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THE ROLE AND SIGNIFICANCE OF SPEECH CULTURE IN THE ACTIVITY OF FUTURE EDUCATORS

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ABSTRACT

This article describes methods of improving speech culture and rhetoric of future pedagogues. The article considers the importance of rhetoric as the art of using a living word for effective and efficient communication. The laws of rhetoric under consideration make it possible to determine the path of students to rhetorical success. The peculiarities of teaching undergraduates rhetoric at a higher educational institution is their comprehension of the art of the word, regardless of the direction of training and the construction of the educational process, taking into account these circumstances, in accordance with the methodological and didactic principles of teaching in preschool education.

KEYWORDS

Professional, rhetoric, future educators, competencies, speech, excursion, observation, education, individual, preschooler, senior preschool age, speech development, tasks, planning, vocabulary, methodological, communication, didactic, important, culture, article, mastery, communication, construction, modern, introduction, independent.

INTRODUCTION

The most important element of the humanitarian culture of a modern professional is his successful mastery of rhetoric, since knowledge of the laws and rules of speech construction allow him not only to establish friendly contacts with the audience, but also form skills such as tolerance, the ability to find compromises with opponents, be able to listen to the interlocutor, possess communicative competencies in the field of dispute rhetoric, etc. The culture of speech is the key to professional activity, a business card for any specialist with a higher education. The ability to express your thoughts, to master professional terminology, competent and expressive speech - all this is undoubtedly one of the conditions for success in professional activity. These circumstances are the reason for the introduction of the academic discipline "Rhetoric" into the educational process of the university, which contributes to the formation of the speech culture of the future specialist, gives knowledge and skills of a humanitarian nature about speech, so necessary in the life of every person. The path to rhetorical success also depends on the knowledge of modern rhetoric, mediated by the laws of rhetoric or the laws of speech behavior. The laws of rhetoric determine the consistency of thought-speech activity and, thus, determine the communicative success. The main task of modern higher education is to form the personality of a future professional who meets the current needs of society and the state. The change of the university educational paradigm - from the formative to the developing one, allows you to fully realize the student's inner potential, prepare him for professional activity, form a readiness for negotiations, discussions, public speaking. The practice of developing a student's speech culture is determined by the goals and objectives of the academic discipline "Rhetoric", as well as the competencies formed in

accordance with the state educational standard of higher education, which determines that as a result of mastering this discipline, the student must have the ability to carry out business communication orally and in writing in the state language and a foreign language. Theoretical and practical competences in the field of rhetoric are formed by implementing the principle of the connection of theoretical learning with practice, the essence of which comes from the fact that "knowledge that is not used in solving practical problems, separated from practical training, becomes weak, and by future pedagogues does not absorb, does not arouse their interest, does not stimulate cognitive activity. For example: by studying the concept of conflict, future educators will acquire skills that allow to properly conduct constructive communication not only in a group, but also in everyday life, which constitutes the successful development of interpersonal relations and in practice awareness of the need for the studied material significantly increases the motivation to study. In practical classes, students are given the opportunity to learn the practice of public speaking. Public speech is a type of discourse involving communication with groups of people united by a variety of principles: by profession, by community of interests, by joint activities, etc. At the same time, the association can be stable, permanent, organized, or it can be temporary, accidental, spontaneous. The ability to carry out public communication with any of these groups is what develops rhetoric. In practical classes, students also learn the clear pronunciation of words, compose various congratulatory speeches, speeches designed for different audiences and taking into account the profile of the student's training. Important for oratory is the elocution of speech, the use of tropes and rhetorical figures that adorn speech, make it more

expressive. The training session should be emotionally intense, contributing to the creation of a situation of success for students. So, the principle of emotionality implies building the educational process in such a way that the future educator feels comfortable in the lesson, positive emotions and self-confidence prevail. It is known that learning is a two-way process, the result of which depends on the activities of the pedagogue (educational process) and the student (educational process), so the interaction between the participants of the educational process. The nature of mystery, being a subject-subject contributes to the development of cognitive activity of future pedagogues, to the formation of activity and independence in acquiring knowledge. Thus, the effectiveness of the organization of educational activities of the teacher and students in the field of the formation of a culture of speech and rhetorical competencies depends on the pedagogically competent organization of the educational process, in accordance with the methodological and didactic principles of higher education, in creating a situation of success, motivation to study the discipline, coordinated work of teachers and students.

Method: The process of teaching rhetoric should be holistic, closely related to the upbringing and development of the children's personality. Creating conditions for the comprehensive development of preschool children, the widespread introduction of the state program "First step" and inclusive education, the development of educational materials, ensuring continuity of preschool and primary education will increase coverage, ensure equal access of children to quality preschool education, which will affect all aspects of preschool educational activities, including the development of speech of preschool children. The

connection between speech and mental development of children clearly appears in the formation of coherent speech, the development of their thinking, perception, and observation. What would be good, coherent to tell about something, you need to clearly imagine the object of the story (subject, event), be able to analyze the subject, select the main (for this situation of communication) properties and qualities, establish cause-and-effect, time and other relationships between objects and phenomena. The pedagogue provides preschool children with basic knowledge and understanding of nature, social phenomena, the work of adults, teaches them cultural ethics, civilized relationships with their peers and adults, kindness, truthfulness, justice, courage, humility, respect for adults it educates moral qualities such as respect, interest in nature, observation, caring for plants and animals, hard work, preserving the results of the work of adults. Knowledge of folk art, music, singing, literature, fine art, love for art makes the educator cultured and helps in his work with children. A pedagogue can achieve good results in raising and teaching children only if he acquires the necessary knowledge, skills and abilities with a certain consistency. The pedagogue provides preschool children with basic knowledge and understanding of nature, social phenomena, the work of adults, teaches them cultural ethics, civilized relationships with their peers and adults, kindness, truthfulness, justice, courage, humility, respect for adults it educates moral qualities such as respect, interest in nature, observation, caring for plants and animals, hard work, preserving the results of the work of adults. Knowledge of folk art, music, singing, literature, fine art, love for art makes the educator cultured and helps in his work with children. A pedagogue can achieve good results in raising and teaching children only if he

acquires the necessary knowledge, skills and abilities with a certain consistency. The role of organizing and conducting excursions and observations is important for the development of preschool children's speech. Proper planning, organization and creative approach of excursions and observations by the pedagogue is necessary for the development of coherent speech of older preschool children. The use of various types and forms of excursions in the observation process allows to diversify its process. The more fun it is organized by the teacher, if all opportunities are used, the higher the children's interest. In the process of organizing and conducting excursions in pre-school educational organizations, children develop their speech by getting to know the environment and give high-quality results. In the development of children's speech and in the development of a child of preschool age, the factor of mental development of the child is assigned. The field of direct observation is pushed apart by drawings. The images and representations called by them are, of course, less vivid than those given by real life, but in any case they are incomparably more vivid and definite than the images called by the naked word. Drawing classes are held in all age groups. But while younger and middle-aged children learn to describe drawings based on questions from the teacher, in the senior and preparatory school groups, the main focus is on independent storytelling. A preschool child likes to look at drawings and talks about them vividly and with interest. Great is his desire to share his impressions with others about what he sees. The task of the teacher is to teach the preschooler to start the story correctly on the chosen topic and convey it vividly, interestingly, logically sequentially. Classes allow you to accumulate knowledge about subjects that are not always present in the daily life of the child. Any new drawing that tells about the next event in the life of

familiar characters helps children master the skills of competent storytelling, and later competent construction of a monologue. Of particular interest to kids are classes on the possibility of using ordinary objects in a new form. A simple example is plain paper. Children are always interested in how it turns into three-dimensional toys. Even the kid himself can make them. Let him crumple the paper and wrap it with thread to make a ball. They can also be played, for example, to throw in a bucket or a target. Older children can fold their own airplane or boat. But to do this, you need to show them consistently how they can be made. The kids' memory is quite good, so they will quickly make a new toy, and in the future they will make it independently, without the participation of their parents.

Educational Games in Preschool Institutions and Their Importance.

Educational games are a category of games that correspond to the developmental characteristics of children. A key feature of didactic games is the presence of rules. In these games, there is a direct connection between the game's purpose, rules, and actions. The game's purpose defines the nature of the game activities, while the rules help in solving tasks and executing actions within the game.

Through educational games, children are provided with new knowledge and concepts. These games contribute to the overall development of the child, enhancing their knowledge acquisition, sensory culture, speech activity, and cognitive abilities. Adhering to the game's rules enriches the content of the game.

In educational games, it is essential to take into account the age and individual characteristics of children. The tempo and rhythm of the game play a significant role; a very slow and monotonous pace can lead to boredom, while a very fast tempo can create excitement and lead to various disputes. Proper assessment of the participants by adults is crucial.

There are several types of educational games:

- a) games with objects and toys;
- b) tabletop games;
- c) verbal games.

Games with objects and toys are played from early childhood until school age. In these games, children's imagination and attention form the basis of play. They develop a general understanding of the surrounding objects, their qualities, and their usefulness. Each object or toy used in the game should have a distinct appearance, allowing children to recognize its main characteristics. Such games expand children's knowledge about the shape, size, features, and qualities of objects.

Tabletop Games

Tabletop games provide a method for identifying and organizing children's understanding of their surroundings, as well as fostering their thinking skills (analysis, synthesis, generalization, and description). This type of game includes: a) lotto; b) matching pictures; c) dominoes; d) mazes.

Educational Games for Vocabulary Enrichment

Educational games, especially didactic games, are designed to align with children's age-related

characteristics. A key feature of didactic games is the presence of rules. In these games, there is an intrinsic connection between the game's intent, its rules, and the actions involved. The game's intent determines the nature of the actions taken during play, while the rules help in resolving tasks and executing the actions within the game.

Didactic Games and Their Role in Child Development

Didactic games facilitate the introduction of new knowledge and concepts to children. These games contribute to the overall development of the child, enhancing their learning processes, sensory culture, speech activities, and cognitive abilities. Adhering to game rules enriches the game's content.

In didactic games, natural objects and materials are widely utilized. It is essential to allocate time and space for didactic games in a child's daily routine. Such games can be conducted during learning sessions or at times outside of play, either in groups or individually. The content and outcomes of the games should be clearly defined.

The following rules should be observed in didactic games:

1. Take turns influencing each other.
2. Respond when asked.
3. Listen to peers' opinions.
4. Do not disrupt others during play.
5. Follow the game rules.
6. Acknowledge one's own mistakes.

The Importance of Didactic Games in Early Childhood Education

In didactic games, it is essential to consider the age and individual characteristics of children. The tempo and rhythm of the game play a significant role; a very slow and monotonous pace can lead to boredom, while an excessively fast tempo may excite the children, potentially leading to disputes. Accurate assessment of the game participants by adults is crucial.

Types of Didactic Games

1. Games with Objects and Toys: These games are suitable from early childhood until the school age. They are based on children's imagination and attention, helping them develop an understanding of the surrounding objects, their qualities, and usefulness. Each object or toy used in the game should have a distinct appearance, allowing children to differentiate its main characteristics. Such games expand children's knowledge about shapes, sizes, attributes, and qualities of objects.

2. Table Games: These games help children identify and systematize their perceptions of the world around them and enhance cognitive skills such as analysis, synthesis, generalization, and description. Examples include loto, matching pairs, dominoes, and mazes.

3. Oral Language Games: Conducted with older preschool children, these games teach listening skills, prompt response, and the ability to express thoughts quickly and clearly. Researchers suggest that these games are vital for children's cognitive development.

Movement-Based Games

Movement-based games focus on physical development and involve actions such as walking, running, jumping, climbing, throwing, and crawling. These games can be categorized into:

- National Folk Games

- Authorial Game Types

The presence of educational objectives and suitable materials is fundamental to the success of the aforementioned game types. By engaging in these activities, children not only have fun but also develop essential skills and knowledge that contribute to their overall growth.

The Role of Games in Early Childhood Education

In both types of games, the primary criterion is the game rules. Movement games promote clarity and expressiveness in actions, helping develop virtues like agility, skill, courage, and quickness in children. Many movement games are designed for group play, fostering the ability to act cohesively within a team. Properly distributing roles among children, monitoring the game process, guiding participants, and encouraging positive actions enhance the game's prestige. Throughout the game, a cheerful atmosphere and positive emotions arise.

For younger children, game scenarios tend to be open-ended, such as "Chase the Ball!" or "Catch the Ball!" In contrast, for older children, the objectives, rules, and organization of the game become more complex. Regular practice of movement games begins in physical education classes and should be reinforced in other activities. The "Bolajon" program includes various categories of movement games tailored for different age groups.

Types of National Folk Games

National folk games can be divided into two groups:

1. National Movement Games

2. Traditional National Games

National movement games are connected with sports and the values of our culture, evolving and being cherished over centuries. They play a crucial role in helping children grow physically strong, healthy, brave, determined, agile, and resourceful. These games encapsulate the history, spiritual and cultural development, customs, and traditions of the nation.

Implementing Educational Games in Early Childhood Education

To enrich children's vocabulary through educational games, the following tasks should be accomplished in organizing national folk games in preschool settings:

- Develop types of national games along with methods and techniques for their organization.
- Integrate spiritual values and traditions into daily activities during the organization of these games.
- Utilize national folk games purposefully to instill a sense of independence and national identity in preschool children.
- Effectively incorporate folk tales and oral traditions into the learning process.
- Create favorable conditions for children to play, including providing necessary equipment and materials.
- Organize competitions and exhibitions of national games among preschools, families, and communities.

National movement games evolve based on children's age characteristics and the development of actions within the game, ensuring continuous growth and engagement.

Games for Children Aged 1-2:

Games such as "Finger-to-finger," "Goose-goose," "Goose stand," "Bup-bup," "Toy-toy," "Train," and "Achom-achom" are suitable for toddlers who are just learning to take a few steps and need help maintaining their balance.

Games for Children Aged 3-4:

Games such as "Horse game," "Eye catcher," "Chori chamber," "First my brother," "Stick throwing," "Ear stretching," "Little flower," "Auntie came to visit," and "It flew-it flew" are fun and engaging for this age group.

Games for Children Aged 4-5:

Games like "Spinning around," "Chillak," "Tug of war," "Sheet," "Dor game," "Hide and seek," "Everyone," and "Tap the wall, spin around" encourage interaction and physical activity.

Games for Older Children:

For older children, games like "Horsemen," "Draw in a circle," "Hide the cap," "Jumping frog," "Five stones," and "Is it a white poplar or a blue poplar?" help develop agility, self-control, confidence, determination, and critical thinking skills.

Magical-Fantasy Tales:

These tales are entirely fictional and are based on the animistic beliefs of primitive humans. They differ significantly from other types of tales. In these stories, the characters, whether animals or humans, can communicate with each other, meaning all characters understand each other's languages. Most children's stories fall into the category of magical tales, such as "Two Curious Goats," "Seven Goat Kids," and "Little Red Riding Hood."

Educational Tales:

These tales are primarily designed to develop children's intellect and provide educational content. Through these stories, children gain necessary information. Examples include "Why Does the Bear Sleep?" and "How Does a Rainbow Appear?"

Domestic-Life Tales:

The content of these tales is directly related to real life. They depict real social realities based on everyday experiences, with real people as the main characters. Domestic-life tales are almost devoid of excessive fiction, and only occasionally may include fantastic details.

Educational Tales:

These tales have educational significance and aim to teach children values. They encourage hard work, honesty, and moral behavior. Examples of such tales include "Emerald and Precious," "Curved and Straight," "Strike the Drum," and "The Boy Who Didn't Water the Flowers."

Creative Tales:

These are authorship tales created by one or several authors. They may include stories invented by preschool children, where each child or group creates new stories based on their desires, resulting in modern tales.

Animal Tales:

The creation of these tales is rooted in the ancient totemistic beliefs of primitive humans. In these stories, animals are the main characters, often portrayed in human form and artistically brought to life.

Consequently, the human image plays a secondary role in the narratives, and often humans do not interact with the events.

Poetic Tales:

Poetic tales are primarily written in a lyrical style, composed of meaningful, rich, and rhyming words. Such tales are very interesting for children. For example, in the tale "The Golden Fish," one line goes:

- "Let me go, dear grandfather,

I will grant your wish."

Or in "The Stubborn Mouse," the line:

- "Go home, chicken coop,

Keep my baby safe."

After conducting systematic activities to familiarize children with plants and animals, they will gain a certain understanding of young animals and plants. Subsequently, to develop children's cognitive skills and abilities, the educator may plan activities with the children. These could include:

"Describe it, and I'll guess it."

Didactic Task: Answering adult questions by identifying and naming the characteristic features of an object.

Game Activity: Adults presenting riddles.

Game Rule: The name of the object being described cannot be said.

The educator's role: Asking clear and precise questions.

Setup: Vegetables and fruits are placed on the table. The educator should arrange their chair so that the plants are not visible.

Game Process:

The educator asks the children to choose one of the vegetables on the table. "I will ask you what it is, but don't say its name. Based on your answers, I will try to guess it," they say. Then, in turn, the educator asks questions like: "What shape is it? Is it round from all sides? Does it have a pit? What color is it?" and others.

The children provide complete answers. After they describe the characteristic features of the object, the educator attempts to guess what it is. During the game, in nature corners and during outdoor activities, excursions, and walks, the educator shows children the diversity and beauty of the surrounding world. They introduce various properties and qualities of plants, helping to form elementary concepts about the plant and animal kingdoms. The captivating stories told by the educator enhance the children's engagement and learning. In the activities and didactic games, children learn to identify, compare, group, and classify objects and phenomena based on their characteristics. They develop critical thinking and learn to draw conclusions, which in turn enhances their attention, memory, and voluntary perception. As they engage in games and problem-solving tasks, children explain their actions, aiding in their speech development. Through repeated practice during activities and didactic games, preschool children assimilate a body of knowledge specific to early education programs. When selecting games with natural materials, the educator should ensure that the game's content aligns with the changes in the environment and nature.

Example:

The game "Buying Seeds" should be played in spring, while "Harvesting" should be conducted in summer or autumn. The educator can also think of various options for the activities and games: additional tasks, new roles, and ways to enrich the children's knowledge about the world around them.

Some didactic games are recommended in different variations for children of various ages. The complexity of the games increases with the addition of more plants, animals, or other objects, as well as through different rules and actions. For example, to facilitate exploration, carrots, cucumbers, apples, and others can be introduced, followed by fruits and vegetables with similar shapes.

For preschool children, playing with leaves and flowers often relates to decorating the classroom, the dining table, or giving bouquets and leaves as gifts to adults and younger children. In conducting such games and activities, it is essential to teach children to treat plants with care and not to pick flowers unnecessarily.

If a child focuses on the shape of an apple or another object, they should be encouraged to roll the apple, feel its smoothness, and explore its characteristics. Children should be taught to use concepts of color, shape, and size.

In the world of diverse natural phenomena, plants and domestic animals are the most understandable for children's direct observations. During the process of introducing preschool children to plants and animals, love for nature is fostered, and a desire to care for animals and grow plants is cultivated.

The Role of Mental Education in Preparing Children for School:

Preparing children for school involves developing their mental activity, which serves as a foundation for acquiring knowledge, skills, and competencies necessary for successful learning and future work activities. The importance of mental education in preparing children for school is significant. Expanding their knowledge base, enhancing mental activity, and fostering independence are essential conditions for performing well in school and preparing for future work.

As children transition from age 6 to 7, ensuring that their mental development is sufficient for school readiness requires considerable responsibility from educators. During the preschool years, knowledge develops rapidly and becomes enriched. Speech develops, cognitive processes improve, and children gradually acquire the most basic methods of mental activity. Initially, mental activity in children is implemented through interaction and later through activities and instruction.

The primary tasks of mental education for preschool children are as follows:

1. Forming a System of Knowledge about Nature and Society: Developing a scientific worldview in children.
2. Developing Cognitive Processes: This includes enhancing perception, cognition, memory, imagination, thinking, and speech. Developing these cognitive processes is a crucial aspect of mental education.
3. Fostering Interest in Knowledge and Intellectual Abilities: Promoting a culture of intellectual labor is

part of mental education. This involves nurturing children's curiosity and analytical thinking, which in turn sparks their interest in learning.

4. Developing Mental Skills and Competencies: This entails teaching children to examine objects, distinguish between important and unimportant characteristics, and compare items. These skills and competencies are essential components of cognitive activity and aid in deepening children's understanding and retention of knowledge.

The Importance of Teaching Children to Apply Knowledge:

It is crucial not only to provide children with knowledge but also to teach them how to use that knowledge to solve intellectual and practical tasks.

The main goals and objectives of education for preschool children involve their physical and mental development, fulfilling their emotional and personal capabilities, desires, and needs, while ensuring they grow up loyal to national and universal values and ideals of independence. This includes preparing them for school education according to state requirements for preschool education.

The process of developing preschool children is carried out based on the "First Step" state program, which aims to achieve the goals and tasks set forth for their education and upbringing. In recent years, there has been a focus on improving the preschool education system, simplifying the content, forms, tools, and methods of education. The state and society have set the task of developing preschool children based on unified requirements. Accordingly, programs are being provided for integrated education and upbringing of preschool children, based on state requirements.

These programs enable the development and preparation for school of over three million children who are currently not engaged in preschool education, ensuring compliance with state standards. The primary goal at the end of the educational process is to raise independent thinkers who are free, knowledgeable, and, in a word, well-rounded individuals. This requires a unique approach to preschool education, which is the first stage of continuous education.

From the moment a child is born, the responsibility of the state, society, and parents is to nurture them to be healthy, intelligent, and well-mannered.

These skills and competencies break down cognitive activities into components, helping children to acquire knowledge deeply.

Methods of Mental Education:

In pedagogy and psychology, effective mental education primarily involves properly utilizing a child's capabilities while avoiding excessive strain that could lead to fatigue. Full mental development occurs only when activities are organized correctly. Therefore, educators must create the necessary conditions to provide educational influences aimed at specific goals. Mental activity in children is initially facilitated through interaction and later through activities, games, and instruction. Children are constantly surrounded by objects and events. They are always discovering something new, handling items, and listening to sounds, which helps them understand the world around them. Surrounding objects and phenomena impact children's sensory organs and analyzers, leading to the development of sensations. These sensations assist children in learning about various properties. Developing mental skills and competencies

in children includes tasks such as examining objects, distinguishing between important and unimportant characteristics, and comparing different items. These activities are crucial components of mental education for preschool-aged children.

Pedagogical Technology is a process that develops rational pathways in the education system, where the educator plays a crucial role. The primary responsibility of the educator is to convey information to children quickly, accurately, and understandably. Regardless of the children's varying tendencies to accept new information and their different temperaments, the educator must teach them to think independently, reflect, and draw conclusions.

Changes and innovations in the education system aim not only to provide children with new knowledge, skills, and competencies but also to instill in our youth a sense of self-awareness, social responsibility, and patriotism towards their community, state, and nature. This process is implemented through embedding our rich spiritual heritage, traditions, and customs into the hearts of children.

Studying and analyzing works created by representatives of classical literature that reflect our national values can also help achieve these goals. However, since the language of these works may not be equally understandable to all children, working on the text can become complicated and tedious. This situation negatively impacts the quality of education.

Results: Thus, in the current socio-economic conditions, it is necessary to take into account the socio-educational potential of higher pedagogical education, which combines the leading factors in the formation of the personality of future teachers of

preschool educational organizations – activity and connected communication, has a significant range of social openness, accelerates the process of interiorization of socially significant experience by a person, contributes to the formation of professional-value prosocial attitudes among future teachers, focuses on the implementation of the "prosocial vector" of higher education, which can bring the culture of human and pedagogical relations to a qualitatively new level, ensure the restoration of regional solidarity, people's awareness of their common interests with the interests of the region, country, fellow citizens, colleagues, and close people, their readiness for socially approved behavior, socially significant activity, collective actions, systematic mutual assistance and mutual support. In the process of reviewing, Dialogic speech develops: the ability to answer questions, justify your answers, ask questions yourself, and the vocabulary is activated and refined. Therefore, the purpose of the conversation on drawings is to bring children to the correct perception and understanding of the main content of drawings and at the same time, the development of Dialogic coherent speech.

CONCLUSION

Topical methodological mistakes of the teacher are often predetermined by difficulties in children's perception and understanding of drawings: the lack of introductory conversation and stencil, template-based questions. Stories based on a series of story drawings prepare children for creative storytelling on paintings, for inventing the beginning and end of the depicted episode. A pedagogue can achieve good results in raising and teaching children only if he acquires the necessary knowledge, skills and abilities with a certain consistency. The success of a teacher's work also

depends on the availability of pedagogical skills. Pedagogical skill is the art of providing education to the young generation at a high level and continuously improving it.

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