



## **REALIZATION OF DIALOGUE-EXPERIENCE IN THE PRACTICE OF THE EDUCATIONAL PROCESS**

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### **Annotation**

In this article, the technology of educational dialogue occupies one of the leading positions among person-centered learning technologies, and in recent years, the humane and communicative direction of education has brought interpersonal communication to the forefront. The main purpose of this technology is that in the process of dialogic communication in the classroom, students look for different ways to express their opinions, learn and defend new values. At the same time, communication is seen as a special socio-cultural environment in which a person receives a new experience, creating favorable conditions for changing a number of established meanings, and similar ideas are highlighted.

**Keywords:** modern requirements, preschool children, must actively pronounce, all sounds, words, vocabulary, clearly, precisely, accordance, literary pronunciation,

### **Introduction**

Dialogue in the lesson-this is an analysis of the intellectual and emotional characteristics of a person (stability of attention, observation, memory, ability to analyze the activity of a partner, Imagination), which will help the reader not only to master the style of dialogue, but also to reflect. In such lessons, the content of the teaching material is assimilated both as a result of memorization, and as a result of communication, in which it is addressed to personal significant meanings, to the bottom of one's own consciousness. Dialogic pedagogical activity is aimed at creating an environment in which the teacher contributes to the accumulation of dialogic experience in solving human problems.

Comprehensive reforms and reconstruction of education in our country has experienced and continues to experience a complex process such as implementation. From them The goal is to democratize school activities, its humanity development of the principles, on the basis of which the content of educational work, its form and a comprehensive renewal and further refinement of his style. In today's world, the value, prestige and prestige of education must be equal to the initiative, dedication and entrepreneurship of its executors. Success in education is on the side of most





courageous people. Bold action is due to courage. Courage is human, Uzbek is national the school, as noted by Abdullah Avloni, a classic representative of pedagogy can impart knowledge.

Preschool education in our country has already risen to the level of state policy. Therefore, any problem related to the first stage of the education system is being solved at the state level. Due to the independence of the Republic of Uzbekistan, radical changes have taken place in all spheres. These changes also apply to the system of continuing education, which places a special responsibility on preschool education. On measures to further improve the system of preschool education of the President of the Republic of Uzbekistan in 2017-2021 in PP No. 2707 of December 29, 2016 expansion of the network of preschool educational institutions, provision of qualified pedagogical staff, radical improvement of the level of preparation of children for school education, introduction of modern educational programs and technologies in the educational process, comprehensive intellectual and moral development of children, a number of measures have been identified in order to create conditions for aesthetic and physical development.

Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 In the field of education and science development, there is a need to expand the network of preschool education institutions and radically improve the conditions for the full intellectual, aesthetic and physical development of children in these institutions, to significantly increase and use the coverage of children with preschool education. Particular attention is paid to the provision of training and professional development of teachers and specialists. Republic of Uzbekistan "On Education". As stated in the law, pre-school education is aimed at developing a child's personality in a healthy, mature and ready for school. The task of shaping the personality of the younger generation cannot be accomplished without the creation and implementation of effective psychological and pedagogical methods of preschool education. It is well-known that acquainting children with the environment plays an important role in preparing them for school. helps to develop stimulation. Proper pronunciation of sounds and words plays an important role in the development of a child's personality. For this reason, special attention should be paid to the formation of speech in preschool children during the study of the environment.

According to modern requirements, preschool children must actively pronounce all sounds and words in their vocabulary clearly and precisely, in accordance with the norms of literary pronunciation, and follow the correctness of accents. Getting acquainted with the environment is one of the most important tasks for preschool educators. Preschool is a time when children are actively aware of reality and become





involved in the world around them, during which their vocabulary grows rapidly. The educator acquaints children with the environment (objects, natural phenomena, social life events), organizes and directs their cognitive activities, helps each child to organize his experience, gives him new knowledge, in which fosters curiosity and observation skills, cultivates an interest in knowing the world around him. Introducing children to the environment is one of the means of educating them morally, allowing them to develop their children's oral speech.

### **Importance of the Topic**

An interactive verbal method is conversation. The teacher directs the students to study the topic using a specially structured series of questions, encouraging them to think, summarize and systematize the information. It can be individual, frontal or group. They also distinguish between introductory (introductory), informative, reinforcing, and follow-up conversations.

Improving the ability to correct speech in the development of speech in preschool adults is one of the main tasks of methodologists in the preschool education system. With this in mind, it is advisable to start the study of the problem of speech development in older children of preschool age in the study of the environment by identifying the factors that contribute to speech development.

### **Factors that Contribute to Speech Development**

Age characteristics of preschool adults 2. Growing potential for speech development 3. Vocabulary Preschool older children can achieve a high level of speech development by: - knowledge of the literary norms and rules of the language; - be able to freely express their opinions; - be able to communicate, interact with adults and peers; - be able to listen to the interlocutor, ask (ask questions correctly), answer, object, and, if necessary, explain. Special attention should be paid to the development of speech-dialogue and monologue speech in the development of speech in preschool adults. Preschoolers are more likely to learn dialogic speech relatively easily. children always hear dialogic speech at home, in kindergarten. In addition, children interact and use dialogic speech. According to the methodological literature, the basis of literary language is mainly monologue. Therefore, the development of speech is important in the education system. Monologic speech is an organized system of ideas (sounds) expressed in the form of logically coherent statements on a particular topic and aimed at influencing others. For a child, monologue speech is undoubtedly psychologically complex. The point is that a preschooler in the process of preparing for a monologue discourse realizes that the audience (others) want to know something interesting from







what he or she is saying. Although intuitive, the child tries to plan a monologue logically, choose the right phrases to express the purpose, compose a sentence, and pronounce the sounds correctly. An awkward psychological environment creates an environment in which a preschooler feels the “discomfort” of not being able to understand the meaning of the word, phrase, or sentence he or she is trying to convey. Indeed, for a monologue to be interesting and comprehensible to the listener, a preschooler must first rely on memory and logical thinking. It is well-known that a child's speech develops as a result of following the rules of language, understanding adult speech and being creative. Thus, language and speech are two important tools for the psychological development of a preschool adult and primarily for memory, thinking, perception, emotion, and passion. The first law: The ability to perceive speech in the mother tongue depends on the training of the muscles of the child's speech organs (therefore it is important to pay enough attention to the training of speech organs to improve the pronunciation of words, phrases and sentences. The second law: Speech Comprehension is the assimilation by a child of the lexical and grammatical laws of speech.

Principle 3: Speech Expression There is a tendency for a child to understand the means of expression of phonetics, vocabulary, and grammar (preschoolers need to be taught to understand speech expressions and for these feelings to be mastered by the child). The fourth law: Speech enrichment depends primarily on the development of speech skills (if the formation of speech in an older child at an early age was successful, then the process of speech enrichment and its mastery is easy and fast goes). In addition, the intensity of speech enrichment by researchers depends on the development of language perception, cognitive abilities (perception, memory, perception, thinking), willpower. Rule 5: Mastering the rules of speech is the key to developing language skills. It is important to develop punctuation and memory skills in children's speech. It has already been proven in the science of mother tongue methodology that in the traditional use of elements of the mother tongue in the standardized speech, the human diet is mainly effective in the pre-school age. In addressing a range of issues related to the development of speech in preschool adults, the following should be taken into account:

1. A person's instinct for knowledge, innate curiosity, is realized through speech. 2. The child learns the world through speech. Psychologists have observed that knowledge of the environment is acquired through speech. It can be concluded that acquainting children with the environment creates a wide range of opportunities for speech development. Accordingly, educators guide preschoolers' speech by introducing them to the environment. In order for children's speech development to





be effective, it is important to take into account their level of knowledge, interests, and personality traits. It has been found that the role of brain activity in controlling all movements and behaviors in preschool older children is increasing. In YA, children seek to know and evaluate the behavior of others and the events that take place around them. Accordingly, the activities of preschool children will be more diverse and meaningful. This means that productive activities of children play an important role in speech development. The system of interactions between children is formed at a high level in co-organized games. Activities such as socially useful work and study are becoming increasingly important. At the same time, the social motives of working to help their peers in some way, to bring them some benefit, become more important. Preschoolers are more likely to control their behavior. Children clearly understand the meaning of the tasks assigned to them by the educator, and strive to complete the task independently and flawlessly. All this is a constant condition for the development of speech. It is a well-known fact that success in education depends on education. Therefore, it is necessary to pay some attention to the formation of cultural behavior of preschool children, to inculcate in them a moral notion of goodness, humility, justice, conscience, and to cultivate a negative attitude towards the opposite of the same quality. In order to develop speech more effectively, it is necessary to identify and gradually expand children's perceptions of the environment (human life and work, animals, flora, underwater world).

### **Conclusions and Suggestions of the Topic**

In order to increase the effectiveness of speech development, it is important to conduct field trips not only for simple observations (observations) on the surrounding objects, but also to study them. At this point, we need to figure out what can be achieved by studying the surrounding objects. To do this, first of all, it is necessary to group the environmental resources related to the development of speech. object, objects 4. Toys, pictures and works of art 5. Networks (buildings, structures, historical sites) 6. Environmental events in the study of the environment (by educators or parents) children should not only observe, but also see objects as their parts, elements, perceive processes and events, and think about them. To achieve this, the educator is tasked with using comparisons, comparisons, distinctions, generalizations, imitations, and other similar methods. It is also important to involve preschool children in the learning process in activities that are convenient for them (cleaning ditches, softening trees, caring for flowers). This approach is based on the fact that when a person does something with his own hands, he remembers it more and more completely.





In this way, gaps in the connected speech of preschool adults are filled in verbally and by memorizing the names of objects. The development of speech in preschool children depends in many respects on the correct solution of the following issues: didactic materials on speech development (purposeful speech of educators and parents, reading or telling children fairy tales, songs, stories); - Methods and techniques used for learning didactic materials; - organization of education (selection of objects, planning of speech development); - The educator should plan all activities related to speech development, based on the content of the material, some methods of studying it and the principles that apply to them. We have come to the conclusion that in the process of conducting research on the same problem, it is best to work on speech development based on the following didactic principles. - understand speech material for speech organs and hand training; - understand the importance of speech and develop lexical and grammatical skills; assessment of speech expressiveness. To do this, it is advisable to choose didactic materials that develop a certain emotion in older children of preschool age; - The principle of developing a love for the mother tongue (in this case, the organization of education for children, in particular, the acquisition of the tradition of using the facts of the mother tongue in speech); - compare oral speech with written speech on a specific topic; - gradual enrichment of speech.

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