

Pedagogical and Psychological Aspects of Teaching Rhetoric to Preschool Children

Khilola Sh. Ochilova¹, Khurliman K. Shamuratova², Aygul K. Saparniyazova³

¹Chair of "Methodology of the Department of Preschool Education, Tashkent State Pedagogical University named after Nizami

²Lecturer of Nukus State Institute named after Ajiniyaz

³Assistant of the Department of Preschool Education, Navoi State Pedagogical Institute

Abstract: *In today's fast-paced world, young people need to be able to speak fluently and beautifully in their native language, to know the secrets of cultural speech and public speaking. Issues of speech culture are becoming more relevant than ever. People's desire to speak correctly, beautifully, fluently and effectively, and the culture of behaviour is a characteristic of every person. Such virtue must be formed over centuries and passed down from generation to generation as a legacy. Conversational speech, speech etiquette, and conversational speech, all these are the main criteria that determine the spirituality and enlightenment of a person.*

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1. Introduction

The development, prospects, well-being, and spiritual growth of every country, becoming one of the most developed countries in the world depends on young people who are educated, highly intellectual, who embody good qualities in their hearts and minds, and who are mature and perfect in all aspects, the destiny of the Motherland. To bring up a devoted, believing generation, to bring up the quality and content of education, first of all, it is an honorable and at the same time responsible task for teachers and educators. The all-round development of a child is carried out only on the basis of mastering the centuries-old experience of mankind due to communication with adults who are the custodians of human experience, knowledge, abilities and culture. This experience can only be given through the most important means of human communication - language.

2. The main results and findings

There is another characteristic of a person, a specific human need, which is the need for communication with other people, "the need for emotional communication." It was because of this need that language first appeared. The need to communicate always leads to language acquisition. The reason a child learns to speak is that he has to participate in activities with adults, and for this the child needs to understand what is being said to him and to speak himself. Here we can talk about the three qualities of language (summarization and synthesis of experience - concentration in thought - implementation of communication). Language research is of great importance in solving many actual practical tasks, in addition to being of independent general scientific interest.

The word is the most powerful weapon of a person, nothing has the power of words. Not just any words, but words that adhere to the norms of artistic, literary language have more power than the world's most formidable technical weapon in an orator who delivers them skillfully and beautifully. It is enough to be an eloquent person to change people's minds and easily find a way into their hearts.

Plato defined Rhetoric as "The Art of Controlling the Mind of Men." If a person can fully master this art, the door of great opportunities will open in his path. "Rhetoric" is a science of elegance, beauty, and is related to aesthetics, literary theory, literary studies. This general form of communication determines the formation of human speech and its effect on the listener. The science of "Rhetoric" is based on the science of logic and psychology. Because logic determines the concepts that emerge from words and a whole sentence. Logic examines the relationship between the meaning of words and the concept being expressed. Logic serves to provide meaningful connections between words, phrases and sentences. Logical thinking, making logical conclusions depends on the worldview and scientific-theoretical level of the person.

Pedagogical knowledge and skills are required from educators to comprehensively prepare children for school education. Therefore, in the process of education, educators-pedagogues should use the pedagogical ideas of Shark and Farb scientists. Because in the theories created by them, detailed information about the development of preschool children is revealed. By studying and analyzing the sources on the mental development of preschool children, we were convinced that the pedagogical and psychological theories created in history have not lost their importance to this day. Indeed, in ancient Greece, great philosophers advanced scientific views on child psychology and development. Under the influence of education, the child learns to think, reason, and the ability to think appears in him.

For the first time, Heraclitus expresses an opinion about the development of the child's soul, he connects the development with thinking, compares the mental development with the intellectual development and equates them. According to the theory of mental development, the formation of a child's personality occurs as a result of the development of emotional and volitional qualities and intellect. At each age, it is necessary to study the age-specific characteristics of the child. First of all, the child's psyche occupies a central place, which is certainly related to the theory of psychological knowledge.

Psychology makes it possible to draw conclusions about the development conditions, age and unique characteristics of a person, to justify the rational content and method of education, and to correctly design the process of the formation of a person. Pedagogy is armed with social psychology in the development of more effective forms of team organization, methods of personal and collective education. The science of methods of preparing children for school uses the conclusions of the achievements of general and social hygiene, cocktail hygiene, school hygiene, pediatrics and other sciences in studying the issue of physical development, increasing this ability of the child's organism, normalizing its activity. It teaches the general abilities of education, the comprehensive upbringing of the young generation in society, and the essence and conditions of education. In the process of pre-school education, it is necessary to prepare children for school education in terms of volitional and emotional aspects, along with mental education. As children enter schooling, they are developing personal qualities, self-awareness and self-management skills. The development of a child's personality and the formation of moral and social behavior in it are based on the Greek scientist Protagoras. According to him, there is a concept of good and bad, goodness and ignorance in society.

Therefore, it is necessary to influence the child's personality, conduct communication in a moral sense, and develop skills and abilities to overcome life's difficulties. The purpose of such an influence, in his opinion, is not only to improve moral standards in a person, but also

to help him adapt to the social conditions in which he lives. According to him, the social influence directed without purpose for the natural development of the child's psyche does not help his socialization. Protagoras endorses the need for external influence for social adaptation, that is, the method of being influenced by others in educating a child. In Greece, the art of oratory was considered the most convenient way to influence a child. People can be influenced, interested, and persuaded through words. Protagoras says that teaching through the art of speaking is the main place in child education. In all their activities at home and in the preschool educational organization, children often cannot correctly show their own emotions, such as joy, sadness, happiness, guilt, and also have difficulty in correctly evaluating the emotions of other children.

This often causes children to not be able to properly organize their relationships with their peers and adults. Nowadays, as a result of children's interest in the world of television, computer, internet and mobile communication tools, it is observed that they have relatively little interaction with adults and peers, these situations lead to cases of children's low-level and indifferent attitude towards the emotional state of others. Considering that all activities in preschool children are mainly performed through play, role-playing and plot games can be of great importance in social-emotional development. It is necessary for family members and parents to devote more time to their children, because the influence of the family in bringing them into social life in the early childhood period is incomparable. Creating productions based on a song, a read fairy tale, a poem and a story together with adults and children has a positive meaning. So, socio-emotional development requires the systematic development of preschool children as an integral part of various activities and behavior. In addition to various activities and role-playing games organized with children of preschool age, by carrying out activities based on the proposed special methodology, they learn more deeply the skills of managing their emotions and actions, interacting with themselves, relatives, peers, family and society members. In order to develop self-confidence and self-esteem in a child, it is necessary for an adult to show with his whole body that he understands the child well and is happy with his achievements and sympathizes with his failures.

The love of adults and the benevolent attitude of peers help the child to feel respect for himself, it is a factor of self-expression and growth as a person, it helps to develop the desire to express his true human image. In order to form a clear picture of his capabilities and characteristics as a person, the evaluation that the child acquires in personal experience should be combined with the evaluations and knowledge about himself that he collects in communication with peers and adults. If this harmony is regularly disturbed, the child's self-image gradually increases or decreases.

Communication with adults is of special importance for a child at all stages of childhood. But this is especially important in the first seven years of life, when all the foundations of the personality and activity of a growing person are created. The younger the child, the more important communication with adults is for him. A child is not born into the world ready to communicate. In the first two or three weeks, he does not see or feel adults. But, despite this, parents always talk to him, caress him, catch his gaze. Thanks to the love of close adults expressed in these seemingly useless actions, at the end of the first month of life, babies begin to see adults and then communicate with him. At first, this communication appears as a response to the influence of adults: the mother looks at the child, smiles, talks to him, and he smiles back, shakes his hands and feet. Then (at the age of three or four months), after seeing a familiar person, the child is happy, starts to move actively, starts to walk, attracts the attention of adults, and if he ignores him or continues his work. business, he cries loudly and in frustration. The need for adult attention - the first and main need for communication - remains

with the child throughout life. But later, other needs will be added to it, which will be discussed later.

Some parents consider all these effects unnecessary and even harmful. In order not to spoil their child, not to accustom him to excessive attention, they perform their duties dryly and formally. Responsibilities of parents: to feed, sit, walk, etc. for hours without expressing the parents' feelings. In this strict formal upbringing, infancy is very harmful. The fact is that positive emotional relationships with adults not only satisfy the baby's need for attention and goodwill, but also lay the foundation for the future development of the child's personality - his active, active attitude. Interest in the environment, objects, ability to see, hear, perceive the world, self-confidence. The germs of all these most important qualities are manifested in the most simple and seemingly primitive communication between a mother and her baby. If, in the first year of life, the child does not receive enough attention and warmth from close adults for some reason (for example, separation from the mother or employment of the parents), he will feel it in one way or another. The future. Such children become limited, passive, insecure or, on the contrary, very cruel and aggressive.

Later, it can be very difficult to satisfy the need for attention and affection from adults. Therefore, parents should understand how important the simple attention and kindness of close adults is for the baby. The baby is not yet able to distinguish the individual qualities of adults. He is completely indifferent to the level of knowledge and skills of an older person, his social or property status, and does not care about his appearance or clothes. A child is attracted only by the personality of adults and their attitude towards him.

Therefore, despite the primitiveness of such communication, it is based on personal motives when adults act as an integral and self-respecting person, and not as a tool for something (games, knowledge, self-affirmation). As for the means of communication, they are purely expressive at this stage. Outwardly, such communication looks like a child's looks, smiles, cries and screams, and the affectionate conversation of adults, from which the baby catches only what he needs - attention and goodwill. The situational-personal form of communication remains the main and only life from birth to six months. During this period, the baby's communication with adults takes place apart from any other activity and constitutes the leading activity of the child. In the second half of life, with the normal development of the child, the attention of adults is no longer enough. The child begins to attract not the adults themselves, but the things related to him. At this age, he develops a new form of communication between a child and an adult with a business situation and the need for business cooperation related to it. This form of communication differs from the previous one, because the adult does not pay attention to the child himself, but with his attention and attention, but necessary and interesting. friendly attitude, but with the fact that he has different things and knows how to do something with them. The "business" qualities of an adult and, accordingly, the business motives of communication come to the fore. The means of communication at this stage are also significantly enriched.

3. Conclusion

The child can already walk independently, control objects, and take different poses. All this leads to the addition of object-effective means of communication to expressive-mimic means - children actively use gestures, positions and expressive movements. At first, children are attracted only to objects and toys that adults show them. There may be a lot of interesting toys in the room, but children do not pay attention to them and begin to get bored among this abundance. But as soon as an adult (or an older child) takes one of them and shows how you

can play with it: how to move a car, how to make a dog jump, how to comb a doll, etc. - all children are drawn . for this toy it will be the most desirable and interesting.

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