

THE USE OF VARIOUS ACTIVITIES IN THE FORMATION OF COMMUNICATIVE ABILITIES IN PRESCHOOL CHILDREN

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Annotation: the article shows the effective methods of formation and improvement of communicative abilities in preschool children, the importance of the process of formation of communicative abilities and its implementation.

Keywords: pedagogical process, play activity, theatrical activity, visual activity, musical activity, work activity

The foundations of human character and behavior are laid and formed in their primary form, starting from the very first years of life. Children are very receptive and inquisitive, and therefore strongly depend on external circumstances, the surrounding world. In particular, in childhood, such qualities as sociability, the ability to find a common language with other people, tact, a tendency to empathy and others are laid down — the so-called communicative abilities.

Communication skills are extremely important, because we all live within society and, in one way or another, interact with it and its other representatives. In order to achieve success in work and personal life, we need to be able to communicate correctly and correctly, conduct a dialogue, recognize our own and others' emotions well, and so on.

The child comprehends the world and its laws largely through communication with the adults around him. Thus, parents and educators bear the main responsibility for the development of, among other things, communication abilities in preschoolers and younger schoolchildren. The problem of communication currently occupies one of the leading places in the research of philosophers, sociologists, educators and psychologists.

The formation of communicative qualities is an important condition for the normal psychological development of a child. The further social and personal development, and therefore his future fate, largely depends on how the child's relationship develops in the first team in his life, that is, the kindergarten group.

The effectiveness of the process of forming "communicative abilities" in preschool children largely depends on the teacher's building of communication and interaction situations in which the child solves certain communicative tasks. Not every activity in which a child is included automatically forms and develops abilities for it. In order for an activity to have a positive effect on the development of abilities, it must meet certain conditions, which is directly related to the method of stimulating behavior and activity.

The process of forming the communicative abilities of preschool children in kindergarten will be more effective if:

- * the teacher is aware of the importance of the process of formation of communicative abilities and carries out the work in a comprehensive manner, consolidating the acquired skills and abilities in various activities;

- * the pedagogical process is carried out taking into account the age characteristics of children and is based on the leading activity of this age period - play, with a gradual complication of verbal and non-verbal components of communicative activity.

- * the work will be aimed at the formation of all communicative skills and abilities: knowledge of the techniques and rules of verbal communication, the ability to understand and use non-verbal means of communication in practice.

The communicative abilities and skills that are formed in the process of OOD, are fixed or somewhat modified in their free time in different types of children's activities should be combined in the child's mind.

Play activity: Play is one of the leading means of education and formation of communicative skills and abilities. As well as the most important form of life

organization and be built on the basis of accounting for the leading activity of preschool age - gaming. During play activities, children develop and interact with the world around them, with peers and adults, their speech develops, the volume of the dictionary increases, the grammatical structure of speech develops. The influence of the game on the development of a child's personality lies in the fact that through it they get acquainted with the behavior and relationships of adults who become a model for their own behavior, and in it they acquire basic communication skills, qualities necessary to establish contact with peers.

Gaming activity is also used in physical culture. In the older preschool age, a special kind of game arises, close to collective storytelling - a fantasy game, which is completely carried out in speech terms in the form of a joint composition of a fairy tale. At the same time, joint activity is based on the principle of sequential exchange of narrative fragments, where each of the participants must "pick up" a fragment of a partner and develop it further in order to obtain a common product - a story. Communication unfolds completely in terms of speech. A dramatization game, a theater based on a fairy tale is of particular importance in terms of mastering linguistic means and overcoming an egocentric position. Thanks to the game, such qualities (components of communicative ability) are formed in children: - knowledge of communication techniques and rules, control of their behavior and emotional state.

Theatrical activities: Theatrical games are of great importance in the life of a child. They fully develop the child's speech. In the process of theatrical games: mental processes such as attention, memory, perception, imagination develop. Vocabulary, grammatical structure of speech, sound pronunciation, coherent speech skills, melodic-intonation side of speech, tempo, expressiveness of speech are activated and improved. Emotional-volitional sphere develops; behavior correction occurs; a sense of collectivism, responsibility for each other develops, the experience

of moral behavior is formed; the development of creative, search activity, independence is stimulated.

Visual activity: The child draws, sculpts, builds, carves. Playing and drawing are the activities that contribute to the practical development of a real social space: in symbolic actions and substitutions, the child loses collisions of people's relationships, symbolically identifying and separating himself from the characters whom he voluntarily introduces into game and pictorial plots. Creating a collective work, children communicate, negotiate and discuss the result together (commented drawing).

Musical activity: In preschool childhood, an important place is given to musical education. Music therapy activates the child, helps to overcome unfavorable attitudes and relationships, improves emotional state. Music therapy helps to establish relationships between a teacher and a child, between peers, develops a sense of internal control, opens up new abilities, increases self-esteem.

Work activity: The work of children in kindergarten allows them to maintain their interest in activities, to carry out their comprehensive education. The children's communicative skills are also formed. Performing elementary work duties, children communicate, learn to negotiate, discuss their achieved victories or failures in self-service, they feel like equal members of the children's society.

Reading fiction: In fairy tales you can find a complete list of human problems and imaginative ways to solve them. Listening to fairy tales in childhood, a person accumulates in an unconscious state some experience of life situations. Work with fairy tales begins with its analysis, discussion. When the fairy-tale meanings are worked out, it is necessary to establish a connection with real life situations.

Training (psychological) is one of the leading methods of practical psychology. There are many game communication trainings, including for the development of communication skills. It is necessary to consolidate the results obtained in the course of work on the formation of communicative abilities by

conducting conversations with children. In conversation and conversation, the ability to speak out, ask questions, answer them is formed, personality qualities develop: sociability, politeness, tact, restraint. The conversation is used to systematize children's knowledge, leads them to correct and clear conclusions, activates the vocabulary, improves the grammatical form.

In educational work on the development of communicative qualities, a variety of didactic, mobile, story-role-playing, board games and exercises and materials are used, for example: "Pantomime figures"; "Snowflakes"; "Blots"; "Create a mood"; "Guess the mood"; "Good - bad", etc.

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