

*Kutlieva Dilnoza, Alliyev Namoz**Master of Nordic International University,**Bukhara Institute of Engineering and Technology, intern-teacher***FEATURES OF USING TEACHING DICTIONARIES IN SPEECH DEVELOPMENT OF PRESCHOOL CHILDREN**

Abstract: This article reflects the content of the features of the use of educational dictionaries in the process of speech development of preschool children. In this process, the main factor in the development of children's speech is the telling of stories, riddles, proverbs and sayings, a simple explanation of the words and phrases used in them, as well as the creation of stories based on the performance of various game-actions.

Annotatsiya: Mazkur maqolada maktabgacha yoshdagi bolalar nutqini rivojlantirish jarayonida o'quv lug'atlaridan foydalanishning o'ziga xos xususiyatlari mazmuni o'z aksini topgan. Ushbu jarayonda ertaklar, topishmoqlar, maqol va matallar aytish, ularda ishlatiladigan so'z va iboralarni sodda ravishda tushuntirish, turli harakatli o'yinlar bajarish asosida qisqa hikoyalar tuzish bolalar nutqini rivojlantirishda asosiy omil ekanligi asoslangan.

Аннотация: В данной статье отражено содержание особенностей использования учебных словарей в процессе речевого развития детей дошкольного возраста. В этом процессе основным фактором развития речи детей является рассказывание историй, загадок, пословиц и поговорок, простое объяснение используемых в них слов и словосочетаний, а также создание рассказов на основе выполнения различных игр-действий.

Introduction. A child's speech is formed under the influence of adult speech and largely depends on sufficient speech practice, a normal speech environment, and education and upbringing, which begin from the first days of life. Speech is not an innate ability, but develops in the process of ontogenesis (individual development of the organism from the moment of its formation to the end of life), in parallel with the physical and mental development of the child and serves as the main indicator of his general development. The child's assimilation of his native language follows strict laws and is characterized by a number of features inherent in all children. There are different types of speech:

- gesture and vocal speech;
- written and oral speech;
- external speech and internal speech.

Preschool age is one of the main stages of speech development. An indispensable condition for the comprehensive development of a child is his communication with adults. Adults are carriers of the experience, knowledge, skills and culture accumulated by mankind. This experience can be conveyed only with the help of language and speech. Language and speech are the most important means of human communication.

Literature review and analysis. The formation of speech in preschool children is an important and difficult task. Successfully solving this problem is necessary both to prepare children for the upcoming school and for comfortable communication with others. Educators of our country

and the CIS countries have conducted a number of studies on the development of children's speech, in particular, using the pedagogical treasury of R. Inogomova, L. Mominova, V. Gerbova, M. Konin, G. Lyamina, O. Ushakova, it is possible to meaningfully organize speech development work in preschool educational institutions.

Main part. Among the many important tasks of raising and educating preschool children in kindergarten are: teaching the native language, developing speech, and oral communication. This general task consists of a number of specific, separate tasks: the formation of a culture of speech, the increase, strengthening and activation of vocabulary, the grammatically correct construction of speech, the teaching of literacy, the formation of colloquial (dialogical) speech, the improvement of coherent speech, the development of interest in artistic speech, the preparation for learning to read and write.

At preschool age, a child should acquire a vocabulary that allows him to communicate with peers and adults, successfully study at school, understand literature, television and radio broadcasts, etc. Therefore, preschool pedagogy considers the development of vocabulary in children to be one of the important tasks of speech development.

Literature, which provides an opportunity to enrich the vocabulary of preschool children, is considered a dictionary, and it serves as the main tool for demonstrating the child's gradually developing abilities to understand the world around him.

In kindergarten, preschool children learn their native language, master the most important form of verbal communication - oral speech. Speech communication develops gradually.

In the development of children's speech, the leading role is played by the teacher in kindergarten, and by parents and relatives in the family. The success of a preschool child in mastering a language largely depends on the speech culture of adults, how they talk to the child and how much attention they pay to verbal communication with him.

In order for the development and enrichment of children's vocabulary to be successful, various methods and tools are used.

Thus, adults read short stories and fairy tales to the child, giving him new information. As a result, speech not only reflects what the child knows from his own experience, but also reveals what he does not yet know, introducing him to many facts and events that are new to him. He begins to tell the story he heard himself, sometimes entering the world of fantasy, and often uses textures and imaginary images in the development of events.

Develop speech as a means of communication. Expand children's understanding of the diversity of the world around them. Offer to look at handicrafts, mini-collections, picture books, postcards, photographs, reproductions of paintings.

Encourage the child's attempts to share various experiences with the teacher and other children. In everyday life, through games, children should be taught forms of politeness (apology, forgiveness, thanking, compliments). Teach children to resolve controversial issues and conflicts by persuasion, proof, explanation.

Enrich children's speech with nouns denoting objects in everyday life; adjectives characterizing the properties and qualities of objects; suffixes denoting relationships between people, their attitude to work.

- Teach children to choose homonyms (white, snow, horse, date), synonymous words (face, dream, beauty, beauty), words with opposite meanings (weak - strong, cloudy - sunny).

- Use words in accordance with their meaning.

Healthy speech culture

- Learn to pronounce sounds correctly, clearly, determine the place of sound in a word (beginning, middle, end).

- Practice intonation expressiveness of speech.

Grammatical structure of speech

- Improve the ability to coordinate words in sentences.

- Teach word formation methods (friend, classmate, wise, bee)

- Teach how to build simple and complex sentences based on a model. Improve the ability to use direct and indirect speech.

Connected speech;

- Develop the ability to continue a conversation;

- Improve the dialogical form of speech.;

- Develop the monologue form of speech;

- Teach how to repeat short fairy tales and stories in a coherent, coherent and expressive manner;

- Teach how to talk about the topic, the content of a plot picture according to a plan and model, to compose a story based on pictures with sequentially developing action;

Develop the ability to compose stories about events that happened in one's life

- Form the ability to compose short stories of a creative nature on a topic proposed by the teacher;

In preschool educational institutions, didactic games and exercises, including physical education, are widely used in classes with older children.

Individual and group work with children is organized according to the same program content as compulsory collective classes, and this process is aimed at consolidating what has been learned, taking into account their individual psychophysiological characteristics.

Staged games based on fairy tales and literary works help to improve the syntactic side of speech. Older preschoolers love to play the fairy tales "The Farmer and the Demon", "The Punishment of the Fox", "Little Red Riding Hood". They are very fond of children's fairy tales: "The Wolf and the Seven Kids", "The Turnip", "The Beautiful House", "The Turnip", "The Little Hare with the Bark Nest". Children extract figurative expressions, proverbs, sayings, wise sayings from fairy tales, and their meaning and essence are explained.

Enriching speech with complex syntactic structures and overcoming formal compositional connections is facilitated by the "written speech" situation, in which the child tells his "imaginary

story” and the adult records it. This type of recorded speech can be used in the preparation of books for children and albums of children's creativity.

Discussion and results.Observations. Their main principle is the following: each newly learned idea should be directly associated with the corresponding word, enriching his active vocabulary.

The social environment is of great importance in the development of the speech of a preschool child. Articulated speech is the main attribute of the social essence of a person and develops only in a social environment. Its development depends on what kind of events are taking place in the environment and how much this affects development. Children are great masters of imitation, quickly adopting the forms and features of adult speech into their own speech.

Travel is one of the effective ways to develop children's speech. Children should be taught to tell stories and explain what they see.

Play and labor as the development of children's speech.

Language and thinking are and have always been closely related to labor processes and human activity.

The community in a child's life is a community of children with whom he grows and develops together. The main type of his activity is play.

In the process of play, a child accumulates a certain experience. Children direct the experience gained in play activities to increase their vocabulary through speech. Play and labor serve as an important impetus and incentive for the development of children's mobility and independent activity in the language sphere.

The child often repeatedly contacts the objects presented in the game, as a result of which the content of the objects and the area of their use are easily perceived and fixed in memory. Each object has its own name, each action has a specific function.

Methods of working with vocabulary

I. Introducing new words to the dictionary

1. Direct acquaintance with the environment and increasing vocabulary.
2. Showing and introducing objects
3. Observing animals and plants under the supervision of adults;

These three methods are used in all age groups.

4. Inspection of rooms in kindergarten buildings, targeted walks.
5. Excursions (social environment, nature).

The last two methods are used starting from the middle group.

II. Indirect acquaintance with the environment and increasing vocabulary.

1. Showing pictures of unfamiliar (intermittent familiar) content.

This method is used mainly in groups of older preschoolers.

2. Reading and retelling literary works.
3. Showing films, cartoons and videos, watching TV shows.

The last two methods are used in all age groups.

III. Consolidation and activation of vocabulary.

1. One-by-one observation of toys;
2. Viewing pictures of familiar content;
3. Didactic games with toys, objects and pictures.

These methods are used in all age groups.

4. Word games are used in groups of middle and older preschoolers.
5. Lexical (vocabulary) exercises are used in all age groups, most often in older groups.
6. Riddles and guessing the answer are used in all age groups.
7. Basically, stories are told by children in middle and senior groups.

Conclusion. The teacher's task is to fill the words in the speech of older preschool children with a specific content, clarify their meaning and activate them in speech.

Children are taught to use antonyms to indicate different sizes and colors (large-small, long-short, light-dark); continue to develop understanding and skills in using words that express specific and role concepts, and form the ability to use generalizing words (vegetables, dishes, furniture, toys, clothes).

Enrichment of vocabulary and assimilation of new words in older preschool children is carried out in a practical process. Of course, if there is no such speech experience, it is impossible to talk about the development of children's speech at a higher level. But for a child to successfully study at school, he must master the theoretical foundations of speech activity. Because in order to use various word combinations in his native language in speech, it is necessary to study the basics of its grammatical construction. Then the system of the native language, its elements will serve as the object of the child's conscious activity.

By the end of the year, children should be able to carry out the following types of activities.

- * Participate in a conversation.
- * Accept and evaluate the answer and speech of a peer rationally and amicably;
- * Compose exemplary stories based on plot pictures;
- * Repeat small literary works in a row without errors;
- * Determine the place of sound in a word.

Be able to choose several forms of words; be able to replace a word with another word with a similar meaning.

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