

METHODOLOGY OF STAGING IN THE DEVELOPMENT OF CHILDREN'S SPEECH IN THE PRESCHOOL EDUCATION SYSTEM

Makhbuba Bakhshilloevna Sharipova

Bukhara State University, Teacher of the “Preschool Education” department

G’afurova Aziza Akramovna

Bukhara State University, student of preschool education

Abstract. Dialogue, creativity, cognition, self-development - these are the fundamental components that are involved in the sphere of attention of the teacher when he turns to the problem of speech development of a preschooler. These are the foundations on which modern preschool didactics in general is built and which constitute the foundation of the basic program for the development of a preschool child. The upbringing of clear speech in preschool children is a task of great social significance, and both parents and teachers should be aware of its seriousness.

Keywords: mental capacity, staging games, observation lessons, nature, material culture, emotional communication, verbal communication, speech creativity.

The importance of preschool as a leading social Institute in the life of the child is very clearly reflected in the statement of K. N. Wentsel: “You should not look at kindergarten as preparation for school, but as such an educational institution that enables children to survive childhood within the age that is covered by kindergarten, in the entirety of his life needs and the tasks and aspirations peculiar to him.” Preschools and pre-school education in general can play a huge role in the socialization and social education of children. The system of preschool education is a flexible multifunctional network of preschool educational institutions that provide a wide range of services (educational, health, developing, medical, organizational, etc.) taking into account the age and individual characteristics of the child, the needs of the family and society as a whole. The leading process in the preschool educational institution is educational, as it combines three functions: educating, teaching and developing. In the literature, the concept of the educational

process is used. Studies by Yu.K. Babansky, P.F.Kapterev and other scientists have shown the failure of this definition, the absence of two important features in it - integrity and community. The educational process is understood as a specially organized, purposeful interaction of teachers and pupils, which is aimed at solving educational, educational and developmental problems. The main tasks of the preschool educational institution, according to V.N.Gurova i , are:

- protecting life and improving the health of children;
- ensuring the intellectual, personal and physical development of the child;
- the implementation of the necessary correction of deviations in the development of the child;
- familiarization of children with universal values;
- Interaction with family to ensure the full development of the child. Also, the task of preschool institutions as educational organizations is the social education and training of children. Social education should develop the child's social strengths, prepare him for social life not from the point of view of social technology, but from the point of view of the social ideal, in which lies a creative, transforming force and the goal manifested by mankind is manifested. The child should be attached precisely to universal, enduring human values, and not to what may seem valuable to a certain circle of people in a certain region and at some points in time. Under favorable conditions, the child of a preschooler intensively develops practical skills, mental artistic abilities, moral qualities are formed, and character traits are formed. At the same time, it is discovered that insufficient communication with people, limited activity, and the poverty of the external impressions received have a detrimental effect on the entire subsequent development of the child. The founders of pedagogy N.K.Krupskaya and A.S.Makarenko believed that the future depends on the upbringing of the child in pre-school years, bearing in mind not only the effectiveness of his schooling, but, to a certain extent, his personal development, and successes in socially useful work. Domestic psychologists and educators (L.S.Vygotsky, A.N.Leontiev, T.A.

Markova, A.P. Usova, E.A. Flerina and others) showed that the so-called higher, specifically human mental functions (logical thinking, voluntary attention, creative imagination) are carried out using the child's social methods of cognizing and transforming reality, and, consequently, their structure itself has a social origin, is formed in vivo under the influence of training and education. The enormous potential opportunities lurking in the nature of each child do not manifest themselves, but require educational impact for their implementation. Borrowed terms from foreign languages are constantly pouring into our lives, which threatens the language, and therefore culture. Therefore, the problem of the development of speech of children of preschool age is of particular importance today. Psychologists and teachers note that the child learns his native language, first of all, imitating the colloquial speech of others (R.E.Levina, E.I.Tikheeva, A.P.Usova, D.B.Elkonin, etc.). Therefore, preschool institutions pay special attention to the system of work for the development of speech of a preschool child, which is a means of social adaptation. Through communication with peers, information is exchanged, joint activities are planned, and functions are divided and coordinated, i.e. all that contributes to the formation of a community of children performing joint activities. Older preschoolers have a higher level of communicative skills and their more flexible use than younger ones. One of the most important consequences of a child's communication with adults and peers is the development of the child's sphere of self-awareness, the creation of an image of himself, his "I". Communication and self-knowledge are closely related to each other. Communication is the best way to know yourself. Each group of kindergarten has its own individual face - relations and communication between children, teachers and children are characterized by originality. In this system of relationships, each child has a special place. It is extremely important for the teacher to have a socio-psychological characteristic of the group with which he works, and to know the degree of emotional well-being and adaptation of individual children in it.

Dramatic play is a crucial part of early childhood education. Not only is dramatic play fun for preschoolers, but it also encourages expression and imagination. Through this entertainment, your children are sure to build social and emotional skills, language skills, and problem-solving skills! Encourage dramatic play in your classroom with these seven engaging activities!

1. Workshop. Set up a workshop area for the children in your classroom to enjoy. The space should be sturdy and provide a place for children to work on projects that are safe for them. Make sure your workshop is also equipped with the right tools for building. These tools should be lightweight and easy to grip. Additionally, every handy worker needs a tool belt. Find a tool belt that best fits your child and all their tools! Encourage the children in your care to let their creative imaginations run wild while they build.

2. Food Market. Set up a food market to encourage dramatic play in your classroom. Preschoolers will love pretending to buy and sell fresh produce. Add more to your market with dramatic play foods. This is a great opportunity to incorporate foods from different regions and countries. Equip your children with grocery bags for more realistic play.

3. Bakery. You can't go wrong setting up a bakery-themed area in your dramatic play center! For starters, you'll need a play kitchen and a bakery set. You can spice up the center with pretend play seasonings or kitchen materials such as pots and pans! Encourage little chefs to bake goodies and "sell" them to other preschoolers in the classroom.

4. Puppet Show. Encourage your preschoolers to have a puppet show! Children will love a puppet theatre that is their height, making storytelling more accessible to them. But what's a puppet show without puppets? Visit the [Puppets' Accessories](#) section of our website to browse a variety of hand and finger puppets for the little ones in your care to enjoy.

5. Cleaning Service. Little ones love to help clean up! Cleaning is a skill that children will need to learn for the future. Engaging in cleaning-themed pretend

play is not only enjoyable but also a necessary life skill for your preschoolers. Encourage children to use their dramatic play cleaning supplies alongside you, so they can learn the right way to clean.

6. Hospital. Encourage the preschoolers in your care to pretend to be the doctor and patient with a hospital-themed area in your dramatic play center. Get the little doctors into character with realistic doctor scrubs. When the future doctors have on their outfits, they will be ready to explore their medical setting and find the right tools to get to work on patients! Encourage children to take turns playing different roles in the hospital.

7. Camp Out. A classic camp out makes a great dramatic play activity! Preschoolers will love pretending to cook food and camp out in the wilderness. Camp themed dramatic play elements are also perfect for interactively teaching children about important camping safety or simply how to pitch a tent.

Analyzing the experience of teachers, it can be noted that generally accepted methods are not always effective in working with modern preschoolers. When dealing with children, it is important to make the most of all the techniques and methods known in pedagogy, including modern approaches that improve mental and cognitive abilities, develop the lexical and grammatical structure and coherent speech of preschoolers. Innovative technologies for the development of speech of preschool children mean innovations in the content, forms, methods, means of pedagogical activity, which reflect the latest research and achievements of advanced pedagogical experience: ICT technologies, logorhythmics, mnemonic tables, design method, modeling, pedagogical art. therapy, etc.

Pedagogical innovations help to improve the processes of education and training, combining progressive creative technologies and stereotyped elements of education that have proven their effectiveness in the process of pedagogical activity. Another very important condition for the development of children's speech is the close interaction of educators with the parents of pupils. It is very important that parents and educators be like-minded in solving the most important

task of speech development of children, since the child learns the experience of verbal communication from others, therefore it is very important that parents, when talking with children, monitor their pronunciation, clearly pronounce words and sounds. Using in our work a variety of methods, techniques, technologies for the speech development of pupils of our group of middle preschool age, speech improves by the end of the school year, it becomes much more diverse, more accurate and richer in content.

The concentration of attention to the speech of others increases, our pupils are able to listen to the answers of adults to the end. They have a well-formed imitation skill, which is expressed in the ability to reproduce movements, actions, words and simple phrases after an adult.

Development of children's speech through staging is, in our opinion, one of the most important areas of education. Undoubtedly, other areas are not important, but comprehensive development of children in any of these educational areas is impossible without speech, communication, communicative activity.

References:

1. Uraeva, D. S., Sharipova, M. B., Zaripova, R. I., & Nizomova, S. S. (2020). THE EXPRESSION OF THE NATIONAL TRADITIONS AND BELIEFS IN UZBEK PHRASEOLOGICAL UNITS. *Theoretical & Applied Science*, (6), 469-472.
2. Рахимов, Ф. Б., & Шарипова, М. Б. (2020). Место инноваций в решении современных проблем непрерывного образования. *Academy*, (5 (56)), 38-40.
3. Ахмедова, М. Ш., & Шарипова, М. Б. (2016). Воспитание ребенка на основе народных традиций. *Молодежь в науке и культуре XXI в.: материалы междунар. науч.*, 118.
4. Шарипова, М. Б., & Мустакимова, Г. А. (2019). Наследие мыслителей в эстетическом воспитании учащихся начальной школы. *Вестник магистратуры*, (10-5 (97)), 48-49.

5. Шарипова, М. Б., & Муродова, Ш. Ш. (2020). ХУДОЖЕСТВЕННАЯ ИНТЕРПРЕТАЦИЯ ОБРЯДОВ В ЭПОСЕ «АЛПОМИШ». *Научный журнал*, (9 (54)), 32-34.
6. Шарипова, М. Б. (2020). Саъдуллаева МБК РАЗВИТИЕ ТВОРЧЕСКИХ СПОСОБНОСТЕЙ ДЕТЕЙ В ДОШКОЛЬНОМ ОБРАЗОВАНИИ. *Проблемы педагогики*, (6), 51.
7. Шарипова, М. Б., & Ашурова, Ф. А. (2020). Межличностные отношения в дошкольном возрасте. *Вестник магистратуры*, (1-5 (100)), 35-36.
8. Vaxshilloyevna, M. S., & Shuhratovna, M. S. (2021). Description and interpretation of wedding customs in the epic " Alpomish". *Middle European Scientific Bulletin*, 11.
9. Ravshanova, S. M. G. F. Q., & XOSLIGI, Q. D. O. Z. (2021). MILLIY RUH VA AN'ANALAR. *Scientific progress.–2021*, 7.
10. Sharipova, M. (2020). O'lmas an'ana va marosimlar-ma'naviyatimizning nodir hazinasi. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 1(1).
11. Sharipova, M. B., Marg'Uba Fazliddin Qizi Jomurodova, X. A. L. Q., & IFODASI, D. *Scientific progress*. 2021. № 7. URL: <https://cyberleninka.ru/article/n/xalqdostonlarida-sovchilik-marosimi-badiiy-ifodasi-alpomish-dostoni-misolida> (дата обращения: 22.12. 2021).
12. Шарипова, М. Б., & Саъдуллаева, М. (2019). Модульное обучение в системе образования. *Вестник магистратуры.–2019*, 4-3.
13. Шарипова, М. Б., & Саидова, Д. Х. К. (2020). Методы и средства использования национальных ценностей в духовно-нравственном воспитании детей в семье. *Проблемы педагогики*, (3 (48)), 31-32.
14. Шарипова, М. Б. (2020). Неъматова ШН ФОРМИРОВАНИЕ ЭСТЕТИЧЕСКОЙ КУЛЬТУРЫ ВОСПИТАННИКОВ ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ. *Вестник магистратуры*, (3-3), 102.

15. Sharipova, M. B. (2023). A Comparison of The Imagery of Ceremonies and Customs In Versions of the Epic “Alpomish”. *Central Asian Journal of Literature, Philosophy and Culture*, 4(9), 125-127.
16. Шарипова, М. Б. НАЦИОНАЛЬНЫЕ ТРАДИЦИИ НА ПРИМЕРЕ ЭПОСА «АЛПОМИШ». *ББК 74.48 P 76*, 253.
17. Baxshilloeyvna, S. M., & Mirzoyevna, I. M. (2023). МАКТАБГАЧА ТА’ЛИМ ТИЗИМИДА ЕТНИК МАДАНИЙ ТА’ЛИМ ВА УНИНГ ТАРИХИЙ ИЛДИЗЛАРИ. *PEDAGOGS jurnali*, 1(1), 163-163.
18. Sharipova, M. (2023). МАКТАБГАЧА YOSHDA GI BOLALARNING NUTQ O ‘STIRISHNING ILMIIY-NAZARIY AHAMIYATI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 35(35).
19. Шарипова, М. (2023). МАКТАБГАЧА ЙОШДАГИ БОЛАЛАРДА ИФОДАЛИ НУТКНИНГ ИЖТИМОЙ-ПЕДАГОГИЧЕСКАЯ ФУНКЦИЈЛАРИ. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 32 (32).
20. Sharipova, M. (2023). “ALPOMISH” DOSTONIDA NIKON TO’YI URF-ODATLARI TASVIRI VA TALQINI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 30(30).
21. Sharipova, M. (2023). AYOLLARNING OILA VA JAMIYATDAGI MAVQEYINI YUKSALTIRISH HAMDA MA’NAVIIY-RUHIY DUNIYOSINI BOYITISHDA QAHRAMONLIK EPOSINING O’RNI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 30(30).
22. Baxshilloeyvna, S. M. (2022). BOLALAR NUTQINI RIVOJLANTIRISHDA TARBIYACHI NUTQI NAMUNA-O’RNAK VOSITASI SIFATIDA. *Scientific Impulse*, 1(4), 1288-1292.
23. Sharipova, M. B., & Muslimova, L. M. Q. (2021). XALQ DOSTONLARINI O’RGATISHNING AMALIIY AHAMIYATI HAMDA DOLZARBLIGI (“ALPOMISH” DOSTONI MISOLIDA). *Scientific progress*, 2(7), 1130-1134.

24. Sharipova, M. B., & Ravshanova, G. F. Q. (2021). QAHRAMONLIK DOSTONLARINING O'ZIGA XOSLIGI: MILLIY RUH VA AN'ANALAR. *Scientific progress*, 2(7), 1139-1144.
25. Sharipova, M. B., & Shokirova, N. Z. Q. (2021). «ALPOMISH» DOSTONI– BADIY BARKAMOL ASAR. *Scientific progress*, 2(7), 1145-1148.
26. Sharipova, M. B., & Nozirova, M. J. Q. (2021). O'ZBEK XALQ DOSTONLARINI O'QITISHDA KOMPYUTER IMKONIYATLARI. *Scientific progress*, 2(7), 1102-1108.
27. Sharipova, M. B., & Salimova, K. R. Q. (2021). “ALPOMISH” DOSTONIDA “KAMPIR O'LDI” MAROSIMI TASVIRI. *Scientific progress*, 2(7), 1109-1113.
28. Sharipova, M. B., & Farmonova, G. S. Q. (2021). NIKOHDAN SO'NG ADO ETILADIGAN URF-ODATLAR TASVIRI (“ALPOMISH” DOSTONI MISOLIDA). *Scientific progress*, 2(7), 1125-1129.
29. Sharipova, M. B. (2021). XALQ DOSTONLARIDA SOVCHILIK MAROSIMI BADIY IFODASI (“ALPOMISH” DOSTONI MISOLIDA). *Scientific progress*, 2(7), 1120-1124.
30. Sharipova, M. B., & Mirzayeva, X. N. (2021). XALQIMIZ MADANIYATINING HAYOTBAXSH SARCHASHMASI. *Scientific progress*, 2(7), 1135-1138.