



## PERCEPTION OF THE WORLD AROUND US IN THE DEVELOPMENT OF CHILDREN'S SPEECH

Z. H. Nasirova

Senior Lecturer Chirchik State University  
Faculty of Preschool Education

### Abstract

The richness and breadth of a child's ideas about the phenomena of social life, about the world of things created by human hands, largely determine both the mental and moral development of children. The more correct and vivid the impressions will be, the more children will know, the more interesting and meaningful their lives will be. At preschool age, the first ideas about the world around us arise, the ability to establish the simplest relationships and patterns in the phenomena of surrounding life is formed, as well as independently apply the knowledge gained in accessible practical activities.

**Keywords:** the surrounding world: phonemics, speech, phrase, process, didactics, game, child, aquarium, fish, frosting, prism

### Introduction

The cognitive activity of preschool children is formed in the process of subject activity, which is the basis for familiarization with others. Therefore, attention should be paid to familiarizing children with the subject world. But it is not enough to teach children to distinguish color, shape, and group objects according to their purpose. It is important to show young children in an accessible form that human labor is embedded in every thing, people of different professions participated in its creation, that other people need adult labor. At preschool age, play is essential in a child's life. It is a leading activity. The game manages to attract children's attention to subjects that they are not interested in in normal non-gaming conditions and on which it is very difficult to focus attention. The need for play and the desire to play in preschoolers must be used and directed in order to solve certain educational tasks. In our opinion, the most acceptable for the development of cognitive activity and the formation of prerequisites for educational activity is a didactic game. The task facing the educator differs significantly from the task of the school teacher: it consists in introducing children to the material that gives food to the imagination, affecting not only the purely intellectual, but also the emotional sphere.





The didactic game "aquarium fish" makes it possible to solve various pedagogical tasks in a playful way that is most accessible and attractive to children. Clarification of the statement that fish, snails, and plants live in the aquarium. Fish swim, snails crawl, plants grow and they are all alive. Speech develops, a new vocabulary, the development of feelings, empathy and emotional responsiveness to the inhabitants of the aquarium. The relevance of the use of didactic play in the development of speech and education of preschool children is due to the fact that the game occupies an important place in the life of a child. An increasing number of parents and teachers are interested in the intellectual development of their children. Meanwhile, didactic play is an important means of both the creative development of children and the development of their social skills. Preschool childhood is the initial stage of personality formation, value orientation in the natural and social world around him. The didactic game "aquarium fish", like any educational game, is a type of activity that is organized by a teacher for the purpose of teaching or developing children's speech. Its peculiarity is that it allows you to learn something new, it activates mental processes, arouses interest in the process of cognition. The role of the didactic game "aquarium fish" in the development of a child's speech, the game is like a prism through which the child perceives the world around him and reflects this world in his activities. An adult perceives the game as an exciting pastime, but even at this age, the game can become an invaluable assistant. But if for an adult, the game is an addition to the activity, then for a child, the game is the main activity in which learning and the process of social adaptation of the baby take place. This game gives the child the opportunity to show independence. In the process of playing activities, children have the opportunity to express their thoughts, feelings, ask questions to adults and peers, master ideas about living and inanimate nature, children develop visual skills. Before the start of the game, the game guide is familiarized with how it is used and what should result. Several pieces of drawing manuals for fish can be made. Fixing the main colors; fixing the concept of "big" - "small", "many" - "few".

Tasks:

Contribute to the accumulation of children's ideas about the color and size of objects. Develop the ability to correlate colors, group objects by color.

Teach children to count items up to 3.

Consolidate the concepts of "many" - "few", none, one, "big" - "small".

To cultivate spatial orientations: up, down, right, left.

Promote the introduction of prepositions "in", "for", nouns "color", "size" into speech.

To foster interest in the inhabitants of the underwater world, caring, careful attitude to aquarium fish.





In the younger kindergarten group, all didactic games are considered as teaching children story-role-playing games. Reading fairy tales turns into a small theater, where the educator can use the small, but already the experience of children, thereby actively can actively include them in the cognitive process.

For example, in the fairy tale "The Fox and the Rooster", the teacher may ask the children to crow like a cockerel, quietly walk like a fox. This type of game promotes sensory education, games for the development and assimilation of the native language, games that reflect the phenomena of nature. Every year the game becomes more complicated, the amount of knowledge and skills, manipulations with improvised material increases.

The structure of a didactic game consists of the following components: in a didactic game, there is always a game plan, game actions and rules. The game idea - the task - is often expressed already in the very name of the didactic game. The didactic task is carried out through a game task. Didactic games in preschool contribute to the activation of children's cognitive abilities. They are based on some kind of intellectual task, the solution of which is the cognitive and developmental meaning of the game. Didactic games are a group of games with rules that make it possible to systematically practice certain skills, which is very important for physical and mental development, for the education of character and will.

Without them, it would be difficult to carry out educational work in the preschool. Parents should be actively involved in the didactic game. The family can actively use forms of didactic play in communicating with the child. But sometimes parents, unfortunately, do not always pay due attention to this form of activity, which is a pity. It is in didactic games that the child's senses develop. Of course, the content and rules of didactic games are compiled with a didactic or educational purpose. But the didactic game, although it is an effective method of consolidating knowledge, should not turn into an occupation. This means that there must be a game moment in it. A didactic game of development of children's will captivate a child only when it is interesting, when it will bring joy and pleasure to children. In the formation of intellectual readiness, a didactic game should provide exercises useful for the mental development of children and their upbringing. In a didactic game, there must be an exciting task, the solution of which requires mental effort, overcoming some difficulties. For example, during the chill of nature, you can invite children to look at fish and find out. Then, already in the group, you can introduce children to the tale of the fish, talk about the benefits of fish and other animals. Or watching fish aquariums allows you not only to draw children's attention to fish, but also during chills with them, children gain knowledge about animals living in water, various plants, about their "abilities".





Then, already in the group, you can introduce children to the tale of the fish, talk about the benefits of fish and other animals. Or watching fish aquariums allows you not only to draw children's attention to fish, but also during chats with them, children gain knowledge about animals living in water, various plants, about their "abilities".

## References

1. Ю.А. Акимова «Знакомим дошкольников с окружающим миром»
2. Н.В. Алешина «Ознакомление дошкольников с окружающим и социальной действительностью»
3. О.А. Белобрыкина. «Речь и общение».
4. А. К.Бондаренко. «Дидактические игры в детском саду»
5. О.С. Ушакова «Развитие речи детей дошкольного возраста»
6. З. Х Насырова. Грамматический строй речи у детей дошкольного возраста Муғаллим ҳам ўзликсиз билимлендириў Нукус 2023й.
7. Z. H. Nasirova Japanese literature in the context of world literature. Internashional scientific research journal mach 2023 № 4 ISSN:2776-0979

