



## WAYS OF FORMATION OF NATIONAL CHARACTERISTICS IN PRESCHOOL CHILDREN

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### Annotation

The article presents games that can be used by educators, psychologists, and parents to shape national characteristics in preschool children. The purpose of each game is clearly stated and selected according to the age of the child.

**Keywords:** child, national identity, month, preschool age, psychocorrection, national self-awareness.

### Introduction

Preschool plays an important role in a person's mental development and socialization. This is due to the fact that the development of children's speech, the acquisition of social norms, the role of adults in the games are the characteristics of these states, through which the child becomes socialized in society. A number of scholars point out that children's direct participation in national traditions, ceremonies, rituals, and holidays has a great influence on their spiritual and moral qualities, the formation and development of national character. In this regard, imitating (reflecting) situations that reflect national traditions can be effective in developing national characteristics. In the correctional work carried out for the development of national characteristics in preschool children, it is advisable to take into account the following:

- The child should not be required to have a high level of voluntary control during correctional work;
- Given the insufficient development of voluntary attention in preschool age, as well as to prevent volitional and emotional stress in children, it is advisable to conduct correctional activities in the form of games.

Preschoolers (children) are mainly 6-7 year olds One of the main signs of school readiness is the development of speech. Kindergarten sets out the standards of knowledge, skills and competencies that each group should acquire in speech development. The expected results will be achieved only if the tasks specified in the program are performed in a timely manner in the course of regular daily activities.

When a child enters the 1st grade in a state of perfect speech, it has a positive effect on his mastery of all subjects. The basic program "Child of the third millennium" envisages an increase in the richness of oral speech, ie vocabulary, the grammatically





correct structure of speech, the comprehensive development of pronunciation. It is well known that the ability to speak is not an innate ability of people. Speech develops slowly in children.

Sometimes when the speech of children of the same age is observed, one can see the difference in their level. This means that the development of a child's speech depends on how much attention is paid to those around him (parents, educators).

From the earliest age of the child, family members, educators in kindergarten should address the name of everything correctly, without speaking in plain language.

3-4 year olds have all the sounds in their speech and it is necessary to work on these sounds, because this period is the period of sound acquisition. To a large group all the sounds are worked on. In the pre-school group, students are taught to distinguish sounds that interfere.

Before beginning work on sound pronunciation, the educator should familiarize himself with the speech of each child in his group. Speech testing is done twice a year in the fall and spring. Educator in order to properly plan the work in the fall, to complete the work done in the spring.

1. To the state of sound pronunciation
2. To the dictionary
3. Focuses on meaningful speech.

Disturbances in the child's speech are noted. If there are very serious disorders, it is necessary to get acquainted with the health of the child. Often, when a child is 3 years old, he suffers from various infectious diseases, which stop his growth. This, in turn, negatively affects the development of speech. It is necessary to plan to work more with such children.

Albums are not suitable for checking children's speech. Because several pictures are pasted on one page of the album. When shown to children, their attention shifts from one picture to another. Therefore, it is necessary to use the pictures of the item for one sound. It is necessary to choose such pictures that the names of these pictures include the following sounds. s, z, sh, ch, l, r, v, b, g, x, h, and so on. Let each sound come at the beginning, middle and end of the word. Pictures should be colorful, attractive to children, and age-appropriate. Pictures should not be smaller than 10x10

When checking the child's pronunciation, the structure of the dictionary and grammatical structure are observed when saying the names of objects. It was found out that the words do not change their place in the speech, do not leave the syllables. The educator uses meaningful pictures to teach students to form sentences from words, to use conjunctions in sentences, to use adverbs correctly. First two, then three,



four, and then more words. In carrying out this work, the educator takes into account the age and specific characteristics of children, the didactic principles of education.

If the child is never able to say the sound that should be pronounced when saying the name of the picture, he will try to pronounce the sound himself, not in words. The educator says first. If the child pronounces separately, then he is taught to pronounce words correctly. When checking a child's speech, it is important not to repeat his incorrect pronunciation, words. This has a negative effect on the child's speech, and even leads to the strengthening of incorrect pronunciation. During the examination of speech in everyday life, the educator pays attention to the speed of children's speech, the accuracy of sentences, the sound of the voice, stuttering, and in cooperation with their parents eliminates shortcomings. Records the test result in a table.

This means that educators in preschools are for a defined pedagogical situation be able to accurately determine the approximate time required to complete the training using interactive methods and technology must correctly map the sequence. In conclusion, the quality of pre-school education should be such that the interactive methods used by the educator are organized in a way that meets the interests and needs of the children is an important factor in enhancing.

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