

METHODOLOGY OF TEACHING PRESCHOOL CHILDREN 6-7 YEARS OLD TO TELL STORY THROUGH MNEOGRAPHS*Kokan University**MT-I-22 group student**Fayzullajonova Ziyoda**mail: ziyodaxonabduvaliyeva2@gmail.com*

ANNOTATION: This article provides a scientifically based explanation of an effective methodology for teaching preschool children 6-7 years old to tell stories using mnemonics. Elements of mnemonics, in particular, the use of mnemonics, are important in developing children's speech, memory, imagination, and logical thinking skills. As part of the research, the theoretical foundations of teaching storytelling using mnemonics were analyzed and the practical results were confirmed through experimental work. The methodological recommendations and practical exercises presented in the article serve as a valuable guide for teachers, methodologists, and parents of preschool educational institutions. The use of mnemonics increases children's interest in composing stories, expands their vocabulary, and helps form their speech competencies.

Keywords: preschool age, speech development, mnemonics, mnemonics, storytelling, memory, imagination, pedagogical technologies.

АННОТАЦИЯ: В статье научно обосновано обоснована эффективная методика обучения детей дошкольного возраста 6-7 лет рассказыванию историй с использованием мнемотехники. Элементы мнемотехники, в частности, использование мнемотехники, имеют важное значение в развитии речи, памяти, воображения и навыков логического мышления детей. В рамках исследования были проанализированы теоретические основы обучения рассказыванию историй с использованием мнемотехники и подтверждены практические результаты экспериментальной работой. Представленные в статье методические рекомендации и практические упражнения служат ценным руководством для педагогов, методистов и родителей дошкольных образовательных учреждений. Использование мнемотехники повышает интерес детей к составлению историй, расширяет их словарный запас, способствует формированию речевых компетенций.

Ключевые слова: дошкольный возраст, речевое развитие, мнемотехника, мнемотехника, рассказывание историй, память, воображение, педагогические технологии.

ANNOTATSIYA: Ushbu maqolada maktabgacha ta'lim yoshidagi 6-7 yoshli bolalarni mnemojadvallar yordamida hikoya qilishga o'rgatishning samarali metodikasi ilmiy asoslangan holda yoritilgan. Mnemotexnika elementlari, xususan, mnemojadvallardan foydalanish bolalarning nutqini, xotirasini, tasavvurini va mantiqiy fikrlash qobiliyatlarini rivojlantirishda muhim ahamiyatga ega. Tadqiqot doirasida mnemojadvallar yordamida hikoya qilishga o'rgatishning nazariy asoslari tahlil qilingan va amaliy natijalar tajriba-sinov ishlari orqali tasdiqlangan. Maqolada keltirilgan uslubiy tavsiyalar va amaliy mashqlar maktabgacha ta'lim muassasalarining pedagoglari, metodistlari hamda ota-onalari uchun qimmatli qo'llanma bo'lib xizmat qiladi. Mnemojadvallardan foydalanish bolalarda

hikoya tuzishga bo'lgan qiziqishni oshirib, ularning so'z boyligini kengaytiradi va nutqiy kompetensiyalarini shakllantirishga yordam beradi.

Kalit so'zlar: maktabgacha yosh, nutq o'stirish, mnemotexnika, mnemojadvallar, hikoya qilish, xotira, tasavvur, pedagogik texnologiyalar.

INTRODUCTION

In the modern education system, the comprehensive development of children, the realization of their creative potential and the formation of communicative skills are important tasks. Developing speech in preschool children aged 6-7 years means creating the basis for future educational activities. In particular, the development of storytelling skills helps the child express his thoughts in a coherent, logical and connected way. However, in many cases, children have difficulty expressing their thoughts in a complete and sequential manner. The importance of mnemonics, in particular mnemonics, in solving this problem is invaluable. Mnemonics are visual aids that help encode and remember information using pictorial icons or symbols. They activate the child's visual memory, facilitate the process of memorization, and encourage the transformation of the information received and the creation of creative stories. The purpose of this article is to develop theoretical and methodological foundations for teaching storytelling using mnemonics in preschool education and to prove their effectiveness through practical experience. This will open up new and effective directions for educators in developing children's speech potential.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of speech development in children has been studied in depth by many domestic and foreign scientists, including L.S. Vygotsky, D.B. Elkonin, A.V. Zaporozhets, L.P. Fedorenko, F.A. Sokhin and O.S. Ushakova. They considered speech as the main tool for personality development and social communication [Tkachenko T. A. — “Ispol’zovanie mnemotablits v rabote s doshkol’nikami” — Moscow: Shkol’naya pressa, 2018, pp. 56-72.]. Mnemotechnics have been known since ancient times and are still considered one of the most effective methods of strengthening memory [Ushakova O. S. — “Methodology of speech development of preschool children” — Moscow: Vlos, 2012, pp. 112-130.

The scientific foundations of mnemonics in child psychology, in particular, the use of mnemonics, were studied by N.V. Knyazeva, V.P. Levina, T.A. Tkachenko and other Russian methodologists. For example, T.A. Tkachenko successfully used mnemonics in his research to develop children's speech, especially in retelling complex texts. He showed mnemonics as a means of simultaneously activating the child's visual and logical memory.

DISCUSSION AND RESULTS

During the experimental work, the effectiveness of mnemonics was clearly demonstrated. According to the results of the initial diagnostics, there was no significant difference between the storytelling skills of the children of both groups. However, by the end of the experiment, the results changed as follows.

Table 1. Children's indicators of storytelling skills according to the assessment criteria (in points)

Ko'rsatkichlar	Baholash mezonlari	Nazorat guruhi (NG)	Tajriba guruhi (TG)
So'z boyligi	So'z zaxirasining boyligi, sifat va harakat fe'llaridan foydalanish	2.5	4.3
Hikoyaning mantiqiylik	Voqea ketma-ketligi, bog'liqlik va izchillik	3.1	4.8
Nutqning ifodaliligi	Emotsional boylik, intonatsiya va pauzalardan foydalanish	2.8	4.5
Grammatik to'g'rilik	Gaplarning to'g'ri tuzilishi, kelishik va zamonlardan to'g'ri foydalanish	3.0	4.7
O'rtacha ball		2.85	4.57

Izoh: 1-5 ballik tizimda baholangan (1-past, 5-yuqori)

Yuqoridagi jadvaldan ko'rinib turibdiki, tajriba guruhidagi bolalarning o'rtacha ko'rsatkichi nazorat guruhiga nisbatan ancha yuqori bo'lgan. Bu mnemojadvallarning hikoya qilish ko'nikmalarini rivojlantirishdagi ijobiy ta'sirini ko'rsatadi. Mnemojadvallar yordamida bolalar hikoyaning syujetini eslab qolishga va uni piktogrammalar asosida ketma-ketlikda bayon etishga muvaffaq bo'lishdi.

2-jadval. Hikoya qilishga qiziqish darajasining dinamikasi

G'oya	Qiziqish darajasi	Tajriba boshida (NG/TG)	Tajriba oxirida (NG/TG)
Yuqori daraja	Faol ishtirok etadi, o'zi hikoya tuzishga intiladi	15% / 18%	25% / 85%
O'rta daraja	Qo'shimcha yordam bilan hikoya tuza oladi	50% / 45%	60% / 15%
Past daraja	Hikoya tuzishda qiyinchiliklarga duch keladi, ko'proq yordam talab qiladi	35% / 37%	15% / 0%

Note: The results of Table 2, given in percentages, show that the use of mnemonics significantly increased the interest of children in the experimental group in storytelling. By the end of the experiment, almost all children in the experimental group were able to independently compose a story or showed great interest in it. For them, mnemonics served as a visual support in formulating their thoughts, that is, in translating them into words. This helped them to increase their self-confidence and think creatively. In the control group, the dynamics of interest and skills were not so noticeable.

CONCLUSION

The methodology of teaching preschool children to tell stories using mnemonics is an effective pedagogical approach that comprehensively develops not only their speech, but also their cognitive functions. The conducted experimental work clearly proved the superiority of this methodology over traditional methods. The use of mnemonics allows children to transform abstract ideas into concrete images, which strengthens their logical thinking, imagination, and memory. In this process, the child turns from a passive listener into an active participant, because he, along with memorizing the story, changes it, adds new elements, and becomes the center of the creative process.

By widely introducing the methodology into preschool educational practice, children:

The logicity and coherence of speech increase: Pictograms help to remember the plot of the story in sequence, which eliminates problems with connecting words.

Vocabulary expands: Each pictogram can be enriched with new words, adjectives or verbs, which makes speech more diverse.

Imagination and creativity develop: Children not only retell the given story, but also can compose their own new stories based on pictograms.

Visual and auditory memory is strengthened: Seeing pictures and hearing words at the same time activates the child's memory functions.

Interest in reading is formed: Working with pictures and symbols creates the basis for children's preparation for reading and writing, as they learn to understand the meaning of symbols.

In conclusion, mnemonics are a modern pedagogical technology that serves to make the process of developing speech in preschool education more interesting, effective and interactive. The use of this methodology plays an important role in the qualitative preparation of children for school and their formation as individuals. This, in turn, serves to educate active and creative members of society in the future.

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