



## IN MTT'S PREPARATORY GROUPS FOR SCHOOL, CHILDREN ARE TAUGHT TO THINK LOGICALLY AND TO FIND SOLUTIONS IN CONTROVERSIAL SITUATIONS AND ARTISTIC SPEECH

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**Annotation.** *Focuses on enriching speech and teaching logical thinking in the development of artistic thinking of children of preschool age. The role of morals and speech in the development of the behavioral motive of preschool children, as children understand their behavior, moral motives, i.e., the motivation to comply with social moral rules, become stronger, they are encouraged to act from the point of view of social interest, not egoistic interests of the child. It is explained on the basis of learning methods.*

**Key words and phrases:** *Motive, egoistic interest, logical thinking, artistic thinking, sense of duty, debate, intellectual feeling, instinct, communicative approach,*

*"The future begins in kindergarten - this is not a high-flying word. In fact, patriotism, dedication to the country, at first glance is simple, but it begins with such pressing matters of life."*

**Sh.M. Mirziyoyev**

From the day a child is born, parents are tasked with raising him as a mentally healthy, well-rounded and mature child. Scholars say that the happiness of every nation, the peace and happiness of the state directly depends on the education of children. A child's sense of self-worth begins to emerge during preschool age. When children come to a preschool educational organization, they try not to notice their peers. Later, during various games and compulsory activities, they join the children's team and strive to win the respect of their peers, that is, they try to look good to other children in every way. The role of moral motives in the development of behavioral motives of preschool children is extremely large. As children become aware of their behavior, moral motives, i.e., motives for following social moral rules, become stronger. The child begins to learn to act from the point of view of social interest, and not from their egoistic interest. For example, children will give the best toys to their favorite children and even share their sweets. In this way, children begin to develop social motives. Older children always try to help younger children to solve their problems. Along with such motives, preschool children begin to develop self-awareness, evaluate their own actions, think logically, and try to find solutions in controversial situations. The main goals of children are to strengthen relationships



with adults. As children strive to establish good relations with adults, they try to fulfill the tasks ordered by adults and obey the rules of the established order. One of the moral feelings that begin to emerge in older MTT children is a sense of duty. The emergence of a sense of duty indicates that they have begun to independently control their behavior. Preschool children's sense of duty is connected with their understanding of what is good and what is bad, that is, with the emergence of their moral imagination. While the feelings of satisfaction and joy arise when they fulfill any task given by adults, a feeling of stuttering arises when they break some order.

Due to the strong interest in everything, children of preschool age are involved in various didactic games related to cognitive activities and require a certain level of mental effort, as well as in speech development and counting. Their intellectual feelings grow in educational activities. The development of intellectual emotions is of great importance for the growth of cognitive abilities of preschool children. Therefore, it is necessary to pay special attention to the development of intellectual feelings of children of this age. Therefore, it is appropriate to ask children various questions, to conduct a conversation based on interesting examples of amazing innovations in science and technology, animals and their behavior, living conditions, and instincts. In children of preschool age, from spiritual feelings, comradeship, friendship, community feelings also begin to emerge. Undoubtedly, there is a big difference between the feelings of friendship, friendship and community in preschool children and such feelings found in adults. By playing together, sitting together, and eating together every day, children get to know each other, get to know each other and share. When they see each of them, they smile and are happy, even for no reason.

In teaching children to think logically and participate in debates, problems and logical questions are asked more in educational activities. For example, a logical question is it is raining outside, what tree do the birds land on? (answer: when it rains, birds land on a wet tree). How to transport water in a bucket with a hole? (Answer: the hole can transport water frozen in a bucket.)

For example: I had 8 apples, I gave 2 apples to Karim, 3 to Aziza, how many apples do I have left? (answer: 3)

Speech is of great importance in the development of children's artistic thinking. The development of children's speech includes the period from 0 to 7 years. Therefore, it is necessary to develop the speech of preschool children with a communicative approach to school preparation. The standard of knowledge, skills and competences that each group should acquire in kindergarten is indicated. The



expected result will be achieved only if the tasks indicated in the program are carried out on time in regular daily activities, during training.

If the child comes to the 1st grade in an impeccable state in terms of speech, it will have a positive effect on his mastery of all subjects. - The first step of the state educational program envisages an increase in oral speech, i.e. vocabulary, grammatically correct structure of speech, comprehensive development of sound pronunciation. It is known that the ability to speak is not an innate ability of people. Children's speech develops slowly.

To see the difference in their level. So, the development of a child's speech depends on how much attention is paid by the surrounding people (parents, educators). Family members, kindergarten teachers should address the child by saying the name of each object correctly and without speaking in soft language. All sounds are present in the speech of 3-4-year-old children, and it is necessary to work on these sounds. Because this period is the period of mastering sounds. All sounds are worked on, up to a large group.

At school, in the preparatory group, they are taught to separate sounds that blend together. Before starting the work on the education of sound pronunciation, the teacher should familiarize himself with the speech of each child in his group. Speech tests are conducted twice a year in autumn and spring. In order to properly plan work in the fall and complete the work done in the spring, the educator:

- a) to the state of sound pronunciation;
- b) to the dictionary;
- c) focuses on meaningful speech.

Disturbances in the child's speech are recorded. If there are very serious disorders, it is necessary to get acquainted with the child's health. Often, the child suffers from various infectious diseases during the 3<sup>rd</sup> shlik period, which stops his growth. This, in turn, has a negative impact on the development of speech. More work with such children should be planned separately.

Albums are not suitable for testing children's speech. Because a number of 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 pictures of an item designed for a sound. It is necessary to choose such pictures that the names of these pictures include the following sounds. These are: s, z, sh, ch, l, r, v, b, g, x, h, etc. Let each sound come at the beginning, in the middle, at the end of the word. Pictures should be colorful, attract children's attention, and content should be appropriate for children's age. Product images should not be smaller than 10x10. During the



examination of the child's sound pronunciation, vocabulary and grammatical construction are also observed when naming pictures of objects. It was found that words do not change their place in the sentence, syllables are not dropped. The teacher uses meaningful pictures to teach how to make sentences from words, to use conjunctions in sentences, and to use adverbs correctly. Teaches to make sentences using first two, then three, four, and then more words. The educator takes into account the age and characteristics of children and the didactic principles of education when performing these tasks.

That needs to be pronounced even once while saying the name of the picture, it is tried to pronounce this sound separately, not in words. The teacher says first. If the child pronounces separately, then he is taught to pronounce correctly in words. During the examination of the child's speech, one should not repeat his incorrect sound pronunciation, words and sentences. This has a negative effect on the child's speech, and even causes the wrong pronunciation to become stronger.

In the course of everyday life, the educator pays attention to the speed of children's speech, the accuracy of words and sentences, the sonority of the voice, and stuttering, and in cooperation with their parents, they eliminate the shortcomings.

—Vocabulary wealth,

—The construction of words,

—Sound pronunciation,

—Completes comment sections. Based on this, he plans to work on what with which children in the morning and in the evening.

### **Conclusion and proposal.**

In conclusion, it can be said that regardless of how many years a person lives, whether he is ninety years old or hundred years old, the experience and information gained during his life can be taken up to the age of seven. Therefore, it is necessary to teach preschool children to think logically and to find solutions in controversial situations, to help them make their speech correct and fluent, and for this, parents and pedagogues should regularly use various interactive methods and methods.

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