



CONVERSATION AS A WAY TO DEVELOP COMMUNICATION SKILLS

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Annotation

If this article is used as a means of communicating knowledge in school, it is perceived as an additional positive event in enriching children's speech during the conversation, and in preschool, the interview is conducted to develop speech. However, because speech certainly reflects and encodes the phenomenon of existence, the conversation in preschool is as informative as in school.

Keywords: Dialogue text, conversation method, repetitive conversation, generalizing conversation, control interview, educator and trainee speech.

Introduction

Preschool children are attracted to linguists by the fact that the subject (children's speech) is linguistically multifaceted and interesting. According to linguists, every fact about a child's speech can be considered in at least two directions, and it is necessary: 1) as a temporary speech towards the "adult language" (if the word is about innovation) Isa); 2) As an element of the child's autonomous language system, within which the child has a specific functional function. We first refer to the concept of 'speech'.

An analysis of general approaches to speech as an object of scientific research allows us to draw conclusions about the extreme complexity and versatility of this phenomenon, which is extremely important to study in order to understand all aspects of mental development. "Speech as a specific activity does not stand out among other activities, it plays a central role in the process of psychological development" (AN Leontyev).

Relevance of the Topic of the Article

The interview method is the most widely used and most convenient method in preschool education. occupy. Therefore, the educator should keep the questions short, clear, understandable to the children, taking into account their ability to answer, ask guiding questions where necessary, and ensure that the children are able to answer the questions clearly and concisely. Conversations can be about toys, objects, pictures, events that children have seen and participated in, the environment, nature, and the content of the work of art [4].





The method of conversation is one of the most ancient methods. The great scholar and thinker Ibn Sina also considered the methods of conversation and explanation to be the most convenient method. The advantage of the conversational method is that both children and educators are active in the lessons, mutual cooperation is an opportunity to support each other, to think together, to control knowledge, to correct it, children participate in education as subject and object [7].

In the implementation of the National Program of Personnel Training, the opportunities for the use of verbal methods of education in preschool education have expanded. Examples of children's literature and folklore, such as reading, storytelling, etc., are used in all groups. children's speech, speech culture, artistic speech skills are formed [9].

The use of oral methods is important in preparing children for school. It should be noted that verbal methods help children to communicate with adults, to answer their questions, to be quick, expressive, orderly speech, to follow the rules of speech, as well as to prepare them for school, to form their memory that is, it develops auditory memory. Demonstration method. In this method, the teaching material is taught on the basis of exhibitions, technical aids, various didactic materials [5].

Demonstration is one of the most widely used methods in preschool education. In the demonstration method, children think, reason, and narrate based on their observations of objects, events, pictures, illustrations, and field trips. In this way, the objects in the group room, plants, animals in the corner of nature, observation of the neighbors, adult labor, the surrounding events serve as a means of exhibition, children see the knowledge, skills and abilities. they perceive and remember, they develop the memory of seeing and remembering. Visual aids help children to imagine, think and speak in an orderly, consistent manner, generalize, organize knowledge, and strengthen thinking activities [3].

It should be noted that the Demonstration method is used in conjunction with oral methods, ie activities such as asking children questions from the exhibition, explaining the content of the exhibition, storytelling are carried out orally. As a result, children acquire knowledge and skills through both seeing and hearing speech, and answering educator's questions [6].

Demonstration observation is important because observation can be done in a number of ways, through the observation of illustrations, filmstrips, television programs, their depiction, and the creation of meaningful stories or conversations. children can develop speech. In this process, the educator explains, asks questions, explains the pictures and illustrations, and ensures that the children see, understand and remember, as well as hear and remember [11].



Topic Solutions and Suggestions

The topic and content of the conversations are determined by the ICF First Step Baseline Program, taking into account the age characteristics of the children and their level of speech development.

Conversation as a teaching method is a pre-prepared conversation of a tutor with a group of children (or with an individual child) on a specific topic. Preschool uses repetitive, summative, and follow-up interviews [8].

Dialogue is the main form of communication between a child and adults and their peers. Kindergarten education is carried out in two ways: a) in free speech; b) in special classes. Dialogue occurs in more fluent speech, and it is a basis for the natural development of pronunciation grammar skills, enrichment of children's vocabulary, the basis for the acquisition of fluent speech skills. Dialogue is special taught in classes (1-2 classes per month); During his time in kindergarten, the child is able to communicate freely with the teacher and other children. At home, the adult child should engage in dialogue on various topics. Teaching dialogic speech (or oral speech) usually takes the form of conversation, that is, between adults and children and between children themselves.

In repetitive and generalizing conversations, the educator teaches children how to analyze, compare, supplement, and deepen what they see in a variety of ways, systematizes existing knowledge in children, and encourages them to draw specific conclusions [10].

The development of the topic of conversation should be goal-oriented, the educator should prevent children from deviating from the topic as much as possible (sometimes it is possible to withdraw from it to identify redundant facts, but then return to the main topic of conversation). The educator pre-determines the interview plan. If the educator has a plan, no matter how much the children stray from the topic, they can return to the topic by asking the next question in their plan when they feel the previous question has lost its relevance.

Corollary

The educator uses a variety of methods, such as questions, riddles, and rhetoric. All of these methods are aimed at directing the process of knowledge acquisition during the conversation, providing verbal communication, children's thoughts, their attention, helps to activate memories, emotions. But the leading way to have a conversation is with questions.

The success and pedagogical effectiveness of conversations with children will largely depend on the correctness of your questions. Knowing how to ask questions and



gradually increase the complexity and difficulty of answering them is one of the most basic and necessary pedagogical habits. Asking a question means setting children the task of speaking to the best of their ability. At the same time, it should not be oversimplified, because the purpose of such a task is to encourage children to think and remember. Depending on how they set their thinking and speaking tasks, questions can be divided into reproductive, exploratory, and problem-solving questions.

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