

MODERN METHODS OF TEACHING PRESCHOOL CHILDREN TO COMMUNICATE

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Abstract. *This article discusses the specific features of children's communication with adults and peers, the specific features of communication of older preschool children with peers, and the characteristics of a child's communication.*

Keywords: *speech, knowledge, level, connected speech, preschool educational organization, speech of the educator and the child, culture of communication.*

A preschooler cannot read the answers to all his questions in a book, so communication with adults is very important for him, thanks to them a preschooler discovers the world for himself and learns the best and worst that humanity has. It is adults who open up to the child various feelings, speech, perception, etc. If adults do not explain to the child that snow is white and the earth is black, the child himself will not know this. The lack of satisfaction of children's need for communication with an adult leads to emotional alienation between them. It manifests itself in different ways: some children become silent, timid, and cry over trifles; others show negativism, aggression. In the fourth year of a child's life, a peer remains for him, first of all, a participant in joint practical activities (drawing, making things, building 80, etc.), a partner in the game. The child addresses his peers with the simplest requests, requests and evaluates the actions of his peers. Five-year-old children negatively evaluate the touching of their peers by asking for this or that thing. By the age of five, the need for communication with peers and joint games with them, which creates a children's community, 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 his friend by name, and by the age of four or five - calls his partner by the name of the role he is playing ("Hey, driver, the rope fell under the wheel"). Communication with adults and peers allows the child to understand his "I". It is in communication that the formation of the image of "I" occurs.

In favorable educational conditions, that is, when adults and peers treat the child with kindness, his need for approval, positive assessment, and recognition is satisfied. Negative communication experiences lead to aggression, self-doubt, and becoming withdrawn. The child's self-esteem is usually high. It is natural and appropriate for a young child to overestimate his own personality, and this is a kind of mechanism for protecting the individual in the event that someone negatively evaluates his personal qualities ("jealous") or compares his behavior and activities with some ideal, for example, with his peers.

With age, the child develops an appropriate assessment of his own words and actions, as well as his own capabilities and achievements in various types of activities. By the age of five, he can evaluate his actions from the point of view of their consequences for another person and for his own physical and emotional state. He understands the meaning of the statement "If I do something bad to someone, neither he nor I will like it, we will both be upset."

If I do something good, we will both be happy.” The child begins to form areas of interest and value, preferences for certain types of activities and ways of behavior characteristic of boys and girls (for example, girls play with dolls, boys play with cars, etc.).

The child's personality, his interests, self-awareness, consciousness and self-awareness can only be formed in relationships with adults. Without the love, attention and understanding of close adults, a child cannot become a full-fledged person. Such attention to a child can be, first of all, in the family. For a child, the family is the first place where he begins to communicate, where the foundations of communication are laid, on which the child will develop in the future.

Thus, we can say that the most powerful and important source of a preschool child's experience are his relationships with other people - adults and children. When others treat the child with kindness, recognize his rights, pay attention to him, he feels emotional well-being - a sense of trust, security. Emotional well-being contributes to the normal development of the child's personality, the development of positive qualities, a benevolent attitude towards other people.

In everyday life, the attitude of others to the child has a wide palette of emotions, causing a variety of reciprocal feelings - joy, pride, resentment, etc. The child is very dependent on the attitude that adults show to him. In communication, the child learns how people relate to each other through imitation. Striving to receive praise, learn the methods of action that he likes, listen to an interesting story. a close person or a favorite fairy tale, he enters into communication with childish enthusiasm, experiences for another, projects himself into the place of another. At the same time, in order to assert his independence, the child becomes very clearly isolated, demonstrating a desire to insist on his own: “I said so!”, “I will do it!”, etc.

In childhood, the child is not yet able to skillfully control his emotions, forcing him to introduce another person or angrily rejecting him.

At preschool age, communication with adults acquires an extra-situational character. Due to the development of speech, the possibilities of communicating with others are significantly expanded. Now the child can communicate not only about directly perceived objects, but also about depicted, imagined, non-existent objects. specific situation interactions. That is, the content of communication goes beyond the perceived situation and becomes extra-situational.

There are two extra-situational forms of communication between a child and an adult - cognitive and personal. At the age of 4-5, an extra-situational-cognitive form is formed, characterized by cognitive motives and the need to respect adults. In the senior preschool age, an extra-situational-personal form of communication appears, characterized by the need for mutual understanding, empathy and personal motives for communication. The main tool for extra-situational forms of communication is speech.

The child's extra-situational-personal communication with adults is of great importance for the development of the child's personality. Firstly, in the process of such communication, he consciously learns the norms and rules of behavior that contribute to the formation of moral consciousness. Secondly, through personal communication, children learn to see themselves from the outside, that is, an important condition is the development of self-awareness and self-control.

Thirdly, in personal communication, children begin to distinguish between different roles of adults - educator, teacher, doctor, etc., and, accordingly, build their relationships with them in different ways. The normal development of communication consists in the consistent and full existence of each form of communication at the appropriate age. Of course, the presence of a leading form of communication does not mean that all other forms of interaction are excluded.

The child needs benevolent control and positive assessment of adults. Correct behavior in the presence of adults is the first stage of the moral development of the child's behavior. Also, although the need to behave according to the rules has a personal meaning for the child, his sense of responsibility is best revealed in the presence of adults. At the same time, adults should communicate with the child in a trusting and friendly tone, expressing confidence that the child is not incapable of behaving properly. The psychological meaning of what is happening in the child's behavior is that he, albeit with the help of adults, but psychologically independently, receives a sense of responsibility for his own behavior. The child feels an insatiable need to turn to adults to evaluate the results of his activities and achievements. When communicating with a preschooler, adults should take into account the importance of supporting the child, since the inattention, neglect, and disrespectful attitude of adults can lead to a loss of confidence in his abilities.

In conclusion, the formation of a culture of communication in the future generation is a necessary need for the future generation to be able to find its place in society, to be able to reflect on life's perspectives, and to be able to shape the future.

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