

## TEACHING CHILDREN TO THINK IN SPEECH DEVELOPMENT CLASSES OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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### ABSTRACT

The article deals with some issues of teaching children to think independently through didactic games in speech development classes in preschool education, and expresses theoretical views.

**Keywords:** preschool, interest, need, speech development, exercise, didactic play, individual approach, independent thinking.

Orienting children to independent thinking in the process of preschool education implies the goal of individual approach to each child, respecting him as a person, educating him from a spiritual and moral point of view, providing education in accordance with the interests and needs of the child, at the same time, forming the first signs of independent thinking in him.

One of the main tasks of education in pre-school educational institutions is to teach children the language, to develop their speech, to teach them how to speak and behave.

In the process of teaching children to think independently, the issue of practically organizing the freedom and independence of each child's thinking, organizing each activity based on cooperative pedagogy, putting an end to the authoritarianism of the educator, taking into account children's opinions and wishes in any matter, defining the scientific-theoretical basis of these views and putting them into practice showing the ways of organization is one of the urgent issues awaiting its solution in the organization of activities of pre-school educational institutions.

In our opinion, children's independent thinking is achieved by raising the level of the educator and then the teacher. This, in turn, creates a foundation for the development of the nation and the country. The content of professional competence of pedagogues working in preschool educational institutions includes the ability to continuously direct children to independent thinking, to determine and evaluate the level of development of their thinking. Controlling the independence of children's thinking seems to be a pedagogically more complex process

In order to cultivate any quality in a person, it is necessary to develop other aspects of it. For example, content-rich games should be created to develop a child's interest in games and organizational skills. In order to develop children's creative games, a well-

organized group of children is necessary. The game has a great place in the system of raising children from the physical side, in the work of education and training, and in moral, labor and aesthetic education. In the game, the demands and needs specific to the young organism are satisfied, vital activity increases, stamina, freshness, cheerfulness are cultivated. That is why the game occupies a worthy place in the system of physical education of children.

Famous pedagogue and doctor E.A. Arkin did not call the game "spiritual vitamin" for nothing [3]. While playing, the child learns to use his knowledge, to be able to use it in various situations. In creative games, children's fantasy and emotions can be sensed, regular, developing, active games allow children to develop their senses, thinking and speech, involuntary attention, and various movements regularly. Each such game has a certain didactic purpose and is aimed at the general development of the child. It is important that education is in the form of a game, and it corresponds to the age characteristics of the child. An interesting game increases the child's mental activity, in the game the child can solve a more complex problem than in training. This is not to say that education should be entirely in the form of games. Education requires the use of various methods and methods. The game is one of the forms of education, and it gives a good result only when it is combined with another method. Experiences during the game leave a deep impression on the child's mind, so the game helps to cultivate good feelings, lofty dreams and aspirations, and healthy interests in the child. Through active games, children's mood rises, they get physical exercise, and their creative abilities develop. But only if these games are organized correctly, the educator will achieve both educational and educational goals.

The cooperative activity of students in the process of understanding and mastering the educational material means that each of them contributes their own personal share, exchange of knowledge, ideas, methods of activity. It is a way of self-expression and improvement of a person. It forms the basis of the life of preschool children. In the game, all aspects of the personality come into play. The child moves, speaks, perceives, thinks, during the game, the child's imagination and memory work actively, the qualities of impressionability and will are manifested. Through interactive games during classes, the child: understands the world, solves them when faced with real problems, communicates with peers and adults, learns to understand cultural concepts.

One of the tasks and responsibilities of an educator is to organize meaningful games for the child to learn new things in order to compare and consolidate what he has learned. Play is an independent activity of children, in which the psyche of the child is manifested, play is a means of comprehensive education of children, and play is a method and method of teaching children [4].

In order to increase the effectiveness of teaching based on the use of interactive educational technologies, in order to ensure that the individual is at the center of

education and to ensure the independent learning of young people, educational institutions need well-prepared teachers who, in addition to solid knowledge in their field, know all innovative technologies and interactive methods, apply them in their practical activities and know them. For this, all science teachers should know innovative technologies and interactive methods. Therefore, the practical importance of increasing the effectiveness of teaching based on the use of interactive educational technologies is high and plays an important role in the development of education. Every teacher must be able to use pedagogically innovative, informational, problem-based learning, interactive and distance learning technologies in the educational process, as well as use game technologies of practical importance that increase the activity of students. For example: "Brainstorming", "Networks" ("Cluster"), "Boomerang". "Charkhpalak", "Resume", "Balik skleti" and others. All pedagogues-teachers should be able to show signs of effective use of the following interactive educational technologies in the educational process

formation of pedagogical skills that ensure the effectiveness of the teaching process;

formation of a new professional mindset aimed at understanding socio-economic, political, humanitarian knowledge;

mastering the system of pedagogical knowledge as the methodological basis of the teacher's activity;

acquisition of teaching technology as a system of methods that is closer to the professional activities of teachers.

The practical importance of increasing the effectiveness of teaching based on the use of interactive education is that in practical training, students perform practical work based on creative assignments, cases, educational projects, and situational issues related to technological processes within the framework of educational modules [5]. Practical training is based on modern educational methods and innovative technologies. In addition, it is recommended to independently use educational and scientific literature, electronic educational resources, handouts.

In conclusion, innovative activity is an activity aimed at solving a number of problems that arose as a result of the incompatibility of traditional standards with new social requirements or the conflict of the emerging norm of practice with the emerging norm. It is organized at the expense of organizational-technological, methodical and creative readiness of a person, in particular, a pedagogue, to organize an innovative process. The educational system or process is regularly developed by allowing pedagogical innovation to bring innovations into the pedagogical activity consistently. The innovative activity of the teacher is manifested as a force that mobilizes the pedagogical team, urges forward, encourages creativity, and guarantees the quality of the educational process.



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