

## CREATIVE GROWTH OF PRESCHOOL CHILDREN'S SPEECH

To`xtamishova Dilnavoz Rayimovna

*Buxoro viloyati Jondor tumani 13-maktab ingliz tili fani o`qituvchisi*

**Annotation:** *this article discusses the development of children's speech, which is one of the most pressing issues of today, and its level of importance for creative thinking; along with revealing the basis of deficiencies in the speech of children and adolescents, solutions are also provided.*

**Keywords :** *speech, importance, deficiency, children, adolescents.*

**Annotatsiya:** *ushbu maqolada bugungi kunning eng dolzarb muammolaridan biri bo'lgan bolalar nutqini rivojlantirish va uning ijodiy fikrlash uchun ahamiyati darajasi muhokama qilinadi. bolalar va o'smirlar nutqidagi kamchiliklarning asosini ochib berish bilan birga ularni bartaraf etish yo'llari ham ko'rsatilgan.*

**Kalit so'zlar :** *nutq, ahamiyat, etishmovchilik, bolalar, o'smirlar.*

**Аннотация:** *в статье рассматривается вопрос развития детской речи, являющейся одной из самых актуальных проблем современности, и уровень ее значимости для творческого мышления. Наряду с выявлением причин дефектов речи у детей и подростков также предлагаются решения.*

**Ключевые слова:** *речь, важность, дефицит, дети, подростки.*

Today in a number of developed countries there is a great deal of experience in the use of pedagogical technologies that increase the educational and creative activity of students and ensure the effectiveness of the educational process.

One of the important requirements in the organization of modern education is to achieve high results in a short time without spending excessive mental and physical effort. In a short period of time, the delivery of certain theoretical knowledge to students, the formation of skills and competencies in certain activities, as well as monitoring the activities of students, the assessment of the level of knowledge and skills acquired by them is higher than the teacher. requires pedagogical skills and a new approach to the educational process.

The purpose of using interactive methods:

- Improving the effectiveness of pedagogical activity (educational process);
- Deciding on the interaction between teacher and student;
- Ensuring that students have a thorough knowledge of the subject;
- Development of independent free and creative thinking skills in students; - Creating the necessary conditions for students to realize their potential;

Interactive methods cannot be used compulsorily. On the contrary, it is advisable to develop them creatively, using interactive methods based on or used by experienced educators.

The essence of interactive method technology is to rely on the priority of students and improve the conditions of free discussion in the classroom. According to this method, the lessons are divided into several stages.

1. Call stage. At this stage, the goal is to activate learners, as well as to prepare them for the process of understanding the essence of the content.

2. Brainstorming. This method can be used at the beginning of the lesson or anywhere. At this stage, the problem is given to the learners through a mental attack and is obtained through their thoughts.

3. Comprehension phase. Concluding remarks on the topic are heard and supplemented by the teacher with new ideas.

4. The thinking stage. Students are asked to describe in writing the knowledge and concepts acquired on the topic in short sentences.

The class is divided into groups to complete this task. Each group writes its opinion on the assignment and each group representative informs the others about the completed assignment. Working with groups can be set up not only in the thinking phase, but from the first phase.

In order for students to work in groups, the following requirements must be met:

1. Division into groups is done by the teacher.
2. A leader is appointed for each group.
3. The learners in each group should achieve an equal level of knowledge.
4. The group should sit in a circle.
5. In the process of work, attention is paid to the activities and ideas of each group.

It is also possible to change group members during the course. In the following we will talk about the essence and use of some of the interactive methods used in the educational process.

**Brainstorming method.** This method is used in the early stages of the process of ensuring the active participation of students in the learning process, encouraging them to think freely and freeing them from the inertia of the same thinking, collecting colorful ideas on a particular topic, as well as solving creative tasks. serves to teach you to overcome existing ideas. The “intellectual attack” method. Recommended by A. F. Ojborin, its main principle and condition is the absolute prohibition of criticism of the opinion expressed by each participant of the session (Bakhs), the encouragement of any bites and jokes. The purpose of this is to ensure the free participation of students in the training (discussion) process. The effective and successful use of this method in the educational process depends on the pedagogical skills of the teacher and the breadth of thinking.

**“6X6X6” METHOD** Using this method, it is possible to solve a specific task or problem by involving 36 students in a certain activity at the same time, as well as to determine the capabilities of each member of the group, to know their views. In a 6x6x6 session, 6 groups of 6 participants each discuss a problem posed by a teacher. At the end of the allotted time, the teacher reorganizes the six groups. Each of the re-formed groups will be represented by one of the previous six groups.

The members of the newly formed group explain to their teammates the conclusion presented by the previous group as a solution to the problem (issue) and discuss these solutions together.

1. The teacher places 6 chairs around 6 tables before the lesson starts.
2. Students are divided into 6 groups by the teacher.

When students are in groups, the teacher can do the following: Place a board with a picture of a specific object (e.g., ship, wave, fish, dolphin, whale, shark) on each of the 6 tables. turns out. Participants are invited to take one of the leaflets (36 in total) with a picture of a ship, a wave, a fish, a dolphin, a whale and a shark. Each student takes a seat in a chair placed around a table, which is marked with a picture on a sheet of paper of their choice. 3. After the students have settled in, the teacher announces the topic of the lesson and assigns specific tasks to the groups. A time is set and a discussion process is set up.

4. The teacher monitors the activities of the groups, gives advice to group members where necessary. Provides guidance and asks the groups to complete the discussion after making sure that the tasks given by the groups have been solved correctly.

5. At the end of the time set for the discussion, the teacher reshapes the groups. In each newly formed group, special attention is paid to having one representative from each of the previous six groups. Within the allotted time after the students have changed places, the group members will tell their classmates about the task assigned to the previous group and its solution.

In this order, the newly formed group first discusses the conclusions (assignment solutions) adopted by the groups and comes to a final conclusion.

**Brainstorming method** This method is widely used to solve problems on a particular topic, it allows participants to think broadly and comprehensively about the problem and to use their ideas and ideas in a positive way. 'Encouraged to build *nikma* and skills. In the course of training sessions organized using this method, it is possible to find some original solutions to arbitrary problems. The Brainstorming method allows you to identify specific values within selected topics and select alternative ideas.

#### **LIST OF USED LITERATURE:**

- 1.F.Rashidova.N.Tillayeva.Z.Karimova English 10.-Tashkent .: “O'zbekiston” .- 2017
2. State educational standards on foreign languages of the system of continuing education of the Republic of Uzbekistan. - Scientific-methodical journal of public education. 4-son / 2013. 10-b.
3. Curriculum in foreign languages (English, German, French) (grades 1-9)