

THE IMPORTANCE OF EXPERIENCE WITH THE ENVIRONMENT IN SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstract: *This article discusses the importance of the environment in the development of speech in preschool children, as well as teaching them to perceive and preserve the environment, and improving speech skills.*

Keywords: *Environment, education, excursion, walk, speech, perception, communicative, regulation, vocabulary, thinking, cognitive processes*

It is known that in preparing older preschool children for school, familiarization with the environment plays an important role. Studying the environment helps to develop the perception of objects and phenomena, thinking about issues of interest, thinking, and speech. Correct pronunciation of sounds and words is of great educational importance in the formation of a child's personality.

One of the most important tasks in the education and upbringing of older preschool children in a preschool educational organization is to teach children their native language, develop their speech, and teach them speech communication and communication skills.

The speech of a preschool child, in connection with the outside world, performs three functions: 1) communicative; 2) cognitive, 3) regulatory.

The communicative function of speech appears in a child very early. The first word a child utters performs a communicative function. Later, this word is developed as speech as the child's need to interact with people around him grows.

It should be noted that speech addressed to a child is a tool that regulates his behavior and encourages him to plan his actions.

We make various judgments through speech, that is, through language. Thought is always expressed through language. Language and thought are inextricably linked

processes. Therefore, it is not for nothing that it is said that the reality of thought is manifested in language. In the process of thought, it is manifested in the forms of speech, behavior, inference, and understanding.

So, with the help of language, people learn about the lives of people who lived before them, about events and phenomena that have occurred. At the same time, they study and learn about events and phenomena that are happening in the era in which they live.

Language is the most convenient means of communication and interaction between people. Through language, a person: expresses his own thoughts - gives information; understands the thoughts of others - receives information.

One of the main tasks of a preschool educational organization in the education and upbringing of preschool children is to teach children their native language, develop their speech, teach them speech communication, and communication.

As is known, the importance of language in the development of society is very great. The political and cultural development of the peoples of the world cannot be imagined without language. Because language is the most important means of communication, and society cannot develop without communication.

The classification of objects of the environment that preschool children can learn can be taken as a basis. At the same time, children's active and passive vocabulary gradually increases, speech develops.

A preschool child gradually learns the words that he hears, understands, remembers and uses in the process of getting to know the environment through information from his parents, peers, educators, as well as relying on his own limited vocabulary.

The child grows, his needs increase, new desires, interests appear. However, in order for mental, moral, labor and other types of upbringing to be implemented simultaneously (in accordance with the child's age), not enough thought is given to the number of words in the vocabulary of preschool children.

The mother tongue plays a key role in solving such important and vital tasks as increasing the effectiveness of education in preschool educational organizations, preparing children for independent education (school education), and educating conscious builders of a new society. "The Uzbek language, one of the ancient and richest languages in the world, is a symbol of our national identity and independent statehood for our people, an invaluable national treasure, a great value," the President of our Republic Sh. Mirziyoyev emphasized.

The preschool educational organization sets itself the goal of educating children in all aspects, that is, physically, mentally, morally, aesthetically. This goal is realized in the process of teaching children their native language. As a result of the development of oral speech in kindergarten, children develop intellectually and their general cultural level increases. They understand the events around them, the laws of nature and society. The development of speech in children helps them improve spiritually.

Environmental sources for the development of speech

1. The animal and plant world
2. Tools and technical means of human labor
3. Surrounding objects, objects
4. Toys, paintings and works of art
5. Sectors of the national economy (buildings, structures, historical sites)
6. Events occurring in the surrounding area

When studying the environment (by educators or parents), children should not just observe, but also consider objects, seeing their parts, elements, perceive processes, phenomena, and reason about them. To achieve this, the educator is tasked with using comparisons, comparisons, differentiation, generalizations, imitations, and other similar methods. In addition, in the learning process, it is important to involve older preschool children in types of labor that are convenient for them (cleaning ditches, loosening the base of trees, caring for flowers). This

approach is due to the fact that a person remembers something more and more fully when he does it with his own hands.

A child has the ability to perceive the outside world through mental processes such as memory, imagination, fantasy, thinking, as well as through speech. However, intelligence in children, that is, mental processes (memory, imagination, fantasy, thinking, etc.), does not arise simply with the growth and development of the child's organism, but also with the development of speech.

If a child is taught to speak correctly from a young age, then such a child will develop normally, that is, first the ability to imagine, then the ability to think, to imagine, and this ability will improve at each age stage. In children, mental processes such as willpower also improve in parallel with intelligence.

Many experiments have shown that a child whose speech is not developed does not develop as a full-fledged person.

Preschool age is a period when children actively perceive reality and enter into the world around them, during which their vocabulary grows very rapidly.

Children use speech independently in their daily activities. However, if they are left without adult supervision, some speech defects will become entrenched. Also, poorly organized activities, games, work, and household activities can negatively affect a child's speech.

The main form of education is the lesson. In speech development classes, the child learns to compare his speech with the model speech of the educator, to perform educational material with other children, that is, to listen to the explanation, story of the educator, to watch pictures, video films together, to talk, to participate in didactic games, to sing together, to listen to music, to focus on a specific object, to speak in turn. In the lesson, children get acquainted with new knowledge (words related to the connections between events and phenomena, grammatical forms of speech), learn to perform educational work through the speech instruction of the educator, to

evaluate their work. The content of the lesson and the methodology of its conduct depend on the goals and objectives of the development of children's speech.

In conclusion, children's perception of the environment increases their vocabulary and has a positive effect on some unformed speech processes for older preschoolers, and not only provides them with the opportunity to use scientific terms more widely, but also encourages them to think. It also ensures the socialization of older preschoolers in school education processes.

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