



Pedagogical Conditions for the Development of Communicative Communication of Preschool Children

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Abstract: This article will talk about the development of communication skills of preschool children.

Keywords: child, communication, helpless, human, emotion, preschool age, communication, verbal, non-verbal communication, socialization.

In nature, a person is born helpless only as a child and in need of the care of an adult. But the greatest opportunity given to a human child is his need for learning [1-4]. It can be said that a person is born with a child "programmed" to learn. Thanks to this, in a short time it absorbs a lot of knowledge. To date, many features such as the following are observed in most born children; non-acceptance of traditional means of upbringing; the development of intuition, a sense of danger; the ability to quickly master digital technologies. In infancy, communication with adults is carried out directly by capturing the child. When the child is captured, communication is tied, and when put back, communication is interrupted, he begins to cry. Scientists note that in order for a child to develop psychologically in moderation, it turns out that the mother needs to catch him at least 30-35 times during the day. It is worth saying that it is the mother's need to touch the child that is maintained throughout her life and is revered as one of the means of upbringing. Experts respect from time to time that stroking the child's head or patting him on the shoulder is a tool that ensures reliable communication with him. In our nation, this experience has long been known, our fathers, especially grandmothers, who were representatives of the older generation, certainly followed this rule when communicating with a child. The child expresses his interest in subjects primarily through his appeal to adults. Receives the necessary help through the application of speech. An important place here is occupied by what requirements adults make for a child. Adults if they communicate little with the child, his speech may lag behind development. The need for communication does not develop in a child on its own, but grows through the communication of an adult in subject activity. The correct communication that adults will have forms the need for communication in the baby.

When preparing children for school, communication issues are important in determining the position of the child in socialization, as well as in the absence of difficulties at the next educational stage. After stepping on the doorstep of the school, children enter into dialogue in a new team, in a new environment, during each class activity. The variative program "the path of Science" in one year of compulsory preparation of children is aimed at the full development, upbringing and education of children, its effective preparation at school, in which international experiences are taken into account from the main areas of the program; competencies in the field of speech communication, reading and writing skills are a competency approach for children to master communication skills. The competence approach in the education of the child in preschool age provides for the preparation of the child's growing personality for life, including school education, mastering spiritual values and norms in it, communicating with other people, solving vital issues related to the formation of his own self-activity methods that will be necessary for qilisjh. Communication of a child 6-7 years old is situational personal, that is, as a reflection of the situation in the style of "what will happen" or "what

will happen now", and not the situation at the specified specific time, since the content of most communication of children in the adult world, the rules of behavior will consist of certain natural phenomena. At this age, the bolalr is the carrier of the norms of communication and rules between people, which reveal the nature of people. The leading need in the process of their communication is the need to fall in love and feel good. They share their positive and negative bright experiences. In these situations, educators or parents should accept the child's feelings without forgetting that they are important to the child's life. Children's interest in those around them in the first form of communication is characterized by his rich attitude to emotions. At the age of 6-7 years, the interests of the child are directed to the environment. It is in it that the need for new impressions arises.

The main feature of communication as an activity is that through communication the child forms his relationship with other children. Communication is an integral part of the activity that involves the interaction of children. Due to the stability of the psychological patterns of communication, children of different levels of cultural development and of different ages can communicate. The concept of communication has been given various definitions from the side of scientists. B, who considered communication as an activity.G. Ananyev noted that through communication, a person builds his relationships with other people. In his work "man as a subject of cognition" B.G. Ananyev noted that human behavior is communication with people of various social structures, practical interaction. B.G. As Ananiev noted, being a mandatory component of various types of activity, communication is a condition in which it is impossible to understand reality. M.I. according to the. Lisina, "communication " is synonymous with communicative activity. This point of view G.A. Andreeva, V.P. Zinchenko and S.A. Smirnova. Communication as an activity is determined by motives and goals. Motive is the reason that motivates a person to certain activities. The general motive of speech activity is the need to establish information and emotional communication with other people. The goals of speech activity include maintaining social and personal relationships, organizing human labor, life and free time.

Researchers note that the leading and only independent activity of the child in the first half of the year is communication. The development of communication in a child occurs in several stages. The contact function will appear first. The purpose of this function is to establish and maintain contact with adults. Then the child assimilates the information function. Mastering this function implies the ability to establish communication. It should be noted that activity, the state of communication gives the function of mastering artificial symbolic means in ontogenesis as mentioned above, communication in ontogenesis is the main form of the child's attitude to atrophy. First, this form implies understanding by another subject (first of all, the mother), and then mutual understanding (the child not only expresses his will, but also takes into account the interests of others, which implies the realization of his goal). depends on himself). Gradually, communication becomes an objective activity, which, in turn, carries out the child's attitude to the world. The development of speech of preschool children is a complex psychological process, which consists not only in imitating the speech heard by the child. This process is associated with the development of communicative activity in children and, first of all, with the presence of caution in communication. Communication of children in a preschool educational organization occurs between different individuals and children of different temperaments. In the process of various activities, children enter into communication. Children convey information to each other through communication. Adults and peers, not alone, of surrounding phenomena understands using. Sociability occurs through the child's speech. If the child's speech is fluent, there is a lot of vocabulary, this will affect their peers. Speech development is necessary not only for introducing the child to the environment, but also for his general mental development. As tasks for the formation and development of speech, we can cite the following: - educate in a child a sense of emotional attachment and confidence in an adult; - satisfy his need for positive attention from those around him in relation to himself; - promote the development of the interests of the little one; if we dwell on the general sociability in children, then the qualitative aspect of communication between peers and preschool children in relation to communication in previous periods is changing. For preschool children (4-5 years old), communication with peers becomes a priority. They actively communicate with each other in

different situations (at the moments of the regime, in the process of various types of activity - game, work, work, etc.). Communication is manifested and developed especially during the game.

Developing communication affects the nature of the game and its development. A wide range of collective tasks appears: -joint play; -installation of your own designs; -control over the actions of a partner and control over their implementation; -constant comparison with oneself and assessment of certain behaviors children's contacts are non-standard and unregulated. Preschool children use the most unexpected actions in their relationship. Their movements are relaxed, not standardized: they jump, smile, take different poses, imitate each other, come up with different words, compose a fairy tale, etc. With age, children's contacts are subject to generally accepted rules of behavior. But the peculiarity of children's communication until the end of preschool age is its unregulated and relaxed nature. When communicating with peers, active actions outweigh responsible actions. For a child, his own actions (words) are more important, even if they are often not supported by peers. Therefore, the dialogue can be fragmented. Inconsistency in communicative actions often causes discontent, discontent, conflicts between children. The need for communication is one of the most important. This need arises with the birth of a person. Over time, the need for communication changes both in form and content. At the same time, the need for communication with peers of older preschool age is especially acute. Communication with peers of preschool age occupies a key place in the development of intellectual, speech, emotional and moral inclinations. The psychological, social and physical development of children depends on how relationships with peers develop. The main criteria for communication: attention and interest in another, emotional attitude towards him, initiative and sensitivity. Therefore, communication with peers forms, develops and corrects the emotional sphere of the child. Dissatisfaction when communicating with peers can increase the child's anxiety, aggressiveness and insecurity. For this reason, it is important to establish proper communication between children. It is considered directly dependent on the qualifications and level of the educator.

References

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