



## PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR THE FORMATION OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS FOR TEACHING RHETORIC TO CHILDREN OF SCHOOL AGE

*Shamuratova Xurliman Kutlimuratovna*

*NDPI intern-teacher*

*E-mail: [shamuratovaxurliman777@gmail.com](mailto:shamuratovaxurliman777@gmail.com)*

**Anotatsiya:** *The article consists of theories about the practice of technologies that ensure personality development in the preschool education system at the world level, provide necessary knowledge to preschool children in accordance with their age, develop their cognitive process, rhetorical abilities. is being implemented.*

**Key words:** *The tendency to humanize knowledge, special attention, speech activity, humanize knowledge.*

In the pre-school education system worldwide, technologies that ensure personality development, provide preschool children with the necessary knowledge in accordance with their age, and develop their cognitive process and rhetorical skills are being put into practice. Improvement of preschool education based on an innovative approach to the concept of developing the higher education system of the Republic of Uzbekistan until 2030, developing creative and critical thinking and speaking skills, strengthening cooperation skills and interests<sup>1</sup>, adopted by the international organization UNESCO, and improving preschool education based on an innovative approach and systematic work is being carried out on the organization of the educational process focused on their wishes, needs, and capabilities.

Educational and scientific research institutions in the world are carrying out scientific studies on the development of technology for developing children's rhetorical and speaking abilities based on experiences and improving the methodology of its implementation through integrated training. At the same time, on the basis of the competence approach to the development system of the cognitive process in children, special attention is paid to the organization of pedagogical processes aimed at increasing the qualities of intellectual-comprehension skills, research-cognition and effective reflexive activity in children by teaching eloquence, rhetoric, taking into account their age and psychological characteristics. special attention is paid to scientific research on the formation of vital competences.



State requirements for the development of preschool children in recent years in our republic, the concept of education that develops a child's personality, the unique qualities of a child, the principles of directing the maximum development of children's learning abilities during the educational process, the mental and intellectual development of children during the implementation of the "First Step" state educational program the normative basis for improving the methods of forming moral qualities is being created. "Creation and comprehensive development of alternative forms of education and upbringing of children" was set as a priority task. As a result, there were ample opportunities to develop the rhetorical abilities of older preschoolers based on learning.<sup>1</sup>

In the development of technologies for preparing students of higher education institutions for teaching rhetoric to preschool children

- to determine the component-criterion base that allows to determine the technologies of preparation for teaching rhetoric to preschool children and the level of preparation of future teachers, as well as the complex of psychological and pedagogical conditions that ensure effective training;

- development of a model that develops technologies for training future teachers of higher education institutions to teach rhetoric to preschool children;

- identification of pedagogical opportunities aimed at developing technologies for preparing students of higher education institutions to teach rhetoric to preschool children based on simple experiences;

- to clarify the scientific knowledge about the essence of preparing students of pedagogical higher education institutions for professional activity and to improve the model of technologies for preparing future teachers to teach rhetoric to preschool children;

- improvement of criteria and indicators of development of skills of students of higher educational institutions to teach rhetoric to preschool children on the basis of simple experiments and testing in the course of experimental work;

The humanitarian direction of preparing students for future pedagogical activity in teaching rhetoric to preschool children, first of all, creating conditions for the active creative and practical development of human culture, forming one's own understanding of the world of culture, one's socio-cultural position, should be connected with the assimilation of humanitarian universal values.

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<sup>1</sup>Ўзбекистон Республикасининг 2019 йил 16 декабрдаги “Мактабгача таълим ва тарбия тўғриси”даги ЎРҚ-595



Teaching rhetoric to preschoolers is an excellent opportunity to educate children morally. Here, first of all, it is important to cultivate love and interest in the native language, its richness and beauty. The content of literary works, which help to form not only moral knowledge and moral feelings, but also moral behavior of children, has an educational value.

The tendency to humanize knowledge is natural, because aesthetic and humanitarian principles are leading in various areas of our life. The humanistic orientation encourages us to reconsider the lost traditions in the teaching of literature. The following problems arise before the teacher - to teach how to use the word, to teach to freely express one's thoughts orally and in writing. Humanization is the main feature of innovative concepts and becomes the most important condition and feature of truly human relations between generations.

Understanding public speaking as an activity that is part of the system of universal human activity requires rhetoric to teach children to perform public speaking actions and operations correctly, to form communicative and public speaking skills, and to create conditions for the emergence of public speaking and public speaking motivation.

In the process of teaching rhetoric to preschool children, the teacher not only develops the child's eloquence, but also conducts educational work, develops cognitive abilities, and forms moral qualities and aesthetic ideas. Emphasis on the moral foundation distinguishes classes in preschool rhetoric, whose main task is effective communication, the goal of which is to achieve agreement from traditional classes on the development of public speaking. Children should be taught to respect the interlocutor and understand his point of view based on mutual relations.

Since the functions of language in speech and speech are carried out through language, language signs operate in their combinations, the differentiation of the concepts of language and speech does not mean their complete opposition, on the contrary, they cannot be separated from each other: one is manifested in the condition of the presence of the other. From this it can be concluded that the process of formation of speech is the process of mastering the language given to him by the child in speech activity of adults and society as a whole. At the same time, it is the acquisition of the social experience of the society that exists in the language.



Speaking ability consists of a number of components: the event of speaking itself, the act of expressing a certain intention, the conditions for performing the act of expressing an opinion, the consequences of this act. These processes also underlie rhetoric, the core of which is the path from thought to word, consisting of a number of stages:

- 1) invention - the ability to invent, understand and think about the content of speech;
- 2) disposition - the location of the invention, the structure and composition of the speech;
- 3) pronunciation - oral formation of speech;
- 4) memory - memorization of speech;
- 5) action - speech.

The subject of rhetoric, as well as the theory of argumentation related to the art of debate, is related to the knowledge of public speaking behavior, which is also important for the effective communication process. In rhetoric, as a field of humanistic knowledge, the laws and principles of speech behavior were developed, and the practical possibilities of their use were described. Speech-thinking behavior is described in psychology as a special type of social activity.

The category of the rhetorical ideal allows us to consider rhetorical knowledge not only as a method of mastering oratory and solving communicative and rhetorical problems, but also as a method of understanding high-level phenomena.

So, the psychological aspect of rhetoric includes the mechanism of interaction between the speaker and the audience, requirements for the speaker's behavior and preparation. The rhetorical model of public speaking is created by seven rules:

1. Who is speaking? - knowing the personality of the speaker (helps to understand and evaluate his capabilities, predicts the nature of actions).
2. Who is he talking to? - consideration of the listener (how he receives and evaluates the statement).
3. Under what conditions? - assessment of speaking conditions.
4. What does he say? - evaluate the content of the statement, its organization, the structure of the speaker's position.
5. Why? - what is the purpose of the statement.
6. How is the idea expressed? - assessment of speaking skills, language skills, non-verbal means, etc.



7. The result of the speech? - feedback of an individual in the form of a response, a replica in a dialogue, etc.

Thus, the development of public speaking is the basis for teaching rhetoric to preschool children. The dynamics of speech development can be expressed as follows: vocabulary increases, different syntactic structures are used, knowledge becomes systematic, and speaking skills are significantly enriched. In the process of learning rhetoric, preschool children begin to form linguistic thinking, which manifests itself in the theoretical analysis of linguistic material.

#### Literature:

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