

PEDAGOGICAL PROCESS AIMED AT DEVELOPING CHILDREN'S SPEECH, COMMUNICATION, READING AND WRITING SKILLS IN THE "LANGUAGE AND SPEECH" CENTER

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The third major area of State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan "Speech, communication, reading and writing skills" includes the following sub-areas:

1. Speech and language
2. Reading qualifications
3. Fine motor skills of fingers

Today, the issue of using development centers in organizing the pedagogical process in preschool educational institutions has become one of the main issues. This is related to the State requirements for the development of primary and preschool children of the Republic of Uzbekistan in all preschool educational institutions and the implementation of the State Curriculum of the Preschool Education Organization "Ilk qadam" (The first step). The educator of the preschool educational institution implements the educational process based on the content of the state requirements "Speech, communication, reading and writing skills" on the basis of "State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan".

Educational activities in the field of "Speech, communication, reading and writing skills" are conducted in activity centers and in various activities during the day based on the annual thematic plan given in the State curriculum "Ilk qadam" (The first step) based on monthly topics and weekly topics.

The work of the following development centers will be organized on the topics of the week:

1. "Language and speech" center.
2. "Building, design and mathematics" center
3. "Art" center
4. "Science and nature" center
5. "Role-playing games and dramatization" center

Each of the above-mentioned centers consists of speech and communication. Therefore, the role of the activity in the "Language and speech" center is for the child to communicate with his peers, learn new words, express his thoughts, create stories, and listen to other people's opinions. In the "Language and speech" center, educational processes are organized on the basis of weekly topics on the development of speech. In this case, the educator prepares pictures, games, exhibitions and handouts suitable for the theme of the week in advance. To

work in the centers, the educator is required to strive for innovation, work more on himself and take into account the wishes of children. Also, in other activities of the center and in other parts of the daily schedule, the educator pays attention to children's speech and tries to develop it when children consistently express their thoughts and draw conclusions, express their observations about the world.

In the process of working in the center, children develop speech and communication skills with adults, peers, toys and technical means. That is, he answers the questions on the TV commercials, has a conversation with his friend, and has childish arguments by expressing his opinion. Emotion develops. A child's mood will rise if there are those who support his opinion. Mutual support and cheering-up processes are used for a child who is in a bad mood. A person observing these situations from the outside understands that their speech is developing through communication with each other.

While working on the tasks of the speech development method, the teacher targets the results expected from the State requirements based on the studied topic of the week and plans topics to achieve the goal through various activities and educational games in the activity centers.

To teach children the tasks of speech development, literacy training, the teacher should be familiar with the program tasks and the requirements of each sub-field of the state requirements "Speech, communication, reading and writing skills", the expected results, and the selection of the expected results (development indicators) corresponding to the received subject, the goal for implementation, it is necessary to properly organize the preparation of the relevant centers, enrichment with equipment.

The activity in the center should be interesting, solve the set goals and tasks, educational games, play equipment should be suitable for the age of the children of the group, should be safe and arouse interest in them.

Tasks and assignments in the center should be understandable to children. Each center is prepared at the beginning of the week and enriched with new equipment every day. This creates interest in the center in children.

During the work of the center, the educator observes children's speech, pays attention to how interesting, understandable and easy the recommended materials are for children. If necessary, the educator completes or changes educational materials. The educator ensures that all children are at each center for five days, at the same time, follows them. Based on the results of the observation, the educator plans to work individually with the child and his parents on the development of speech.

At the end of every week, the educator analyzes the children's activities, learns what the children have learned, what they want to know, observes their interactions with adults and peers, and concludes. At the same time, the materials are thoroughly analyzed to what extent they are interesting and literate, whether the set goal has been achieved or not. After that,

preparations are made for the next week. If necessary, the child's speech is developed by organizing frontal training and game processes in the afternoon.

Month: September.

Topic: Uzbekistan is my homeland

2nd week. Topic: My city, my neighborhood

Language and speech center

Topic: Conversation on "My hometown".

Topic: Conversation based on photo on the topic "My hometown".

Aim:

"Speech and Language":

to give children an opportunity to engage in dialogue by asking questions about their birthplaces and hometowns. Encourage children to make a meaningful story about the picture, to actively participate during the conversation. Teaching to communicate in a group discussion about the picture, to create an independent meaningful story. Vocabulary activation on the topic **"My hometown"**. Formation of children's ability to connect words and make meaningful sentences when speaking.

Dictionary work

To teach children to understand words with the same meaning but different pronunciation (handsome, beautiful, pretty) and use them correctly in their place.

Forming the grammatical structure of speech

Formation of children's ability to connect words and make meaningful sentences when speaking.

Socialization, communication with adults and peers

Education of mutual respect with peers.

Necessary equipment and materials:

The picture **"My hometown"**, ICT, slides on disk

Course of action:

At the beginning of the educational activity, the teacher addresses the children with questions about the name of their city, changes in the city. Today I will show you a picture on the topic **"My hometown"**. Look at the picture carefully.

Main part:

1. Look at the picture on the topic **"My hometown"**.
2. Conducting a question and answer session on the picture.
3. Listening to children's stories based on the picture.

4. Physical moment.
 5. Reciting poems on the topic of "My hometown".
 6. Discussing and encouraging children's stories, spoken poems
- Additional part: showing a video on the topic "Our city".

Particular attention is paid to: formation the skills of grammatically correct word formation, when children speak.

List of used Literature

1. Decision №802 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 22, 2020 "On approval of the state standard of preschool education and upbringing".
2. The state curriculum "Ilk qadam" of the preschool education organization. - T.: 2018.
3. F.R. Kadirova and others. "Nutq ustirish metodikasi" - T.: 2019
4. F.R. Kadirova, M. Fayzullaeva "Maktabgacha yoshdagi bolalarning nutqini ustirish (kichik va urta guruh uchun)" methodical recommendation. T.: 2019.