

FORMING COMMUNICATION SKILLS THROUGH ORGANIZING COMMUNICATIVE GAMES IN LARGE AND PREPARING GROUPS

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Annotation: The content of our article is about the formation of speech and communication in preschool children through games. Forming the need for education in preschool children, the tendency to study, regularly preparing them for the educational process through various games, developing the skills of children's speech, independent and free expression of their thoughts, physical and mental health of children. It should be noted that it consists of ensuring

Key words: speech, communication, motive, communication, game, logical thinking.

Communication in preschool educational organizations is a complex process of information transfer between children, establishing and developing relationships between children or groups of children, which arises from the needs of joint activities and includes three different processes: exchange of information, exchange of actions; and to perceive and understand each other. Communicativeness is important in children's activities. Communication should be considered both as a part of any activity (activity is not only work, but communication in the process of work) and as a separate activity. The main feature of communication as an activity is that through communication, the child forms relationships with other children. Communication is an integral part of activities involving children's interaction. Due to the stability of psychological patterns of communication, children of different cultural development levels and different ages can communicate. Scientists have given different definitions to the concept of communication. B. G. Ananiev, who considers communication as an activity, says that a person builds relationships with other people through communication. In his work "Man as a Subject of Knowledge", B. G. Ananiev states that human behavior is communication with people of different social structures, practical interaction. The logicity of speech as a communicative quality is understood as the inclusion of one topic in a logical conclusion, the child's conversation with the interlocutor based on logical thinking.

The leading activity of children in the preschool period is play. It is important for adults to communicate with the child through the language of toys. In addition to toys, 9-month-old children should be given paper and pencils. Then the child will be able to form the drawing elements of written speech. Through the game, children develop mental processes such as intuition, perception, memory, thinking, fantasy, as well as character traits, abilities, and temperament (customer) types. Adults play an important role in the development of children's speech and communication. Children's games in this period will also be unique. Children play different roles in the game. They start following the rules of the game. Forms of communication are formed before the child plays in a group, that is, when he plays with himself. During this period, the child pays more attention to his actions when playing games. Through interaction, the child begins to communicate with another child. 5-year-old children try to communicate more with other children. At this stage, children exchange toys with each other and start helping each other. In the cooperative game, children learn to understand each other and help each other.

Vocabulary of children of senior and preparatory preschool age increases through game activities. Children's speech develops through classes. Because children memorize poems and listen to fairy tales during classes. The game situation develops speech relations in children. Communication of children of primary school age: When the child reaches school age, their relationship with each other acquires a new meaning. If the child used to communicate with

his parents, peers in the group, educator, now he also communicates with the school teacher, the head of the class. Children develop a sense of responsibility during this period. Children of the older age group have more developed connected speech and do not have difficulty communicating. They acquire skills such as summarizing, drawing conclusions, and discussing. They can answer dialogues and questions clearly, briefly or extensively. The ability to formulate questions correctly appears, and features such as taking a bite when necessary, filling in and correcting a friend's answer develop. Under the influence of adults, their thinking improves, its content and form change. Tells the most important signs in things or events. 5-6-year-old children take an active part in communicating, talking and speaking: they argue, discuss, consider their opinions to be valid, and convince their friends. Now they don't limit themselves to saying the names of things and events, but also tell their most characteristic signs and qualities, and analyze things and events in a sufficiently complete way. The ability to identify certain connections between objects and events is reflected in children's monologic speech.

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