

Forms of Communication with Children in Preschool

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ABSTRACT

This article describes the age characteristics of preschool children and forms of communication with them. The article is intended for teachers of MTT and students and parents.

We consider it our first priority to improve the activities of all links of the educational system based on the requirements of today's time.

In nature, only a human child is born weak and needs the care of adults. But the greatest opportunity given to a human child is his need to learn.

It can be said that a human child is born "programmed" to learn. Due to this, in a short period of time, he absorbs a lot of knowledge. To date, the following characteristics are observed in most born children;

- ✓ not accepting traditional means of education;
- ✓ developed intuition, sense of danger;
- ✓ the ability to quickly master digital technologies.

During infancy, communication with adults is carried out directly by holding the child. When the child is caught, the connection is made, and when the child is put back, the connection is broken, he starts crying.

According to scientists, the mother needs to hold the child at least 30-35 times a day in order for the child to develop psychologically. It is worth saying that the mother's need to touch the child remains throughout life and is recognized as one of the means of education. Experts recognize that patting a child's head or patting him on the shoulder from time to time is a means of ensuring reliable communication with him. This practice has been known in our nation for a long time, and our fathers, especially our grandmothers, who are representatives of the older generation, certainly followed this rule when communicating with their children.

A child first expresses his interest in subjects by addressing adults. Gets the help he needs by using speech. Here, it is important what demands the adults make of the child. If adults

communicate less with a child, his speech may lag behind in development. The need for communication does not develop in a child on its own, but grows through the communication of adults on subject activities. Correct communication by adults forms the need for communication in a baby.

The child's communication is reactive (passive) or active (active). A child's communication with adults begins with looking at the face and eyes of adults. At the age of one and a half to two months, the child responds to adults' smiles with his own laughter.

In early childhood, the development of speech is carried out in two different ways: through the understanding of adult speech and the formation of the child's personal active speech. Communication between the mother and the child is carried out not only through words, but also through facial expressions, gestures, pantomime, tone and situation. These serve as signals for action. If a child learns to grasp, put things in his mouth, and open them before the age of 3, then the process of acquiring knowledge begins to be faster and more effective after the appearance of speech. There are words and phrases in the world that cannot be touched by hand, cannot be seen by the eye, which can be understood only through speech, which is considered a "second signal system". (The main essence of Russian psychologist A. Pavlov's research on the "second signal system" is that if the signal coming from the object is the "first signal", then the "second signal" is created by imagining the image of that object through words. For example, when we see an apple, the image of it appears in our mind (like the words "crimson red apple" evoke the same image in our minds). Scientists call this period "the period of questions". A healthy developing child must ask questions.

So, the question arises: what if the child does not ask questions? According to experts, if the child does not ask questions, it is necessary for educators to start asking questions themselves. When does a child ask questions? If he faces a problem, a puzzle.

One of the philosophers said: "a child's mental development begins with asking questions and wondering."

But this is where the second problem in education begins, that is, the level of knowledge of educators who answer the question. The more clearly and perfectly the child answers the question, the wider his worldview develops. Therefore, parents and educators should have full knowledge of all subjects.

By the age of 3, the child can easily communicate with adults through speech. Children of this age try to put on all their clothes by themselves. Can express his needs through words. Because it completely occupies the speech. The child learns to direct his actions according to the instructions of adults. He listens to the interaction of adults with his soul's ear and tries to understand. During this period, children love to listen to fairy tales, stories, and poems. This has a great impact on the child's knowledge of the outside world.

In the process of socialization, the child does not passively accept various influences (including educational influence), but gradually turns from the object of social influence into its active subject. During childhood, a person's identity is formed, the foundation is laid for his vision of himself. The child shows activity due to the presence of needs, taking into account these needs in the educational process helps the child to develop activity. If educators try to limit the child's activity in order to carry out their "educational activities" and force him to "sit quietly" all the time, then they are not creating a fully mature, harmoniously developed person, but a person who is incapable of social adaptation, helpless and passive. they manage to form.

As a result of the constant suppression of the child's activity, he becomes nervous, unable to adapt to social relations, or (when he has certain individual characteristics, for example, the type of a strong nervous system) the activity emerges through various alternative ways (for example, to covertly implement what is forbidden) moves). As the child grows up, if the assessment

criteria taught to him at school (norms, rules accepted in the society) are sharply different from the assessment criteria accepted in dealing with his peers on the street, this will lead to the emergence of internal conflicts in his personality.

The relationship between parents and children is built on the basis of mutual communication. One of the shortcomings in communication with young children is that the child imitates the language of adults, not the language of adults. Some parents deliberately change their language to adapt to the child's speech. This can cause various defects in children's speech. The first "crisis" period begins in 3-year-old children.

In this case, it is necessary for the child to confirm his "I" in the family. During this period, the concepts of "I do everything myself" and "I am myself" are formed in children. They become stubborn and capricious. Parents should take these features into account when educating children of this age. The leading activity of children in the preschool period is play. It is important for adults to communicate with the child through the language of toys. In addition to toys, 9-month-old children should be given paper and pencils.

Then the child will be able to form the drawing elements of written speech. Through the game, children develop mental processes such as intuition, perception, memory, thinking, fantasy, as well as character traits, types of abilities, and types of temperament (customer). Adults play an important role in the development of children's speech and communication. Children's games in this period will also be unique. Children play different roles in the game. They start following the rules of the game. Forms of communication are formed before the child plays in a group, that is, when he plays with himself.

During this period, the child pays more attention to his actions when playing games. Through interaction, the child begins to communicate with another child. And 4-year-old children try to communicate more with other children. At this stage, children exchange toys with each other and start helping each other. In the cooperative game, children learn to understand and help each other. Now the child tries to play with other children without playing by himself. Children often try to be the boss when playing games. Whoever organizes the game always wants to be the boss. Then conflict arises.

A child who is not satisfied with the game expresses his displeasure by saying "I won't play with you." Children of primary and secondary school age increase their vocabulary through play activities. Children's speech develops through classes. Because children memorize poems and listen to fairy tales during classes. The game situation develops speech relations in children.

Communication of children of primary school age: When the child reaches school age, their relationship with each other acquires a new meaning. If the child used to communicate with his parents, peers in the group, educator, now he also communicates with the school teacher, the head of the class. Children develop a sense of responsibility during this period.

At this point, we believe that it is permissible to focus on the issue of children's readiness for school. In psychology, there is a period of crisis called "age 7 crisis". This period is associated with the confirmation of the child's "I" among peers. In addition, at the age of 7, qualitative changes occur in the child's cognitive processes (intuition, perception, memory, imagination, attention). Instead of a child's divided, unstable attention, stable attention begins to form, memory is strengthened, and thinking processes develop. Sometimes, due to the fact that these qualitative changes have not occurred in a 6-year-old child, it is possible to conclude that he is "not ready for school" during the admission process.

Because of this, it is advisable for parents to get expert advice when sending their child to school. The pedagogue chooses the method of dealing with preschool age in the seventh year depending on the specific aspects of children's behavior, their skills to interact with their peers and adults, among their peers there are students who feel different levels of difficulties in the

process of communicating with the team.: hyper communicative children;

children who are afraid of the classroom situation;

children who are too shy to answer and therefore appear to be clueless or non-listening learners.

The teacher should approach each of them in a different way with patience and benevolence. The teacher cannot be allowed to work with his students in an authoritarian style, it is very important to have a kind and positive attitude towards him. . Schooling plays a big role in the development of children's speech. At preschool age, the child speaks without thinking, and at school, the language the child speaks becomes a science that is taught and learned.

In the process of reading and learning grammar, the phonetic aspect of the child's speech becomes correct, the syntactic structure of the speech improves. In the process of learning all the subjects taught at school, the vocabulary of the student's speech is enriched, the content of words deepens and expands. Children's acquisition of written speech is an important stage in the development of their speech. The child tries to express his thoughts in written speech.

When the student performs written work according to the teacher's assignment, he knows in advance that his work will be evaluated, based on the language in which his opinion is expressed. The fact that the student, while preparing the task given at school, keeps practicing to speak this task to himself has a great impact on the growth of the student's speech. The teacher's speech plays an important role in the growth of children's speech, because his speech is considered a model speech for children. In short, pedagogues need to teach children the culture of speech and communication, using different forms of communication, as well as developing oral and written speech.

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