

The development of coherent speech (i.e., the ability to express one's thoughts in a consistent manner, without being distracted by unnecessary details) is facilitated by diverse speech material that allows the child to master communicative skills.

Connected speech includes: dialogic and monologic speech. For example, looking at pictures, analyzing situations close to the child's life experience, any emotionally significant situations, actions for the child — all this encourages him to enter into dialogue. And this contributes to the formation of pronunciation skills, enrichment of vocabulary, and refinement of ideas about the world. As a rule, dialogic speech is initially formed, monologic speech is a more complex form of speech for a preschooler.

The leading type of gaming activity for preschoolers is gaming. Therefore, parents should deal with the child, offer him tasks in a playful way. This will revitalize the child's development process and the results will be much more productive. It is important to form a child's interest in classes, rather than provoke a backlash. Tasks must be offered, starting with the lungs, gradually moving on to more complex exercises. It is also important to create a situation of success for the child, which will be manifested in various rewards (for example, verbal). It should also be noted that tasks for a preschooler must be presented in portions, alternating between different types of activities, so as not to cause overvoltage in the child.

We offer games and exercises for the development of coherent speech of children. The material is presented “from

simple to complex”, that is, games begin with games for children of primary preschool age, then middle, then senior preschool age. Particularly important for the development of dialogical skills is a cooperative type of activity, first of all, a creative role-playing game. Communication of children in the game is natural. Command and submission to each other proceeds without coercion. Children jointly create a subject-game environment, play role-playing dialogs, enter into a variety of real relationships. Children who are passionate about the game, themselves master new means and methods of communication.

Of interest is the bank of role-playing games proposed by A.A. Maximova, which includes: I. Games focused on the development of information and communication skills ("Conversation through the Glass", "Dialogue", "Continue the Tale", "At the King's Ball", etc.). II. Games focused on the development of regulatory and communicative skills ("Inconvenient situation", "School of trust", "Travel by rail", "Bees"). III. Games focused on the development of affective and communicative skills ("Meeting of fairy-tale heroes", "Games with masks", "Maternal care").

O.V. Solntseva notes the value of directorial play as a factor in the socialization of a preschooler. In the directorial game, the child organizes activities as if from the outside, like a director, building and developing the plot, controlling toys and commenting on their actions. Having learned to act in a directorial game, a child more easily masters communication with peers. J. Pura considers dialogue with peers as a new fascinating field of pedagogy of cooperation and pedagogy of self-development.

Along with traditional methods for the development of dialogical skills, the scientist offers game methods that organically fit into the life of the child. In the directorial game "We are Journalists", a modeling method is used (replacing verbal abstract images with visual ones).

Together with the teacher, the children discuss possible options for questions, then during the interview, the child correspondent builds a dialogue based on pictures-symbols, which contributes to their complex development.

The formation of coherent speech occurs in close interconnection with the development of all aspects of speech. Reading fairy tales is necessary until the child himself begins to retell them. However, you need to read expressively in order to attract the attention of the baby. In addition, counters, nurseries, riddles are easy to remember and develop memory. They develop an active and passive vocabulary of children. For the correct pronunciation of

sounds it is good to use pure words. The baby should also be taught to hear and distinguish some sounds from others.

Academician M.M. Koltsova found that the development of speech is closely related to the development of fine motor skills of the fingers. Therefore, you need to try to draw the attention of the child to such objects as cubes, mosaic, constructor. The younger the baby, the larger the items for the game should be used. Firstly, this is due to the fact that the child can swallow small parts. Secondly, it's easier for kids to grab a large item. Today there are many toys that develop fine motor skills. These are special soft cubes, developing mats, constructed from various materials, etc. For those families who cannot afford to buy such toys, there is the opportunity to make them on their own with their own hands. You can sew such cubes from old clothes, filling them with various materials. For example, peas, cereals. Developmental rugs can also be made at home from a simple blanket. There are many instructions on the Internet for the manufacture of such products. In addition, you can use your imagination. Of particular interest in kids are classes for the possibility of using ordinary objects in a new form. A simple example is plain paper. Children are always interested in how it turns into voluminous toys. Even the baby himself can make them. Let him crumple the paper and wrap it with thread to make a ball. They can also be played, for example, thrown into a bucket or target. Older children can independently lay down an airplane or a boat. But for this, they need to be shown in sequence how they can be made. The kids have good enough memory, so they will quickly make a new toy, and in the future they will make it on their own, without the participation of parents.

In addition, the child needs to be given pencils or brushes. On the one hand, he can simply twist them in his hands, putting them between his palms. It develops fine motor skills. On the other hand, he can start drawing. Of course, at first it will be just lines. Then you should ask the baby just to put a point, draw a straight line. And only then to dwell on simple geometric shapes. Most kids love to draw circles. Children of older adolescents are able to draw an object from a picture, colorize or simply shade the figures. Parents will show how this is done, and then the baby himself will continue to complete the task. It also contributes to the formation of creative imagination and the development of memory.

The integrated development of the child is affected by coherent speech (i.e. the ability to express one's thoughts in a consistent manner). This is facilitated by diverse speech material, which allows the child to master communication

skills. Sometimes poor sound pronunciation is associated with lethargy of the muscles of the tongue, lips, lower jaw. In this case, the child should be told a fairy tale about the "funny tongue". Based on this tale, he is forbidden to leave the house, but he is very mischievous and is always looking for a way out. Because of this, when the mouth opens, it always rests on the palate. When the tongue still succeeds in leaving the house, it can reach either the chin or the nose. Also, the baby should be asked to click his tongue or talk in a whisper. All these exercises will strengthen the muscles of his tongue. It is necessary to develop the child's speech not only at home, but also on the street, and at a party, that is, constantly. For example, on the way to kindergarten, you can consider the surrounding nature, tell the baby what is what, what color or shape it is. At the sight of the animal, the child should be shown how it speaks. For example, a cat says "Meow," etc.

From the above it follows that it is necessary to work on the formation of the child's speech constantly. To do this, communicate more with preschool children, helping them to comprehend this world. It must be remembered that incorrect speech can lead to problems in the future. These may include: incorrect written language, poor reading, problems communicating with peers, etc. All this can affect the future behavior and development of children. They become withdrawn, avoid communication, and unsure of themselves. All of these factors cause a delay in speech development. So, a simple delay in speech development can lead to serious problems in the future. In order to avoid such problems, timely diagnosis of speech development delay and its correction is necessary.

REFERENCES

- [1] Tikheeva E.I. The development of speech in children. - M.: Norma, 2011. -- 431 p.
- [2] Zhinkin N. I. Speech as a conductor of information. - M., 2014. -- 398 p.
- [3] Vygotsky L.S. Thinking and speech // Vygotsky L.S. *Sobr. Op. - T. 2.* - M.: Pedagogy, 1982.
- [4] Sokhin F.A. Psychological and pedagogical basis for the development of speech of preschool children. - M.: Publishing House Mos. psychol.-sociol. Institute, 2002.
- [5] Ushakova O.S. The development of speech of preschoolers. - M., 2001.