

## Family Cooperation in the Formation of Speech Communication Skills of Preschool Children

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**Abstract:** The article examines the issues of establishing family cooperation in the formation of speech communication skills of pupils in a preschool educational organization. Possibilities of innovative remote communication between educators and parents in solving problems arising in children's speech and communication with others have been studied.

**Keywords:** innovative technologies, online cooperation, free communication, family cooperation, pathology, preschool age, communicative competence.

Mentally mature, physically strong, morally pure children grow up in an exemplary all-round mature family. A small society called a family plays a big role in the formation of a person. In this regard, the ancient Greek philosophers Plato and Aristotle put forward the idea that the society should take over the education of children, and the state should perform all the necessary work in the education process, and it was further developed in the works of the French imaginary socialists Saint Simon and Charles Fourier, and with the education of children they came to the conclusion that the state should be involved. But our eastern thinkers, Rezaud-din ibn Fakhriddin, Abu Nasr Farabi, Abu Rayhan Beruni, came to the conclusion that parents should mainly be involved in raising a child. This shows how necessary the role of the family is in the upbringing of the child, and the duties and obligations of the parents towards the upbringing of the child are considered a factor of upbringing. In today's rapidly developing age, controlling the educational process together with children's education is becoming the main task of the so-called family school. It is known that from the age of 2-3, a child can express his needs, thoughts and demands quite clearly. He is a member of the family by his actions, asking for things that he can see and understand and begins to explain. Parents control the child's initial behavior, character, mental and physical development. This process plays a major role in the formation of direct speech and communication activities between the child and the parents. Before the child goes to the preschool education organization, he acquires the basic speech and communication skills from family members and mainly from his parents. When they reach kindergarten age, a small group of children from different families is formed. Each child is considered a product of a separate family environment and education, and pedagogues-educators identify and summarize indicators of their speech, communication level, mental and spiritual maturity. The use of uneven speech due to excessive petting of the child in the family or, on the contrary, harsh treatment, stressing young children with excessive speech materials, in many cases, unfavorable conditions in the family and improper upbringing also affect children. It is a big obstacle to the development of speech and communication process. Taking this into account, it is necessary to work together with the family, the educator, and the speech therapist, who is a specialist in this field, to create a healthy environment in the family and to organize proper communication. In the First Step state program, systematic work on cooperation with MTT and parents was shown;

- development of skills of parents on current issues of child development and improvement (seminar, parent club, training, consultation, conference, roundtable, pedagogical hotels, etc.);

- ensuring regular communication (while ensuring the confidentiality of information, pedagogues hold online and offline meetings and meetings with parents, exchange electronic messages, provide information about the child's development, etc. ) tasks are defined. The development of speech and communication goes in several directions: practical use of the child in communication with people outside the family is improved, speech becomes the basis for the reconstruction of mental processes and serves as a tool for thinking. The development of speech, the formation of correct and fluent communication, the development of the ability to understand and use the language is one of the main tasks of the educator. Because children share the knowledge they get from the teacher through speech and communication with the environment. Our empirical analysis shows that in each group of preschool educational organizations, the vocabulary is not enough, they cannot find the right words to fully express their thoughts, as a result, education there are children who have great difficulties in acquiring and mastering the training process. For example, if an average of 20 children are being educated in one group, three, four, or even six of them have speech and a limp in communication is observed. On average, it is 25-30 percent in MTTs. Taking this into account, we give the following recommendations for further improvement of speech communication through the environment of a developing approach between the family and the educator: a meeting of parents is first held by the educator to establish cooperation between the speech therapist and the parents; speech therapist informs parents about their children's oral communication skills and the importance of developing children's speech communication skills; creation of the Telegram group, which is currently the most convenient and effective for establishing cooperation; Twice a week, the teacher gives homework to the Telegram group, which consists of children developing speech communication skills (poems, stories, fairy tales, quick sayings, proverbs); this task is performed in cooperation between parents and children, and it is posted in the Telegram group in the form of a video lesson; every posted video is analyzed by a teacher, a speech therapist and the necessary recommendations are given. Timely development of vocabulary is one of the important factors of school preparation. Psychologists say that in consistent speech, the close connection between children's speech and mental education is clearly visible. A child learns to think by learning to speak, and at the same time, by learning to think, his speech improves. The development of successful speech is accompanied by the development of thinking together, it happens gradually and is associated with the complexity of children's activities and forms of communication with the surrounding people. The expected results from the tasks to be performed above are that the development of children's speech communication skills will help them gain knowledge, form their "I", be able to return the acquired knowledge in front of many people, help them establish friendly relations with their peers, serves as an important factor in expanding creativity, choosing a profession, mastering foreign languages, and becoming a person with a place in society.

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