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PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES TO THE DEVELOPMENT OF SPEAKING COMPETENCIES OF PRESCHOOL CHILDREN

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ABSTRACT

This article describes psychological and pedagogical approaches, various methods and techniques for developing speech competencies in preschool children, as well as the importance of developing speech competencies in the younger generation. Also, in the world experience, psychological and pedagogical approaches to the development of speech competence of preschool children are analyzed. In addition, the article notes the positive effect of speech development in preschool children based on the artistic and pedagogical approach. In particular, the concepts of “Art pedagogy” and “Art therapy” are defined. The article talks about the importance of global changes and improvements in the preschool education system in the formation of preschoolers in adulthood. The article also talks about the psychology of preschool children and their age characteristics.

KEYWORDS

Education system, preschool education, pedagogical-psychological approach, competence, speech competence, art therapy, art pedagogy, methodology, psychology, pedagogy, perception, consciousness, methods and methods.

INTRODUCTION

As the global changes in the world education system and the social impact of daily information on personal

thinking and worldview are increasing, the need for the development of speech competences of preschool

children is increasing significantly. For the Republic of Uzbekistan, which has opened up to the world due to its independence, the opportunities to study the educational experience of the developed foreign countries and to use those that are favorable to us are very wide.

In our country, the necessary conditions are being created for preschool children, who are our future generation, to grow into mature and perfect people.

At this point, it is possible to highlight the words of our honorable President Shavkat Mirmonovich Mirziyoyev, focusing on the future of our children: "Today, our children must be stronger, more educated, wiser and certainly happier than us!" - the vital call has taken a firm place in the minds and hearts of each of us, parents and the general public. [1;13]

Indeed, the future is in the hands of young people. For this reason, it is important for our children to be well-educated, strong and happy for the future of our country to be more prosperous. For this, it is necessary for pedagogues to work on themselves and approach their work responsibly.

Also, decisions and decrees aimed at improving the field of preschool education are being signed in our country. The decision "On approval of the concept of development of preschool education system of the Republic of Uzbekistan until 2030" is one of them. In this concept, the priority tasks aimed at the development of the field of preschool education are highlighted.

Also, in the concept, it is mentioned about evaluating the comprehensive development of children: "Improving the educational process includes the level of development of children and their readiness for

general primary education, as well as their social, personal, emotional, speech, physical and it should be done based on the assessment of creative development.

In this, special attention should be paid to the formation of children's love for the Motherland, respect for the family, national, historical, cultural values of their people, and a careful attitude towards the environment. [2;§2]

In particular, work such as determining the priority of psychological-pedagogical approaches to the development of speech competences of preschool children, strengthening the application of modern trends is being carried out consistently and systematically. In the implementation of these tasks, on the basis of etymological analysis, it is important to determine the theory of the problem of development of speech competences of preschool children, and to clarify the pedagogical conditions.

METHOD

To date, it is effective in the field of preschool education. The problems of developing speech competences of students with the help of psychological-pedagogical approaches are being researched at a rapid pace. The methodology of speech development is based on the basic rules of psycholinguistics. His basic rule that "Language serves as a communication tool in all spheres of human activity" is considered as a guideline in the methodology of speech development. It is necessary to pay special attention to the psychological characteristics of preschool children in the process of developing their speech competence

"The game plays an important role in the life of preschool and older children, and it is born from the mobility and desire for activity inherent in the nature of young children, the game activity is a child's various needs: the need for knowledge, social and increases under the influence of aesthetic needs. While playing, the child makes various, direct and active contact with the environment around him, reflects the surrounding reality in his game and acts according to this reality.

Children imitate the actions of adults in their games. In order to imitate the actions of adults, children need to pay attention to the actions of adults, the conditions and objects related to these actions, and draw pictures. Thus, during the game, the range of things the child perceives and the content of perception expands and becomes richer. When a child turns one to two years old, speech begins to play a major role in his perception.

The child listens to the speech of others and thereby learns about things outside the environment that surrounds him directly. Speech is of great importance in developing a child's understanding of what he perceives. The child learns the names of things and says the names of the things he perceives. Saying the name of an object, the child includes this object in the genus of certain objects. The increased level of awareness in perception means that children of this age always ask: "What is this?", "What is the name of this?", "Why is that?" and it can be seen that they turn to adults with a lot of similar questions." [6;77]

The development of speech competence of preschool children is inextricably linked with their creative, voluntary activities, play activities, as well as communication. The development of students' speech competence can be studied in connection with their

psychological characteristics. In particular, psychologists such as Z. Nishanova, G. Alimova are concerned with the development of kindergarten-age children's speech as a communicative tool analyzed psychological and pedagogical approaches.

"The change in the content and form of the child's sentence is related to the change in the forms of his communication. The transition of situational speech typical of early childhood from the form of business communication to the form of non-situational knowledge-oriented and non-situational-personal communication puts certain demands on children's speech. These requirements create new aspects of the child's speech, features necessary for solving various communicative problems. The speech of a child of kindergarten age begins to perform the function of establishing social contacts. For this, it is necessary for the child to develop internal speech and acquire monologic features. An important feature in the development of a child's speech in kindergarten is that speech becomes a tool of thinking. [4;68]

Therefore, it is considered important for preschool children to develop their internal speech for the full development of speech competence. If children learn what they want, to whom they want to say what in their inner feelings, this phenomenon will have a positive effect on their interaction with the people around them.

Also, well-developed internal speech in children can positively affect the development of their monologic and dialogic speech. It is known that there are two forms of oral speech, which are monologic and dialogic speech. Monologue speech is a form of speaking, which is performed by one speaker. Also, children can tell a story in a monological speech, in addition, they

can make up a creative story and tell it, describe something, describe it, discuss it, and give an optional lecture.

A dialogic speech is a speech of two or more persons directed at each other. Well-developed dialogic speech helps children to easily communicate with adults and peers. For the full development of these forms of speech in children, it is appropriate for the pedagogue to conduct the activities with a pedagogical and psychological approach.

RESULT

Thus, it is appropriate to use various methods and psychological and pedagogical approaches to develop speech competences in preschool children, taking into account their age and personal characteristics, and as a result, the goal can be achieved with a positive effect on the psyche of children. Another good method for this is the "Artpedagogical" approach. The word "art", which is the basis of the word art pedagogy, expresses the meanings of art, creativity, painting. Therefore, art pedagogy is a pedagogical method based on art.

It is possible to achieve positive results by educating children using art-pedagogical methods in preschool educational organizations.

Because, "The origin of many problems that children face lies at an early age. During this period, parents and teachers may face problems such as a decrease in cognitive activity in children, a violation of communication with them, shyness, resistance, hyperactivity, aggressiveness of children. The significance and importance of preschool education is that it is during this period that children develop in a peer society through specific activities such as well-

organized games, visual arts, construction, observation and experimentation. [5;50]

It is known from the above information that the preschool period is the most important period for the comprehensive development of children. During this period, it is considered necessary for pedagogues and parents to work together and use various pedagogical and psychological methods to quickly identify problems that may arise in children and correct them.

In addition, it is possible to develop speech competences of students through various psychological games in preschool educational organizations. Such games as "Amazing bag", "Who am I", "What do day and night have in common?", "Flies, does not fly" are among them.

"Methodological techniques are diverse and are determined by the content of the activity, children's speech characteristics and age. The leading methods of teaching can be called examples of correct speech, explanation, comparison, repetition and reflection, instructions, creating problem situations, correcting errors, giving correct advice. [3;53]

The above methods have an effective effect on the development of speech competence of preschool children. In particular, if you use the technique of creating a problem situation, you can encourage children to think through this method. For example, the educator creates a situation suitable for the children's age and tells a story to the children. At the same time, he asks what the hero of the story should do in this situation. After that, the students start expressing their thoughts one by one. In this situation, children can exchange opinions, confirm each other's opinion, or, on the contrary, deny it. Through this

method, it is possible not only to develop children's speech competence, but also to encourage them to understand.

Also, timely and complete mastery of speech is the first important condition for the formation (appearance) of a complete psyche in a child and its further proper development. On time - it means something that starts from the first days after the birth of the child; full means a sufficient volume of language material and encourages the child to develop speech to its full potential at each age level.

CONCLUSIONS

Therefore, the timely and complete acquisition of speech competences of preschool children serves as an important basis for the complete formation of the child's psyche.

It should be noted that the problems that can be faced in the psychology and development of children mainly arise in the pre-school age. For this reason, it is one of the effective ways to organize activities using art-pedagogical and art-therapeutic methods in preschool educational organizations.

It is especially important to use such types of art therapy as music therapy, bibliotherapy, fairy tale therapy in the development of speech competence of preschool children.

In addition, in the development of children's speech, it is important to diagnose them from a psychological point of view. In particular, in-depth psychological-pedagogical study of a child with a speech defect is aimed at developing a correction program based on the results of the diagnosis. It mainly takes time to learn in educational and

sometimes counseling institutions. The specific tasks of such research are multifaceted and specific for different age groups.

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