USING DIGITAL EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF SPEECH COMMUNICATIVE SKILLS IN PRESCHOOL EDUCATION KIDS

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Abstract. In the given article the issues of digitalization in all spheres of our current period, including the role of digital technologies in the integration of preschool education and the problems of digitalization are discussed. The positive aspects of the introduction of digital technologies in preschool education, the features and opportunities of preschool education, the importance of digital technologies in preschool education, as well as the requirements for their rational and effective use are presented. In the article the effectiveness of cognitive activity, the use of information and communication technologies and digital technologies in the formation of speech communicative skills in preschool education children, which is an important need of the modern era of globalization are studied.

Keywords: information and communication technologies, digital technologies, preschool education, digitalization, education, virtual world, development, globalization, integration.

At present time Uzbekistan is rapidly moving into the digital era among the developed countries. Particularly, this movement affects production, housing and communal services, economics, trade and other relevant areas. Nowadays people are spending most of their lives in the virtual world: computers, laptops, tablets and mobile communication devices are clear examples of this situation. As people communicate, work, share photos and collect information through using these devices. The fact that all categories of information resources have penetrated into the lives of citizens, from young generation to elder generation, which proves that information technologies are imporatnt and actual for modern society.

If the field of education can be analysed, information technology has become the most important and indispensable part of present time. This is reflected at every stage of the lifelong education system. In recent years, the preschool education system has been developing rapidly. In the work of the President of the Republic of Uzbekistan, Shavkat Mirziyoev "From national revival to national upsurge" there has been suggested : "If we look at the history of the developed countries of the world, we will see that all reforms in these countries began with the preschool education system, that is, with kindergarten and school, education" [1,127]. The development of preschool education, like all other areas cannot be imagined without digitalization. In fact, increasing the efficiency of the education system directly requires the introduction of digitalization technologies. Modern digital technologies create new opportunities for the development of all educational institutions in the world. It can observed that this figure is increasing from year to year particularly in the preschool education system. Especially in recent five years, the introduction of modern information resources in newly built and renovated kindergartens serves to improve the quality of education and upbringing of kids, which fully demonstrate the professional capabilities of educators.

Undeniably, the digitalization of the educational environment can be carried out in different forms:

- translation of existing educational materials, including lectures, presentations, textbooks, assignments for self-study and knowledge management of tools into the digital environment;

- creation of the interactive digital environment for communication between teachers and students, including the creation of electronic groups of teachers, discussion sessions and others;

- creation of new types of educational tools: electronic developments, video trainings, database of electronic tasks, computer games;

- create fundamentally new forms of education using the capabilities of the electronic environment.

- expanding the range of imaginary transmission of information, modeling various situations during role-playing games, simulating competitive games;

- application of artificial intelligence capabilities in the educational process. [2]

Definitely, a particular importance is the creation of electronic developments and their systematic use in preschool education organizations. Especially, the use of electronic developments and mobile applications in teaching students for the development of speech and communicative skills ensures that kids continuously and repeatedly complete certain tasks and home assignments. Methodologist scientist D. Babaeva highlighted two aspects in acquiring the vocabulary of preschool kids: the development of vocabulary of the surrounding world along with understanding; acquiring vocabulary as a linguistic unit. It was proved the importance of working on words in the logic of subject interrelations as well as in the logic of language. [3,12].

It is imporatnt to suggest that the main objectives are the use of advanced pedagogical and information technologies in the educational process of preschool educational organizations, providing teachers of institutions with modern knowledge, developing in them a sense of professional competence and a creative approach to activities. The use of electronic aids and mobile applications in training provides a high effect on education.

It should be admitted that in the course of the research regarding the formation of speech and communicative skills at preschool age, there was developed the mobile application "ABC Bironjon" with the aim of improving the correct pronunciation skills of kids from an early age. This application is intended for use by teachers in the learning process, as a practical guide for parents on working with children in the family and as an auxiliary tool for future teachers to develop basic skills while working with information technology.

The purpose of the application is to create a set of audiovisual exercises to instill clear and precise pronunciation of sounds, which is the fundamental basis of speech communication skills. It is aimed at preschool children in order to solve the following problems;

- teaching children the correct and accurate pronunciation of sounds according to their place of articulation;

- teaching the correct pronunciation of speech sounds such as (r, l, s, z), which are a bit challenging in pronouncation for some kids;

- learning to read by syllables;

- formation of initial ideas about sound and letter, their interaction;

- familiarity with the alphabet;

- teach kids to divide two- or three-syllable words into several syllables, determine the boundaries of syllables, separate letters/sounds from syllables in order to acquire successfully the first elementary reading

- use of exercises such as creating syllables from cutting letters and reading, syllabic-sound and sound-letter analysis;

- increase kids vocabulary.

In the book by R. Shomurodova"Teaching Correct Pronunciation and Speech Development", the following explanation is given: "Early start of education in the family has a positive effect on the correct development of the kids speech. At 4 years old, a child should be able to distinguish all sounds from each other and pronounce them correctly. At this age, the period of formation the pronunciation of sounds ends. A 5-6 year old kid has the ability to form a complete sentence, tell a story looking at a picture, tell a story, learn by herat a poem or riddle from memory, and retain what was seen in his memory for a long period of time. A 6-year-old kid has almost no speech defects. Normal speech development can be determined by listening to the kids spoken language. For example, in the period up to 6-7 years, some parents are indifferent to the stages of the kids speech development. Very frequently, when a child wants to say something and makes a sound, they try to find out from his actions what he wants to say, they do this without forcing him to speak. As a result, the kids speech organs develop incorrectly" [4].

At the same time, this application develops in children the ability to control their own speech activity, work on it, in short, reflexive abilities [5, 150-153].

Preliminary results show that the application helps teachers, especially parents, correct the pronunciation of children whose speech organs are not well developed.

Lets discuss the instructions for using the application.When a teacher uses an app in teaching, they first introduce the sound in the app and the letter that represents it. In this case, he makes sure that the children carefully hear/see this sound/letter from the application, and then sings it separately. This has a psychological effect on children: they have a strong desire to follow and imitate the teacher. Children who are exposed to each lexical item both visually and orally from the app become more engaged, and the pronunciation of a teacher as a model increases the desire to repeat those words.

It is important for children to pronounce each word in chorus, because "In a group the law of mutual psychological influence operates, as a result of which the emerging mood can gain strength and quickly spread from person to person. It is more difficult for some individuals to "ignite" a team, but then feelings can flare up very brightly. Together, children experience events more vividly and deeply than by their own" [6,33].

After this process, some children in the group will pronounce the words separately as they hear and show them, and it is appropriate to speak first to children, who pronounce all sounds completely, and then to children, who have a defect in their pronunciation. There is a reason for this: if children who cannot pronounce certain sounds are forced to speak separately in front of everyone, they become embarrassed and self-conscious. This shyness can be overcome if other children are later recruited to participate in the sequence. There should not be allowed others to laugh at the shortcomings of kids pronunciation, find mistakes and discuss them.

Methodological scientists emphasize that if this process is combined with didactic games, the effectiveness will be increased several times [7-11501-11506.].

In the family, it is important for parents to use the application in high spirits, which motivates children to follow it and clearly show that they are interested in every content that was published. This enthusiasm, interest observed in father and mother (or other adults in the family) is transmitted to the child, and the desire of mastering the word will be high.

It is recommended to do at first with your child and then on your own. If there is a problem with the pronunciation of a certain sound, the father and mother pronounce the word with emphasis on the sound and only then inform the child about it. It should be continued in such way that the child does not get bored, otherwise this family activity may become boring for the kid.

Every big or small success of a child is perceived by adults in the family with high spirits, a festive reception, material and spiritual encouragement, which encourages kids to make more energetic efforts.

While practicing pronunciation at home, if the items shown in the app are available, they can be shown live, held, talked about and used to enhance learning. For example, when mastering the word pomegranate, if you put this fruit in front of the child and then open its peel, seeds and analyze the partitions between its lobes, the child's vocabulary will increase along with pronunciation and the formation of scientific imagination takes place.

Learners had to become familiar with the educational purpose of using the application in 4+2 learning process as well as receive practical and methodological instructions from university teachers and pre school education teachers. They master the methodology of performing practical tasks related to correcting articulation defects, clear and precise pronunciation of words, studying the relationship between sounds and letters, and acquiring vocabulary using the application.

As mentioned above, the importance of the application (and its other analogues) is manifested in the enrichment of vocabulary along with teaching correct pronunciation. The richness of the vocabulary indicates a high level of development of kids speech. Enriching vocabulary is necessary for the development of children's communicative skills. At preschool age, a child has to master words that allow him to communicate with peers and adults, study successfully at school, understand literature and others. In the local method of speech development, the tasks of vocabulary work in kindergarten were defined in educational literature by F. Kadyrova, D. Babaeva, which were improved in subsequent years[8].

The following advantages of applications related to enriching children's vocabulary can be highlighted.

First of all, enriching the vocabulary with new words is a factor in children learning previously unknown words, as well as in the fact that they learn new meanings for a number of words in their dictionary. Certain words in the mobile application help to increase relevant lexical reserve. The enrichment of vocabulary occurs primarily through general vocabulary (names, characteristics and qualities of objects, actions, processes).

Secondly, strengthening and improving vocabulary. This task is due to the fact that in children the word is not always connected with the idea of the object. They often do not know the exact names of objects. Consequently, this includes deepening and understanding of already known words, filling them with specific content based on clear connections with objects of the real world, further mastering the generalizations expressed in them and developing the ability to use commonly used words. In the appendix, colorfully illustrated, visually and aurally acceptable stories provide an opportunity for this;

Third, activating kids vocabulary. The words that children learn are divided into two categories: passive vocabulary (words that the child understands, associates with some ideas, but does not use) and active vocabulary (which the child not only understands, but also actively uses, words that are used consciously). The app helps teachers and parents (and other adults) integrate passive words to actively using them in everyday life. To do this, it is important to compose sentences with learned words in the application, that is, while working with children, a new word is included in the active vocabulary. This happens only when they are corrected and reproduced in speech. The child must not only hear the speech of adults, but also repeat it many times, because only the auditory analyzer is involved in perception, and the musculoskeletal and kinesthetic analyzers are involved in speech.

Fourth, remove non-literary words (dialect, local language, slang) from kids speech. This is especially true when children are in a dysfunctional language environment [9].

Iin general this mobile application will certainly become a useful teaching tool for teachers and students of preschool establishments, speech therapists and primary school teachers. This electronic mobile application and its analogues are also effective for teachers of preschool educational organizations to complete homework.

In conclusion it should be suggested that nowadays as time progresses very rapidly, the early childhood education system, which is the root of the education system, will keep up with the high-performing countries in the world by making effective use of digital technology, which proves that its high time to take the bold step of creating electronic textbooks and books using wide knowledge and skills.

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