



DEVELOPING COMMUNICATION SKILLS BY INTRODUCING CHILDREN TO FICTION IN SPEECH DEVELOPMENT CLASSES

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ABSTRACT: - The article discusses the development of speech and communication skills by introducing fiction to preschool children.

KEYWORDS: Speech, word, phrase, genre, pedagogy, didactics.

INTRODUCTION

Fiction accompanies a person from the first years of life. In the family, parents begin to introduce children to fiction by reading fairy tales to their children. At first, the work of art appears to the child in a unique content and artistic form. Comprehension of a work of art is complete if the child is spiritually and spiritually ready for it. To do this, children need to pay attention not only to the content, but also to the means of expression in the language of fairy tales, stories, poems and other works of art. Gradually, children develop an inventive attitude to art, artistic taste. Older preschoolers are able to understand the idea, content, and means of

expression of a language, and understand the wonderful meaning of words and phrases. All of the children's subsequent acquaintances with the vast artistic national heritage are based on the foundation we laid in our preschool years. One of the main tasks of my educator is to instill in children a love of art and respect for books. As children become acquainted with and analyze any literary text, they begin to try to maintain balance and correctly combine content questions with questions in an artistic form. The problem of understanding the works of art of different genres of preschool children is complex and multifaceted. Children have a long way to go

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from soda participation in events depicted in works of art to more complex forms of aesthetic perception. Based on the analysis of a work of art read or presented in a single content and artistic form, as well as the active development of means of artistic expression, children gradually begin to develop the ability to convey a particular content in words.

Successful implementation of educational work depends on the proper organization of the pedagogical process in preschool education. Education plays an important role in the pedagogical process of preschool education and is carried out through daily life, play, work. Education and upbringing tasks will be solved in the course. The knowledge, skills and competencies that children need to acquire are set out in the First Step State Program, which is important for the overall development of children and preparing them for school. Teaching in the classroom is based on the principles of didactics, taking into account the age and specific characteristics of children, in a certain sequence, the content is gradually complicated.

The pedagogical process in preschool education, which is aimed at ensuring the full development of children, is complex, but also interesting and diverse. In order to achieve educational effectiveness, it is necessary to properly organize each type of activity in preschool education.

The purpose of using interactive methods in the process of teaching in preschool education:

- Teach the child to think creatively;
- Develop the ability to solve problem situations;
- Increase activity;
- Develop friendly relations with them.
- Tools used in interactive methods:
 - Demonstration weapons;
 - technical means;
 - handouts;

- **Multimedia.**

One of the most commonly used methods in preschool education is well-organized instruction. In the analysis of the research, the introduction of fiction to preschool children is carried out in preschool organizations, mainly in the "Speech Development" classes. Of course, taking into account the age of the children depends on the knowledge and potential of the educator. Choosing a work that is suitable for the age of young, middle-aged and older children and does not pose a problem for them depends not only on the knowledge of the educator, but also on the pedagogical skills. The most important sources for the development of expressive speech in preschool children are examples of art and folklore, including small forms of folklore (proverbs, sayings, riddles, phraseological units).

Acquaintance with fiction in a group of young children is carried out with the help of literary works of different genres. Children of this age are taught to listen to fairy tales, stories, poems, as well as to observe the development of movement in fairy tales, to sympathize with the positive heroes. we found it appealing. With re-reading, children begin to memorize the text, learn the meaning of the poem, and the harmony of rhyme and rhythm strengthens their memory and reinforces the memorization of words. The child's speech is enriched with the words and phrases he remembers.

In the middle-aged group, on the other hand, the introduction of children to fiction draws the children's attention not only to the content of the literary work, but also to certain features of the language (figurative words and phrases, some epithets and comparisons). After the educator tells the stories in the speech development class, the middle-aged children will need to be taught

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to answer questions about the content, as well as the simplest questions on the art form. Once the educator has read the work in the process, it is important to formulate the questions correctly to help the children distinguish the main thing - the actions of the protagonists, their attitudes and actions.

In the group of older children, children are taught to feel the expressions in the perception of the content of a literary work. Older children are able to better understand the content of a literary work and realize some features of the artistic form that expresses the content. They can distinguish the genres of literary works and some specific features of each genre.

The problem of introducing fiction to preschool children is one of the central issues in modern pedagogy and psychology. In the process of introducing children to fiction, we develop the personality of each child, and along with personal qualities in children, contribute to the formation of national character, mentality. As a result, the child becomes a small language carrier.

The book arouses the child's interest, enriching it if its content is revealed in vivid, visible images, rather than in an abstract, speculative way; the dynamic depiction of events, characters, and actions of the protagonists enhances his imagination. The entertainment and sense of humor described in fiction is one of the main requirements for children's literature. L. N. Tolstoy wrote: "... Never, in any way, do you force the reader to understand the world through boredom." Children's literature is a companion for the child only if it gives vivid images, is a source of joy for the child, helps him to understand the life around him, natural phenomena and the relationships between people.

Basically, we introduce preschool children to different genres of folklore while introducing them to fiction. Folklore is considered to have

an emotional and educational effect on a child, depending on its characteristics.

Uzbek folklore plays an important role in the intellectual and moral development of children. With its surprising richness of colors, descriptions, vivid characterization of characters, lyrical additions, repetitions, dialogues, rhythmic tone of language, it develops the image of fairy-tale thinking, the effectiveness of speech. In particular, fairy tales cover the child with their content, excite the imagination, and at the same time expand his life experience, give him an idea of the need to fight morality, justice, evil. It determines the ideological content of the tales, the plots, the images, the details of the story and the nature of the language. "Every fairy tale has an element of reality" ... It is this feature that hides the richest educational opportunities in the fairy tale itself. The tale teaches a moral lesson in compassion, devotion, love for all beings. By introducing himself to the heroes of fairy tales, the child learns the ideas of humanity and heroism. According to V. A. Sukhomlinsky, "reading a book is a way, a day of self-building, skill, intelligence, thinking" child Fiction forms moral feelings and values, norms of moral behavior. Introduces preschoolers to the best works for children in kindergarten and on this basis solves the interrelated problems of moral, intellectual, aesthetic education. Learns words, metaphors, speech, emotional and poetic vocabulary. The book allows for "fantasy" advice. It develops thinking about new information, Creativity, creative abilities, the ability to think independently. It is very important to get children interested in fiction. Fiction serves as an effective means of mental, moral, and aesthetic. It develops the child's thinking and imagination, enriches his emotions, gives excellent examples of the Russian literary language. The role of fiction in the development of a child's speech is

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enormous. Often we say, "The book is the opening of this world." Indeed, through reading we become acquainted with the life around us, nature, the work of people, their peers, their joys, and sometimes their shortcomings. An art book for a child is a comprehensive tool for education and development. It helps to develop a love for one's homeland, one's mother nature, which develops children's imagination, forms a culture of speech. Children's book is a means of intellectual, moral and aesthetic education. Children's poet Tokmakova calls children's literature the literature of the first director. Fiction is an important tool of behavioral culture in older preschoolers. Art works help children to form cultural behaviors in the future, which in the future they will be guided in their actions.

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CONCLUSION

In conclusion, introducing children to fiction leads to their direct understanding. Cognitive development helps children develop speech.

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