

Development of Speech Competences of Preschool Children on the Basis of Artpedagogical Technologies

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Abstract: This article explores the role and significance of art-pedagogical technologies in developing speech competencies in preschool children. It emphasizes the effectiveness of artistic elements such as drawing, puppet theater, dramatization, music, and active games in enhancing oral speech. Based on the art-pedagogical approach, the paper offers recommendations for organizing speech development activities and analyzes the outcomes of implemented methods in experimental settings. This approach not only fosters speech development but also enhances children's aesthetic taste, socialization, and creative abilities.

Keywords: preschool education, methodology, method, methodology, pedagogical approach, competence, speech competence, child's personality, thinking, novelty, innovation.



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Nowadays, the attention paid to the global education system places great demands on the preschool education system, which is considered the starting point of education. In particular, the mature development of preschool children remains one of the most important issues. The formation of speech competencies of preschool children is also an important factor in their personal development.

When it comes to the development of speech competencies of preschool children, the use of several methods and techniques is effective. In particular, the development of active speech in children based on art pedagogical technologies is one of the most appropriate methods.

Nowadays, there is a teacher working in the education system who is not familiar with the term art pedagogy. After all, in today's rapidly developing era, this method is used at every stage of the education system.

Several aspects of art pedagogy can be used to develop speech competencies of preschool children. For example, the development of active speech in children through fairy tales, which are considered a type of art, is important.

Developing the speech of preschoolers through fairy tale therapy requires great skill from the educator. We know that every preschool child, whether he is three years old or six years old, is certainly interested in fairy tales and stories. When fairy tales and stories are read to children with

lively intonation, children feel like they are immersed in this fairy tale, and they can deeply understand the meaning of the fairy tale.

Also, preschool children love to imitate. This serves to further activate their speech. If, when children are spoken to on behalf of fairy tale characters, children pick up new words from the sentence and repeat these words, imitating them. As you can see, the children's vocabulary increases by several more words.

When a teacher selects a fairy tale to be read to children, one of the important criteria is to take into account the age and individual characteristics of the children. After all, a fairy tale can be useful only if it is suitable for the child's age and interests.

“One of the important features of a fairy tale is that it is always closely connected with the life, struggle, history, psychology, worldview, traditions of the people, and becomes a moral and spiritual companion for people. A fairy tale is filled with the spirit of faith in the spiritual and physical strength of man. It expresses the subordination of all real and supernatural forces to man. In fairy tales, man always wins in the struggle against forces hostile to him in nature and social life” [3; 83].

Since ancient times, our ancestors did not rush to punish children when they made mistakes. On the contrary, by reading them instructive tales and stories, they explained that what they did was wrong, and that one day they would be punished for it. This tradition continues today. Tales and stories woven for children are mainly aimed at educating them.

In particular, if we take the tale called “The Happiness of the Meshkob”, greed is condemned in this tale, and generosity is rewarded.

When the educator reads this tale to children, he begins by introducing the hero of the tale and his qualities to the children. At the beginning of the tale, it is said that this boy is very open-minded, hardworking and generous. It is for this generosity that he is rewarded several times. However, the young man, who could not take advantage of the opportunity each time, succumbs to his desires, and greed causes him to ruin.

Every child who listens to this tale, in addition to drawing conclusions about the reward for generosity and the punishment for greed, will learn to use dictionaries related to different word classes.

Also, at the end of the story, the educator asks the children various questions, thereby encouraging them to talk. For example, children can be asked about the profession of the hero of the tale, what he does. In addition, during the story, a conversation is held about who the hero encounters, what rewards he receives for his generosity, and what situation he finds himself in because of his greed. As the children answer the questions one by one, their speech competences are developed in this process.

Working with a fairy tale includes several conditions:

- a) Reading a fairy tale. Its discussion. It is also important that the child can express his opinion in the process. For this, each child's opinion must be approved.
- b) The pace of the most important passage for the child. By showing children pictures related to the story, a richer imagination is achieved.
- c) Dramatization - role-playing a fairy tale.

After reading a fairy tale to children, they are asked to express their opinion about the fairy tale and the qualities of the fairy tale characters. When the children express their opinion, it is absolutely impossible to interrupt them in the middle of their thoughts or point out that they are speaking incorrectly. On the contrary, they should be allowed to speak freely.

Also, in the process of telling a fairy tale, one of the important tasks is to form a deep imagination in children through various pictures. As children look at pictures related to the theme of the fairy tale, they gain more information. This also makes it easier for them to retell the story.

Through dramatization, preschool children learn to role-play a fairy tale. In this process, children play the roles of various fairy tale characters, they learn new words, and also learn to speak in different tones.

Speaking of dramatization, it is worth mentioning the great importance of staging in preschool educational organizations. Staging is one of the hamart-pedagogical technologies, which is a type of independent creative play of children. In this process, works of art and various stories are performed by preschool children in roles.

During the staging of fairy tales, children enter the game process, demonstrating the positive qualities of fairy tale characters in themselves. In this methodological process, the speech activity and vocabulary of children in preschool educational organizations increase, and their worldview expands.

The selection of a literary work to be staged by children includes several conditions:

- a) The ideological perfection of the content of the fairy tale;
- b) Its artistic content;
- c) The large number of characters in the work;
- d) The variety of actions in it, along with the content of the fairy tale;
- e) The possibility of expressive reading of the fairy tale;
- f) The content is instructive and connected with life.

Plot-role-playing games allow children to independently express and practice the ideas they have gained from the literary work they have heard. This methodology is one of the methods of teaching preschool children to retell. Some children have difficulty retelling fairy tales. When such children are given the task of staging a fairy tale, the child will be able to better illustrate the content of the work by taking on the role.

“In plot-role-playing games, based on the acquisition of actions and rules, moral rules embodied in the role are also mastered. In the game, a positive attitude towards people's lives, work, norms and rules of behavior in society is formed. In the same process, the game also emerges as a means of forming a culture of communication. One of the main means of mental education is a plot-based game, in which the child reflects events and phenomena in the environment and recreates them in his imagination. The imaginary situation of the game always affects the development of the child's mental activity.” [1;61]

The role of the educator in the tasks of developing the speech competencies of preschool children is incomparable. This task also requires great responsibility from educators.

In particular, when educators read a story to children in speech development classes and ask them to role-play it, they should first pay attention to the choice of the story. For example, the content and volume of the story should correspond to the age characteristics of the children. In addition, the educator is required to read the story expressively.

In conclusion, it is worth saying that the development of speech competencies of preschool children is one of the most important tasks. After all, first of all, when a child develops correct speech, he can freely express his opinion in the presence of peers and adults. Fulfilling this task requires great skill from the educator. A pedagogical worker can achieve the desired result only

when he works using modern technologies and effective methods. The methods and techniques of the art pedagogical direction are precisely the necessary technologies.

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