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## THE IMPORTANCE OF DEVELOPING COMMUNICATION SKILLS IN PRESCHOOL CHILDREN

**Аннотация:** В данной статье описано развитие речевой культуры дошкольников посредством дидактических игр.

**Resume:** This article discusses the development of speech culture in preschool children through didactic games.

**Ключевые слова:** Дошкольное образование, речь, маленькие дети, физическое образование, психическое образование, моральное образование, эстетическое образование, инновационная образование.

**Keywords:** Preschool education, speech, young children, physical education, mental education, moral education, aesthetic education, innovative education.

Preschool children retain the need for the affection of adults, their understanding and communication with them. Trust-based communication with adults and the ability to feel their emotional state - joy, pleasure, sadness, calmness, irritability, and the reasons for mood changes are developed. A new form of communication with adults - communication on interesting topics - arises and develops. It is initially associated with joint cognitive activities with adults (for example, games, experiments with objects and toys, making things from paper and natural materials, etc.), and then, by the end of the fifth year of the child's life, it takes the form of "theoretical" communication on cognitive topics that are not related to a specific situation. The lack of satisfaction of children's need for communication with an adult leads to emotional alienation between them. It manifests itself in different ways: some children become silent, timid, and cry over trifles; others show negativism and aggression. In the fourth year of a child's life, a peer remains for him, first of all, a participant in joint practical activities - drawing, making, assembling things, a partner in the game. The child addresses his peer with the simplest requests and requests and evaluates his peer's actions.

Five-year-old children negatively assess the fact that their peers ask for this or that thing, touching the soul. By the age of five, the need for communication with peers and joint games with them, which create a children's society, increases sharply. By the fifth year of a child's life, he begins to understand his place among his peers. Communicative skills develop: the child greets and says goodbye, calls his friend by name, and by the age of four or five - calls his partner by the name of the role he is playing: "Hey, driver, the rope fell under the wheel."

Communication with adults and peers allows the child to understand his "I". It is in communication that the formation of the image of "I" occurs. In favorable upbringing conditions, that is, when adults and peers treat the child with kindness, his need for approval, positive assessment, and recognition is satisfied. Negative communication experiences lead to aggression, self-doubt, and becoming a person. The child's self-esteem is usually high. It is natural and appropriate for a young child to overestimate his personality, and this is a kind of mechanism for protecting the individual in the event that someone negatively evaluates his personal qualities

("jealous") or compares his behavior and activities with some ideal, for example, with his peers. With age, the child develops an appropriate assessment of his own words and actions, as well as his own capabilities and achievements in various types of activity. By the age of five, he can evaluate his actions in terms of their consequences for the other person and for his own physical and emotional state. He understands the meaning of the thought: "If I do something bad to someone, it will not please him or me, we will both be sad. If I do something good, we will both be happy." The child begins to form interests and values, preferences for certain types of activities and ways of behaving that are characteristic of boys and girls, for example, girls play with dolls, while boys play with cars.

Tasks related to the development of communication in a three-year-old child: - support the child's ability to actively communicate with speech tools within and beyond their capabilities, respond to questions and suggestions from adults, and take the initiative to express their desires, feelings, and thoughts; - encourage interest in the work of peers, a desire to share their impressions with them, play activities, and an interest in expressing their reaction to the event in speech; - enrich your child's vocabulary with the names of people, plants, food, clothing, furniture, pets, toys, and parts of objects (sleeves, pockets, and legs; car doors and wheels, etc.). Pay special attention to teaching them to correctly connect words in speech (for example, "He went home," not "He went home," "I went yesterday," not "I went yesterday," but "I went today"). - teach children to pronounce vowels and consonants correctly.

A child's communication with adults and peers is an important condition for full social development. Based on this, it is necessary to cultivate in the child such qualities as the desire for communication, responsiveness to the demands of communication partners, flexibility in social behavior and politeness. Adults (parents, educators) should understand that in a number of cases, a negative communication experience does not motivate the child to any action, but rather "discourages" the child from showing himself in the world of human relations, which can lead to the emergence of protective mechanisms - a "wall" between himself and the human world, "not seeing" the world around him:

-bola odamlar haqidagi savollarga javob bermaydi, suratlarda odamlarni

«ko'rmaydi», odamlar va hayvonlarni tasvirlovchi o'yinchoqlar bilan o'ynamaydi.

- to reveal to the child the world of feelings and experiences of adults and peers in different emotional states;
- to create conditions for the child to communicate with other children in a trusting manner;
- to develop the desire to see and understand the emotional state of the child, whether happy, sad, calm;
- to develop self-control and the ability to express anger, fear, and rage in a socially acceptable way (not pushing, hitting, grabbing a toy from another child, etc.);
- to develop the ability to use socially accepted communication methods: Preschool communication involves trying to reconstruct each other's inner world in their minds, to understand their feelings, the reasons for their behavior. A person is directly given only the appearance of other people, their character and actions, the means of communication they use, and based on this information, he has to do a certain job in order to understand the identity of the people with whom he communicates, to draw conclusions about their abilities, intentions, etc.

The famous psychologist S.L. Rubinstein wrote: “When we communicate with people in everyday life, we take a goal based on their behavior.” Respect for the child’s personality, but not too much exaggeration, a little humor, but everything within the framework of decency, and clear and simple language in the educator’s communication and actions increase the effectiveness of the activity. The educator’s close contact with the children and the team of educators is of great importance in the correct organization of his lively communication. Engaging in lively conversation with preschoolers and earning their respect is not a process that happens overnight and immediately leads to educational success.

In conclusion, it is worth noting that we tried to highlight the theoretical part of the use of technology for the formation of a culture of communication in children in a preschool educational organization and the use of a culture of communication. Communication is manifested in conjunction with social needs arising as a result of the spiritual and moral basis of human activity. Social and economic factors such as needs, interests, and self-interest, which arise as the basis for the motivation of individuals' activities, in a certain sense also cause them to have purposeful thoughts and desires. It also has a significant impact on the formation of interpersonal relationships and a culture of communication. Consequently, communication occupies a leading place among the activities carried out between people, it satisfies the most important needs of a person related to living in society and considering himself as a person.

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