

**INTEGRATIVE APPROACH TO TEACHING SPEECH LISTENING, THINKING
AND COMMUNICATION IN PRESCHOOL CHILDREN**

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Annotation

This article focuses on the issue of instilling listening, thinking and communication skills in preschool children based on state requirements. In this, views on the development of speech in children based on the integration of listening, thinking and communication are given.

Keywords: preschool education, preschool age, speech development, listening, thinking, communication, factors, classical literature.

**MAKTABGACHA YOSHDAGI BOLALARDA NUTQNI TINGLASH, FIKRLASH
VA MULOQOTGA O'RGATISHDA INTEGRATIV YONDASHUV**

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Annotatsiya

Ushbu maqolada maktabgacha ta'limda davlat talablaridan kelib chiqib maktabgacha yoshdagi bolalarga tinglash, fikrlash va muloqot ko'nikmalarini singdirish masalasiga to'xtalib o'tiladi. Bunda tinglash, fikrlash va muloqot integratsiyasi asosida bolalarda nutq o'stirish borasida qarashlar keltiriladi.

Kalit so'zlar: maktabgacha ta'lim, maktabgacha bo'lgan yosh, nutq o'stirish, tinglash, fikrlash, muloqot, omillar, mumtoz adabiyot.

**ИНТЕГРАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ РЕЧИ, СЛУШАНИЮ,
МЫШЛЕНИЮ И ОБЩЕНИЮ У ДОШКОЛЬНИКОВ**

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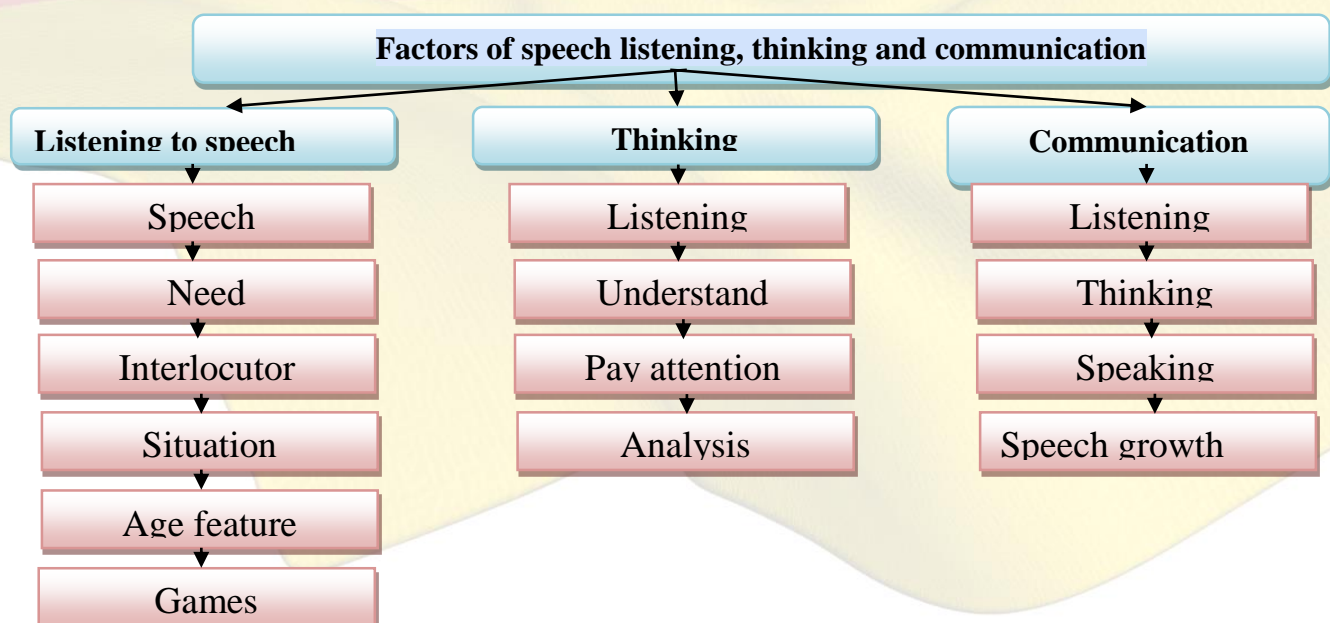
Аннотация

В данной статье рассматривается вопрос формирования у дошкольников умений аудирования, мышления и общения на основе государственных требований. При этом

даны взгляды на развитие речи у детей на основе интеграции слушания, мышления и общения.

Ключевые слова: дошкольное образование, дошкольный возраст, развитие речи, аудирование, мышление, общение, факторы, классическая литература.

Preschool education aims to form a child's personality in accordance with the State requirements for the education of preschool children. Pre-school education is considered the first link of continuous education, which aims to raise a healthy child ready for school. Therefore, in order to prepare a child for successful education at school, it is necessary to create appropriate conditions for him to acquire all the riches of his mother tongue. Article 8 of the Law of the Republic of Uzbekistan "On Education" states: "Pre-school education and training is aimed at teaching and educating children, developing them intellectually, spiritually and morally, ethnically, aesthetically and physically , is also a type of education aimed at preparing children for general secondary education" [1] - it is said. In fact, the attention paid to children of preschool age must serve to make them a mature person in all respects. One of the requirements is that children should form basic skills, and develop and properly direct the skills that have been formed in preschool educational organization. Among such strictly defined skills, the development of preschool children's speech listening, thinking and communication skills is important for their formation as individuals and finding their place in society. It is at preschool age that children are active, limitless, and curious. But as children grow up, their concepts of discipline become stronger, and this is considered necessary in their education. At the same time, it is possible to observe changes in children's listening, thinking and communication. Preschool age is the age of children from birth to seven years, until the beginning of their education in general secondary education institutions [2]. So, at this age, what can be the tools of listening to speech, thinking and communication?



Listening, thinking and communication can involve several other tools. If the educational process is organized on the basis of education, we will educate morally and intellectually great people [3]. For example, a person's character is also important when listening to a speech. People with severe character may dislike people who are very slow and gentle. It is natural that there is a problem in listening to self-speech. In the same way, in thinking, as a result of haste and lack of thought, an unfounded opinion can appear. Also, communication makes many demands. Being polite, being patient, being able to show respect to the interlocutor and the like are important for effective communication. Based on this, we can say that in developing children's speech, paying special attention to the issues of listening, listening and communication is the key to ensuring the fluency, purity, and accuracy of speech, and the most tried and tested method is the pedagogue's cooperation with the child. We can emphasize that it always pays off if it is continued on the basis of mutual cooperation. It can be said that D. Abdurahimova, R. Babaeva, N. Nurmammedova, L. Mirjalilova and other similar researchers [4] do not separate the child's speech and its development, but interrelate with the pedagogical influence of an adult on the child. will be considered separately. We consider this approach appropriate. Indeed, the formation of speech acquisition on the basis of mutual social cooperation is a guarantee of correct pronunciation and correct interpretation of speech. After all, being able to apply the acquired knowledge is also a skill.

One of the essential spiritual needs of humanity is the need for communication [5]. In our opinion, today's advanced times and requirements cannot deny the national elements of pedagogy. National elements of folk pedagogy serve as a foundation in all activities organized in preschool educational organizations. That's really good. At the same time, introducing modern innovative methods without denying the national elements of pedagogy based on the requirements of today's advanced age is considered one of the urgent tasks facing the preschool education organization today. From this point of view, "State standard of preschool education and upbringing"[6] was adopted in our country in order to provide effective education and upbringing of primary and preschool children and create favorable conditions. National elements of pedagogy include fairy tales, riddles, songs, poems, stories, narratives, folk games and other elements. All this has served and continues to serve as a program for children, first of all, upbringing, and secondly, education.

We aimed to study the issues of teaching ghazals and rubai's and wise words from classical literature samples, which today have received little attention in terms of developing children's speech listening, thinking and communication skills. Studying the environment in order to increase children's vocabulary gives effective results. Our experienced pedagogues use various methods to increase children's vocabulary.

In addition, we believe that memorizing ghazals and rubai from the unique masterpieces of our classical literature will not only form the skills of treating words with respect, but also help to increase their vocabulary. Therefore, in the process of working on the speech of preschool

children, we suggest that preschool educational organizations constantly refer to examples of our classic literature. we believe that introducing ghazals and rubai, along with speech-cultivating methods, which are considered national pedagogical elements, in preschool educational organizations will give effective results. At the same time, each genre of our classic literature has its own uniqueness, which can be explained not only by children, but also by their ability to clearly express speech. Oral speech is the most important socio-cognitive ability that a child takes to school [7]. Therefore, our highest goal is to pay attention to enriching children's oral speech while preparing them for school.

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