

## **THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF SPEECH CULTURE OF PRESCHOOL CHILDREN**

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**Annotation:** This article provides a broad reflection on the theoretical foundations of the development of speech culture of preschool children, and provides conclusions and recommendations on language use, speech, and speech activity in childhood.

**Keywords:** Preschool education, speech culture, situational-practical communication, upbringing, emotional connections, communication, development, attitude, psycho-linguistic literature, pupil, bilingualism.

The current globalization process and the conditions of social reform require the upbringing of new-thinking individuals and serious changes in the education system. Among the countries of the world, Uzbekistan was one of the first to create conceptual and theoretical foundations with universal characteristics and is systematically being implemented in practice. The Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training" serve as the legal basis for the realization of this noble goal in life. As stipulated in the Law "On Education", preschool education is organized with the aim of forming a healthy and mature child's personality, ready for school. The National Personnel Training Program, prepared in accordance with the provisions of the Law of the Republic of Uzbekistan "On Education", is based on an analysis of national experience and world-class achievements in the education system and is aimed at forming a new generation of personnel with high general and professional culture, creative and social activity, the ability to independently set goals in socio-political life, capable of putting forward and solving future tasks.

The first - modern stage of the development of preschool education in the education system of the Republic of Uzbekistan is characterized by a number of changes:

- preschool education was formed as an open educational institution;
- the most important function of preschool educational organizations is to protect the vital activity of children and strengthen their health;
- successful preparation of students for school education, etc. Also, today, various types of preschool educational organizations (nursery, kindergarten, kindergarten-primary school, state and private) are operating in our Republic.

During the years of independence, the national education and upbringing system in our country has risen to the level of the main priority of state policy. The sphere of preschool education, being the first link of this system, is of great importance in achieving the main goal of the entire education and upbringing system - the upbringing of a harmonious generation. In recent years, a number of systematic works have been carried out aimed at increasing the

efficiency of preschool educational institutions and strengthening their material and technical base. In 2015-2016 alone, 459 preschool educational institutions were completely renovated and equipped in accordance with modern requirements. At the same time, today the issue of improving the state requirements for educational programs and educational plans of preschool educational institutions remains relevant. The material and technical base of most preschool educational institutions does not meet modern requirements. The rate of children's enrollment in preschool education is still low. In order to practically eliminate the existing problem, the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the preschool education system in 2017-2021" was adopted. The program provides for the implementation of a wide range of comprehensive measures:

- creating the necessary conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, taking into account advanced foreign experience;
- improving the curricula and programs for the training and advanced training of pedagogical personnel for preschool educational organizations, taking into account modern pedagogical technologies and methods;
- strengthening the material and technical base of 2,200 preschool educational institutions, including the construction of new preschool educational organizations in rural settlements, providing them with equipment that meets modern requirements, teaching aids, and multimedia resources. A total of 2.2 trillion soums will be allocated for the implementation of these measures envisaged. As a result of the implementation of the complex of measures established by the resolution, the following will be achieved:
  - to ensure high-quality preschool education, improve the quality of children's preparation for school, and introduce alternative programs to the educational process;
  - to organize 6,100 short-term groups, which are an alternative form of preparing children for school;
  - to organize the preparation of children aged 3-6 who are not covered by preschool educational organizations and their parents for school education by providing them with methodological manuals;
  - to expand the network of preschool educational organizations by building 50 new ones, as well as renovating 1,167 existing organizations and completely repairing 983;
  - to reduce parental contributions to preschool educational organizations in rural areas by up to 30 percent;
  - it is planned to achieve an increase in the coverage of children in preschool education by 1.5 times.

The effective implementation of the program is under constant control of state bodies through systematic monitoring of the progress of the implementation of the indicators envisaged

in it. This decision serves to further improve the preschool education system. As indicated in the "Preschool Education Concept" of the Republic of Uzbekistan, preschool education is a multifaceted, goal-oriented educational and upbringing process that prepares a child for the next stage of education - school education, ensuring his physical, mental, individual and age-appropriate development. In order to properly educate children, it is important to develop their psychological characteristics first. The connection between speech and thinking is visible not only at the deepest levels of psychological processes, but also at the level of social phenomena. The influence of speech on a person and his behavior is well known to everyone. "Although language and thought cannot exist without each other, they do not embody the same phenomenon. Thought is the end of objective existence, and language is a way of expression, a means of conveying and strengthening thought to other people. Word and concept dialogically require each other. Currently, there are two principles in the interaction between languages in our country: on the one hand, there is a further development and improvement of national languages, and on the other hand, there is an increase in the importance of the Uzbek language as the state language. 0 'Republic of Uzbekistan

The achievement of independence and the emerging economic needs made it necessary to study the Uzbek language, which is the native language of a large number of the country's population, as the state language, which, of course, is of great social importance in a multinational society. Just as language and thought are interdependent, language and speech are also closely related. Language is a unique treasure of the nation, and is always expressed orally and in writing. The noble possibilities of language are revealed in the process of speech through speech. Without speech, the unlimited possibilities of language remain unexpressed. The sultan of words and ghazals, A. Navoi, explains the relationship between language and speech in this way. "Language is a tool of speech with such honor. If speech turns out to be unacceptable, it is the benefit of language."

So, no matter how powerful the language is, it serves as a tool for speech. It is no exaggeration to say that its power and might are manifested in the process of speech. If language is an arrow, then speech is a bow. The power of the arrow also depends on the power of the bow. It is known that language is the highest and main tool of human intelligence and activity. Because isn't language what distinguishes a person from other creatures?! Therefore, the highest products of human intellectual activity, the fruits of thought, are realized through language, speech. Language is a powerful weapon that is a means of implementing the product of thought into life.

The use of language is the interaction of people in a certain type of social activity. From the point of view of the present era, the following are considered the most important areas:

- the sphere of economic activity;
- the sphere of socio-political activity;
- the sphere of everyday life;

- the sphere of organized communication;
- the sphere of literary fiction;
- the sphere of mass communication;
- the sphere of aesthetic impact;
- the field of folk oral creativity;
- the field of science;
- the field of all types of work;
- the field of personal perspective;
- the field of religion.

The most relevant in our view are the domestic sphere and the sphere of organized education. Many years of practice have shown that bilingualism (bilingualism) in childhood is formed depending on the place occupied by each language in the child's life, in what situations and to what extent he uses bilingualism. The following specific cases of the formation of bilingualism in preschool children can be distinguished:

- the child is brought up in a bilingual family from the moment of birth in an environment of conversation and interaction in two languages;
- the child speaks his native language in the family, and outside it (with neighbors, relatives and other persons) acquires another language;
- the child acquires another language in purposeful activities and, in addition to them, in free time in a preschool educational organization, etc. From the moment of birth, the child is considered a social being. Its social development at each age stage has its own characteristics, tasks and content, and for their implementation it is necessary to create appropriate conditions for work in the field of pedagogy.

It is also worth noting that language development is the most important factor in every aspect of children's lives and educational success. Approximately 6-7% of children aged 2-5 years face problems with language development. The insufficient formation of language affects children throughout their lives, and they experience a number of difficulties in cognition, literacy, social interaction, attention and preparation for teaching and learning. That is why early self-awareness is very important. Problems with language learning arise in the social upbringing of children, and the level of knowledge is often low. In Ireland, students who learn English as an additional language are also considered to have deficiencies in language and speech analysis. Language development in such children is variable, making language analysis difficult. The complexity of language makes general analysis difficult. Although several analytical techniques are useful in assessing the communication and language of preschool children, many of these techniques may

predispose them to future language problems. Complex analytical techniques are considered more accurate than simple analytical techniques and are preferable to simple analytical techniques for children with different developmental stages. Analytical techniques provide a partial understanding of the complex techniques used in language and therefore require more research into language analysis, especially in preschool children

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