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THEORETICAL FOUNDATIONS OF PRESCHOOL CHILDREN'S SPEECH DEVELOPMENT

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Dametken M. Aymbetova

Assistant Lecturer, Department Of Preschool Education, Nukus State Pedagogical Institute Named After Ajiniyaz, Nukus, Uzbekistan

ABSTRACT

Reforms in the education system and the law on the state language require changes in the methodology and practice of forming children's speech, in particular, developing the speech of older children of preschool age. These changes are reflected in normative educational and methodological literature to a certain extent. However, they need to be approached critically from the point of view of current requirements. Most of the Methodist scientists correctly emphasize the conditions for the development of children's speech in kindergartens.

KEYWORDS

Pre-school education, pedagogy, methodology, assessment criteria, research methods.

INTRODUCTION

According to these authors, the shortcomings of speech culture have a negative impact on the child's personality. In particular, the child becomes shy, aloof and careless in communication with peers. In addition, such a child's interest in learning the surroundings decreases, which later causes him to be unable to learn

lessons at school. Researchers L.P. Fedorenko and G.A. Fomicheva put forward a methodologically important idea: "Teaching a child to speak," they write, "must teach him language material (training the organs of speech), language signs, lexical and grammatical signs (training the intellect) It means to

facilitate the understanding of the language, to teach the expression of appreciation of existence with the help of lexical and grammatical signs (training of passions and feelings), to facilitate the understanding of literary norms.

THE MAIN RESULTS AND FINDINGS

Agreeing with a reasonable approach to the acquisition of speech by the child, we drew attention to the fact that the authors of the manual often use "help", "exercise" and other expressions, but how to help, they pay little attention to the possibility of training. Exercises that are not aimed at the development of speech may not have a positive effect on the development of children's connected speech. The analysis of the phenomenon of "child's speech development" and the process of its management leads to the conclusion that pedagogues need to undergo special training to work in the field of speech development of preschool children.

The problem of education and training has existed for a long time. It was considered in the works of Western and Eastern thinkers of the Middle Ages. The great thinkers of those times, Abu Nasr al-Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Yusuf Khos Hajib, Ahmad Yugnaki, Jalaluddin Davani, Alisher Navoi and others, despite the fierce resistance of feudal oppression and bigoted priests, were incomparable to world science, culture, and education. contributed. In

the past, the experiences of working people in establishing their relationships in order to further strengthen their educational influence on young people were used not only to restore a number of forms and methods of folk pedagogy, but also to establish objective general social laws governing personality formation, folk life it is necessary to learn to understand the style.

The encyclopedic thinker of the East, Abu Nasr al-Farabi (873-950), puts the ways and methods of improving people in all aspects, leading them to general happiness, to the center of his socio-political doctrine, which is based on the universal basis of his worldviews. indicates. Such goals are the main content of Farabi's outlook on the upbringing and education of a person, his improvement, and his active role in solving social problems. According to him, education and upbringing can be carried out in the family, in the school with the help of a teacher, and in a good society with the help of its leader.

According to Farabi, education is not only intellectual development, but also the foundation of spiritual development, including moral development. Education and upbringing are interdependent, they are different ways of bringing a person to spiritual maturity. Farabi paid special attention to the regulation of social education and its management. He concludes that work is an important means of education.

Farabi says that in order for a person to achieve happiness, he must be a team leader who can make them happy. He is the Ruler of nature who rules the virtuous city:

1. 1 - he is healthy and does not feel any difficulty in performing his duties;
2. 2 - sensitive, shrewd nature;
3. 3 - strong memory,
4. 4 - sharp mind,
5. 5 - a speaker who can explain his opinion,
6. 6 - fond of knowledge and enlightenment,
7. 7 - not excessive in eating, drinking, sexual relations with women, on the contrary, abstaining from pleasure (from gambling or other games) and pleasure,
8. 8 - who loves truth and truth, just and honest people, hates lies and swindlers,
9. 9 - to be self-respecting and self-respecting,
10. 10 - wealth that does not chase after the world,
11. 11 - fair,
12. 12 - notes the importance of being persistent, persistent, courageous, brave.

Farabi wants to see these qualities in every mature person.

Ibn Sina (980 - 1037) had a creative approach to pedagogical issues. He showed deep knowledge of the child's nature not only as a doctor, but also as an accomplished pedagogue. Many thoughts of the

scientist about education and upbringing of children amaze one with their depth, humanitarian spirit and correct interpretation of such a complex problem as education.

The content of education and training proposed by Ibn Sina includes mental education, physical health, aesthetic education, moral education and vocational training. Ibn Sina understood very deeply all the difficulties and complications of child education. The issues raised in the section entitled "On Education" of "Medical Laws" are clearly resolved, and valuable opinions are given on the upbringing of a child's character.

In Ibn Sina's scientific-pedagogical work, special attention is paid to family education, and the main role is given to the head of the family - that is, the father. Ibn Sina explains why a child should be brought up by a teacher rather than a mother. According to him, the child's mother is more emotional in the upbringing of her child and cannot choose the right way in the upbringing of the child. Ibn Sina sets clear tasks for the educator: he must know when to punish or encourage his student.

Ibn Sina calls for respecting the personality of the child, taking into account the natural age characteristics of the child and studying his interests. He tried to divide it into periods according to age. He divided the period up to adolescence into five periods: infancy (the period

from birth to walking); childhood (after walking); the period after the organism is trained and the teeth of the pile come out; adolescence and puberty; adolescence (the period before growth stops).

Ibn Sina understood all the complexities and difficulties of raising a child. He opposed the excessive use of corporal punishment. According to him, in order to successfully implement education as in the pamphlet, it is necessary to treat children humanely. The teacher himself must respect the personality of the child, love him and have a good relationship with the child. Ibn Sina deeply understood the importance of the educational factor and greatly appreciated the importance of the positive factor, he considered it one of the main means of education. Especially Alisher Navoi's works have excited many generations for five hundred years. The ideas of humanity, love, singing of the highest goals of man occupy the main place in Navoi's legacy.

Navoi's pedagogic views are distinguished by their extreme humanity. He attached great importance to the formation and upbringing of a child's personality, Navoi considered a child to be a lamp that brings joy and happiness to the family.

Navoi emphasized that it is necessary to give proper education to a child from the youngest age, depending on his age, and to start learning subjects as early as possible.

Abdulla Avloni (1878-1934) is a public and political figure, poet and pedagogue. Abdulla Avloni's views on educating the young generation. Abdullah opened a school for the children of the poor in 1908. He himself teaches in his native language at this school using new educational methods.

Avloni's activity in the field of public education is inextricably linked with his activities as a writer and poet, an educator of talented youth theater and a stage director.

In 1916, the national liberation movements began to rise in Russia and Turkestan. A. Avloni takes an active part in this as one of the leaders of the movement. From the summer of 1917, Avloni started publishing the newspaper "Turon". Many articles of Avloni are published on the pages of this newspaper on the issues of establishing a public school, training teaching staff and publishing textbooks. In particular, he pays special attention to the problem of educating Uzbek girls and establishing special schools for them. During these years, Avloni writes and publishes books such as "Literature" (Books I-IV), "Turkish Gulistan", "School Gulistan".

Advanced Russian literature and culture play an important role in the formation of A. Avloni's worldview. He had great respect for the creative heritage of A.S. Pushkin, L.N. Tolstoy, and M. Gorky,

and highly valued the pedagogical heritage of K.D. Ushinsky.

He headed the press department of the Central Committee of the Communist Party of Turkestan for a certain period of time, then went to manage the work of public education departments, led the construction of many new schools, involved teachers in the work of eliminating illiteracy. .

He devoted all his efforts to spreading enlightenment when he worked at the Avloni Pedagogical Institute, the National Enlightenment Institute of Uzbekistan, the Tashkent Military Educational Institution, and the Central Asian State University.

Educating teachers themselves should be experts in their knowledge and teach their students through practice. The lessons and information provided by this education quickly affect the minds of the students, and they become knowledgeable and polite.

The worst people are those who do not follow knowledge. If the teacher who educates is a scientist and is inactive, this will have a bad effect on the morals of the students.

Uzbek scientist, poet, professor, public figure Abdulla Avloni - examples of his teachings:

"Haya, honor deposit is proof,

A shameless person is always a disgrace."

"There are too few words to share,

There is less than too much sugar."

"People with intelligence and conscience always speak the truth and truth of what they have seen, done and known"...

"The beginning of anger is madness, and the end is repentance."

"Education is life or death for us, salvation or destruction,

It's a matter of happiness or disaster."

"Even if there is a little difference between the lesson and the education season,

The two are inseparable, the body of one

A soul enriched by one is like a body."

Author of "Turkish Gulistan or Morality", "School of Gulistan" and other works.

The views of Jan Amos Comenius on the development of preschool children. The great Slavic pedagogue Jan Amos Comenius (1592-1670) is considered one of the great scientists of the West. Its pedagogic system is based on the ideas of educating the growing generation in the spirit of humanity, peace-loving, equality and brotherhood.

The pedagogical legacy of Jan Comenius is huge and multifaceted. The published philosophical and pedagogical works of the scientist determined his historical importance. The ideas of raising and developing a child in the family, which were recorded in the "School of Mothers", have not lost their relevance even today. This work, which is small in size, but has a very deep content, is characterized by the relevance and importance of the problems posed in it, the simplicity and reliability of the proposed ways and means for their implementation, and finally, the human attitude towards the family, women, children and their upbringing. It can be included among the classic works according to its orientation. "Protection of the human race should first of all start from the cradle." There is no more simple and wise idea. No matter what kind of social education system is invented by scientists, the family is the most effective education system as the environment where children live and develop physically and mentally.

"School of Mothers" with a system of aligned ideas can be considered the first work on primary family education.

The main idea of "Mother's School" is to make the primary education in the family joyful for the child, to make his future happy, pleasant and hopeful for the parents, and useful for the society.

Based on the idea of comprehensive development of natural talent from an early age, Comensky set difficult tasks for the mother's school, i.e.: to teach children to know (to educate the need for knowledge, thirst for knowledge), to act (to be hardworking, to be able to manage oneself) and doing good deeds) and speaking (developing speech and thinking) tasks. In this regard, he gives specific advice on mental, physical and spiritual training, development of speech and thinking.

A separate chapter in "School of Mothers" is devoted to how children should practice speech. Comenius believed that the same action is necessary for the development of reason and speech. He viewed mind and speech as an organic combination. This is not accidental, because the child expresses his thoughts and communicates with the people around him through speech, and by mastering speech, he understands the world around him. The child develops speech and thinking.

He paid special attention to sensory development and education, because without it, it is impossible to successfully develop intelligence and speech. It is not for nothing that the great pedagogue called following this rule the "golden rule of didactics". Another idea related to speech was expressed by Comenius in the form of teaching the mother tongue, demanding teaching in the mother tongue. Teaching the mother tongue in preschool age, according to Comensky's conclusion, is primarily the development of speech

from the first year of a child's life, the clear pronunciation of syllables and words, syntactically correct construction of sentences, is to say the name correctly and express the appropriate opinion.

For this purpose, Komensky advises parents to correctly pronounce the names of things and words without breaking them, to practice saying words that are difficult to pronounce and relatively long for children, and to use the game style for this. . The merit of Comenius is that he was one of the first pedagogues to develop children's speech, mastering his native language with all its beauty and national characteristics, instead of poetry, fairy tales, proverbs and proverbs, quick sayings. drew attention. In order for children who are beginning to speak to understand the speech of adults, they need to see the face of the speaker and his hand movements, understand his questions and give the right answers, wrote Comenius. A mother's smile and arms outstretched towards the child, gesturing, nodding, a sad face, and tapping with a finger - all these express the speaker's mood, which the child receives and helps to understand what is being said. will help. These rhetorical actions are very useful in communication, develop speech and thinking.

Ya. A. Komensky's work "School of Mothers" had a significant impact on the further development of family education in the West and in Russia. Pestalotsi and Frebel, K. D. Ushinsky and Ye. N. Vodovozova considered primary family education as a very

necessary stage in the system of personality formation. Without them, all our efforts to successfully educate the growing generation will be wasted. In all of their works, the issue of spiritual maturity of the growing generation, the formation of a person with high advantages, who can meet the requirements and tasks of an ideal society, occupies the main place. The formation of a comprehensive personality can be carried out only through education and training. Understanding all the complexities and difficulties of education, Eastern scientists tried to determine the content of education and training (Ibn Sino). Education is the main task of parents, regardless of their status. The opinions of scientists about respecting a child's personality, studying his interests, taking into account his natural abilities (Ibn Sino, D. Dovoni, Alisher Navoi) are very valuable. Jan Comenius' work "The School of Mothers" is the first systematic work on primary family education. The main idea of "Mother's School" is to make the primary education in the family joyful for the child, to make his future happy, pleasant and hopeful for the parents, and useful for the society. According to Comensky, it is easy to start the formation of personality "from the first age, which is the foundation of real education.

CONCLUSION

The development of natural talent (brain, heart, hand, language) should be carried out by the school of mothers from the early years of the child. The issue of

sensory and mental education was first raised by Jan Comenius. Comenius was one of the first pedagogues of the past to pay attention to the role of folk art in the development of speech, mastering all the beauty of the mother tongue and its national characteristics. The work "School of Mothers" by Jan Comenius G. influenced the further development of family education in Arabia and Russia.

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