



IMPROVING THE PROFESSIONAL-PEDAGOGICAL PREPARATION OF FUTURE TEACHERS TO DEVELOP CHILDREN'S SPEECH

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Abstract: *This article aims to improve the speech competence of children being raised and to increase their professional preparation during the activities of educators.*

Key words : *social , speech , educator , monologue, communication , attitude , attitude .*

The socio-economic reforms taking place in society are making the humanization of relationships a priority. The ideas of humanism are expressed in the thoughts of local and Western educators, who emphasized that through education and upbringing, a person's very essence can be changed.

The main relationship in the educational process is between the learner and the educator. It is important to consider universal and national values in relations with children . After all, continuous spiritual education, carried out with the participation of children in education, includes the following:

- to focus on the spiritual and moral experience of adults through familiarization with objects, exemplary behavior, rules of conduct, and imitation in the process of communication and games;

- teach to observe and evaluate one's own and others' behavior

- the formation of early spiritual and educational motives;


- self-service, safety skills in everyday life

consists of things like teaching.

In educational organizations, the relationship between educators and teachers in educational activities is formed taking into account the interests and psychology of children, their attitude to surrounding events. Also, improving the professional pedagogical preparation of future educators to develop children's speech is closely related to the organization of a pedagogical process based on the child's spiritual, positive, and emotional experiences.

The professional pedagogical preparation of future educators for the development of children's speech , the formation of dialogical speech in children is carried out, first of all, by listening to and understanding the speech of others, supporting communication, answering and asking questions. The child's ability to positively enter into a relationship is determined by the level of development of colloquial speech, the richness of the vocabulary, the mastery of the grammatical side of the language, as well as the level of mastery of cultural speech.

The formation of monologue speech in children is very important. Monologue speech



requires the child to express his thoughts clearly and coherently, and the child begins to master such a speech network at the age of 5-6. Because at this age, logical thinking begins to develop, the child accumulates a large vocabulary, and masters the grammatical structure of the language.


The concept of attitude is an expression of a person's thoughts about something or an event. In this rule, it is important that the essence of communication is clearly expressed. If communication is considered as human behavior associated with interpersonal relationships, then the basic unit of communication is behavior.

Our ancestors studied the psychological laws of man, the relationship between them. Abu Nasr Al-Farabi, in positively solving pedagogical issues and the psychological and physiological problems associated with them, says that man consists of integral and interconnected parts in all respects. Al-Farabi considers the role of science in the knowledge of existence to be a decisive factor, in his opinion, the human body, brain, sensory organs are present at birth, but mental knowledge, spirituality, soul, intellectual and moral qualities, character, religion, customs, education arise in communication with the external environment, other people, etc., a person acquires them and achieves them with the help of his activity. He emphasizes that his mind, thought, are the most mature product of spiritual growth.

on the professional competence and creativity of future educators , the upbringing and development of children, and the organization of types of education based on modern pedagogical technologies for the comprehensive improvement of children.

They will learn about the ability to positively solve the problems of raising children in cooperation with the family and educational organization, the role of cooperation between teachers and parents in raising a person, the ability to arm themselves with knowledge on educational work in cooperation with the family and educational organization, and the ability to create a pedagogically correct social environment. Students will develop knowledge in the field of family and social pedagogy, prepare for effective organization of education and upbringing in cooperation with the family and educational organization , form the ability to establish a partnership with the family in pedagogical activities, improve the skills of using intellectual, moral, aesthetic, labor education in working with children, study the use of innovative educational technologies in organizing the educational process , the content of the activities of the family and educational organization, scientific research methods, providing intellectual education to children, moral, physical and aesthetic education of children, the continuity and continuity of education, and acquire skills in organizing the educational process in educational organizations and in the family. The formation of elements of education in a child is carried out in them as a result of their relationship. This is reflected in the correct relationship with the child , that is, in communication.

In interaction, the communicative environment is created on the basis of conditions inherent in a personally oriented approach. Observations have proven that in the process of



communication with a child, the effectiveness of the pedagogical activity of the educator-educator, carried out in a monologue mode, is relatively lower than the effectiveness of the pedagogical activity of the educator, carried out in a dialogical mode. Because the real task of the educator is to activate the child and his interaction with the world around him.

The need for openness to develop the teacher's speech is no less than the need for openness to develop the child's speech, and motives prevail in it. Relationships can be defined as a psychological state that encourages the organization of cooperative activities with children based on motives.

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