

**THE CONTENT OF THE FORMATION OF SPEECH AND READING
COMPETENCES OF PRESCHOOL CHILDREN**

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Content of formation of speech and reading competences of children of pre-school (6-7) age

Annotation: The content of the formation of speech and reading competencies of children of preschool age (6-7), the role and effectiveness of these competencies in child development is explained in the article.

Key words: Speech, knowledge, skill, competence, competence, development, communication, oral speech, social attitude, reading, literacy. game, program.

Содержание формирования речевых и читательских компетенций детей дошкольного (6-7) возраста

Аннотация: В статье раскрывается содержание формирования речевых и читательских компетенций детей дошкольного возраста (6-7 лет), роль и эффективность этих компетенций в развитии ребенка.

Ключевые слова: Речь, знание, умение, компетентность, компетентность, развитие, общение, устная речь, социальная установка, чтение, грамотность, игра, программа.

Our rapidly developing country is defining its own development strategies in all areas. Therefore, the development strategy of New Uzbekistan for 2022-2026 ensures the prosperity and continuous progress of our country. Education and serves as the main driving factor of development. In this regard, President Shavkat Mirziyoyev said, "No matter what field we choose, we cannot achieve any changes or a prosperous life without educating modern mature personnel." The words that prepare such personnel, a healthy gene pool of the nation, first of all, start from the pre-school education system, are a clear proof of our above-mentioned opinion.

In fact, only if the roots of any healthy tree are deep and firmly established, this tree will become the strongest and most beautiful tree. Therefore, if we consider the education system as a tree, preschool education is the root of this tree. Therefore, we should start improving the education sector and training highly qualified personnel, first of all, from preschool age.

Even today, special attention is paid to the system of pre-school education. As we form a child's personality, in this process, we should take into account its comprehensive development. A child who develops both physically, mentally and spiritually will become a person who will benefit the society and the country in the future. Every child has the ability to learn about the outside world with the help of mental processes such as memory, imagination, imagination, thinking, as well as with the help of speech. However, children's intelligence, that is, mental processes (memory, imagination, imagination, thinking) do not appear only with the growth and improvement of the child's organism, but are closely related to the development of speech. The development of children's expressive speech is carried out in any activity, where favorable conditions are created for mutual interaction with peers, moral expressions of emotions, collective experiences are

developed, so that the child understands his actions and the actions of his friends and correctly evaluates. Many experiments have shown that a child whose speech is not developed does not develop as a complete person.

Development of children's speech in preschool education organizations is carried out in the process of exercises and games. Development of speech of preschool children is carried out with the help of special programs and additional methods. In this place, the educational process for school preparation and compulsory one-year education groups is organized on the basis of the "Ilm yoli" variant program. This program has its own developmental competences in 5 developmental areas of preschool (6-7) young children. Competencies of speech, communication, reading and writing determine the speech development of children. By the end of the school year, if the organization of educational processes and the cooperation between all employees of the preschool organization are carried out effectively, the child will have the following qualifications specified in the state standards:

- the child listens and understands speech, speaks and communicates;
- they speak their mother tongue freely; uses word groups independently, grammatically correct according to age;
- can find synonyms and antonyms in a sentence and match them to given words;
- distinguishes between different meanings of ambiguous words;
- makes different sentences;
- based on his personal experience, independently composes a visual story about the picture;
- narrates artistic works of various genres expressively;
- participates in group discussions by engaging in dialogue and listening;
- composes rhymes, finds riddles;
- uses foreign words in speech;
- can recite small poems, rhymes;
- knows the names of the seasons (spring, summer, autumn, winter).

The child is interested in books and reading .

- tells other children the content of the book he remembers;
- uses simple and complex sentences in his speech;
- divides words into syllables;
- makes words from syllables using syllabic cards;
- has an understanding of words, sounds, syllables, sentences;
- reads peshlavha, book titles, captions, etc.;
- knows the name of the genre of children's literature (tale, poem, story);
- knows the names of famous writers and poets [2, 25-26]

The formation of the mentioned qualification requirements in children is a very complex and responsible process. If the main participant of this process is the educator, the assistants are the child's parents, relatives and the organization's psychologist, speech therapist. In this process, the educator:

- should be responsible for his profession, demanding, and an expert in his professional competences.

In the process of speech development, the educator is asked to take into account the age and psychological levels of children and to approach each child individually, to be an example to children in classes and routine processes, i.e. to use grammatically correct and literary language. is required. Being able to use modern technologies and new methods in the organization of classes is also an achievement of the educator. In order to achieve positive results in the development of speech when working with children, it is necessary to properly organize the children's team, observe the grammatical rules of speech on the basis of mutual and self-respect for the interaction between children. should be able to install it. The development of children's speech is observed not only during training, but also during play and free activities.

preschool pedagogy, expressive speech is best established in play activities. DB Elkonin, RI Zhukovskaya noted that expressive speech is more vividly expressed where the activity itself creates conditions for gathering children. The most valuable in this regard is, first of all, a group game of a public nature. Personal desires and interests that arise as a result of personal needs give way to public motives, rules, and collective interests.

In conclusion, it is worth noting that children's intellectual capacity can be observed as they grow older. The first decade of life is the most difficult period of children's mental activity, it is a period full of emotions, assimilation of many innovations.[6 20]

It is important to choose teaching methods when preparing children for school . The most common and effective method is didactic (educational) games. This is a form of educational influence of adults on the child, and at the same time, it is used as the main activity of the preschool child. Thus, the didactic game has two goals:

1. Educational used by adults.
2. Playful, children's interaction.

These two goals should complement each other and ensure positive results in mastering the program material.

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