



FORMATION OF METHODOLOGICAL COMPETENCES IN FUTURE EDUCATORS ON THE DEVELOPMENT OF CHILDREN'S SPEECH ACTIVITY

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Abstract

This article analyzes the issue of forming methodological competencies of current and future educators in the field of developing children's speech in preschool educational organizations. The role of methodological knowledge and skills in the development of children's speech activity in the educational process, modern innovative methods and ways to organize effective activities based on them are shown. Also, the experience of forming oral and written speech in preschool children, developing methodological competencies in future educators, problems arising in their formation and their effective solutions are considered.

Keywords: Future educators, speech activity, methodological competence, preschool education, speech development, innovative methods, linguistic development.

Introduction

Today, reforms in the preschool education system are based on ensuring the comprehensive development of children, the formation of solid life skills, socialization and the development of communicative abilities. It is in this process that work on the development of children's speech activity occupies one of the main places. Because through speech, a child can understand the environment, express his opinion, acquire the skills of applying what he has learned to life, and acquire a culture of communication. If the professional competence of the educator is high in the process of education and upbringing, a favorable speech



environment is created for the child, which directly affects his intellectual and psychological development. It should be especially noted that the future educator must thoroughly master, update and have the ability to critically analyze methods that help each child to fully reveal himself and fully demonstrate his speech potential. Speech activity makes an important contribution to all areas of a child's development - thinking, emotions, socialization and worldview.

Methodological competence is the ability of a teacher to correctly select methods, technologies and pedagogical approaches based on the program, to successfully implement modern innovations in practice, to work with children based on modern educational requirements. In particular, a teacher who has methodological competence in the field of developing children's speech activity must be able to enrich children's linguistic worldview, to speak correctly, clearly and fluently, to expand their vocabulary, to form independent thinking skills, to form a culture of communication and expression.

First of all, a teacher must always be aware of existing scientific and pedagogical innovations and have the ability to adapt them for application in the process of developing speech activity. Secondly, the need for a deep analysis of the age and individual characteristics of children, their study and the formation of the skill of choosing methods based on an individual approach based on the results is also important. Thirdly, it is necessary to pay attention to the fact that arousing interest in children and ensuring their active participation in the process using various creative and interactive methods depends on the methodological potential of the educator.

Today, in the programs of pedagogical higher educational institutions and preschool educational colleges, special importance is attached to the stages of formation of methodological competencies in the process of professional training of future educators. These stages can be considered in the following directions:

At the first stage, theoretical foundations are taught, that is, in-depth knowledge is given about the development of children's speech activity, its stages, age characteristics, laws of linguistic development and developmental methods.

At the second stage, practical training, seminars and interactive lessons are organized, in which future educators practice the correct selection of methodological tools in specific pedagogical situations and their creative application in practice.



At the third stage, professional skills and methodological competence are further strengthened and enriched through the development of independent projects, educational practices and innovative lesson plans, testing them in a group of children, reflection and analysis of the results.

Possession of the following methodological skills for the development of speech activity leads to the formation of a solid competence in the educator:

To increase children's vocabulary, special interactive games, dialogue and monologue exercises, fairy tale telling, storytelling, poetry and expressive reading, and exercises to teach rapid speech are organized. Phonetic exercises are prepared for the correct pronunciation of speech sounds, indicative and musical games, and role-playing methods are widely used in language teaching. In order for children to be able to express their thoughts fluently, independent speech and question-and-answer lessons should consist of many exercises. To achieve good results, children are encouraged to compose independent sentences on a given topic, provide examples from their own lives, and engage in individual and group work aimed at developing children's imagination and creative potential.

As a result of the reforms being implemented in the field of preschool education in our country, fundamental changes are also taking place in methodological approaches. In addition to traditional methods, the effectiveness of developing children's speech activity is increasing to a high level through the use of new technologies, creative approaches, digital resources and modern interactive platforms, distance learning, and various games and activities using multimedia tools. In an innovative approach, the educator calls on children to be active, encourages them to fully express their thoughts, creates various situational situations, inspires them to role-play, create stories or fairy tales. With the help of modern information and communication technologies, children's vocabulary, independent expression skills are strengthened, and at the same time new opportunities open up for the development of individual abilities.

Today's real practice emphasizes that there are a number of problems in the formation of methodological competence in future educators. These include: Insufficient assimilation of scientific and theoretical knowledge, insufficient methodological work experience, insufficient use of interactive approaches, insufficient conscious application of innovative technologies, lack of modern educational literature and weak individual pedagogical experience of educators.



Also, many future educators face difficulties in preventing speech anomalies in preschool children and choosing the right speech therapy approaches. Another factor that negatively affects the formation of professional competence is insufficient control of practical activities.

Conclusion

As can be seen from the above, the formation and continuous improvement of methodological competencies in future educators related to the development of children's speech activity is one of the priority areas of modern education. Also, strengthening methodological potential based on innovative approaches and modern technologies is an important factor in the formation of creativity, communication culture and independent thinking skills in children. Educators need to effectively develop the speech activity of preschool children, applying modern achievements in the development of professional competence. The state and society should pay special attention to the formation and strengthening of methodological competence in the preschool education system. After all, today's educator is the guarantee of tomorrow's development, the educator of the future generation - an important criterion for speech activity, thinking and harmonious human development.

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