

## IMPROVING PEDAGOGICAL AND PSYCHOLOGICAL PREPARATION OF STUDENTS FOR THE FORMATION OF SOCIAL ADJUSTMENT IN CHILDREN

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**ABSTRACT:** Proverbs can be called an encyclopedia of life, a folk encyclopedia, a kind of artistic and historical chronicle. They sharpen people's minds, make their speech clear and expressive, teach them to choose the right path in life, to solve life's riddles and problems correctly. Proverbs are also very ancient as the smallest examples of oral creativity, summarizing the worldview, cultural, everyday and mental treasure of the people who created them. The article talks about the role of folk proverbs in the development of the speech culture of children in preschool educational institutions.

**KEYWORDS:** Preschool education, speech, types of speech, types of education, moral education, proverb, folklore.

### INTRODUCTION

We highlight the importance of an individual approach to the child in the process of successful social adaptation. A child's personality is formed in activities that help to gather knowledge about the surrounding reality, develop social feelings, and create the right attitude towards the world of things, the social world, and himself. The child's participation in various types of activities affects the development of all mental processes and helps in effective social adaptation.

Taking into account the psychological-pedagogical features of speech acquisition in the formation of social adaptation in children, a system of training based on a systematic approach to classes has been established in preschool educational institutions. The system first includes the following: Pedagogical conditions for improving the professional preparation of students for the formation of social adaptation in children, psychological-pedagogical effects, educational environment, humanitarian educational process, socio-cultural orientation, continuity of preparation for the formation of social adaptation in children It is necessary to provide a light .

In the process of improving students' professional preparation for the formation of social adaptation in children, role-playing games, riddles, and stories are used.

Education of preschoolers and development of teaching technologies is the most urgent and complex issue for pedagogues. Designing and modeling lessons from a technological point of view, adapting them to the game, which is the leading type of activity, creates the organizational basis of the work, determines the effectiveness of the methods and methods used. Preschool age is the age of play. It is in the game, in our opinion, that mutual relations between children are formed. They learn to communicate with each other, the child's speech develops in the game.

According to F.Í. Yuldasheva, the following are important in organizing educational activities based on role-playing games:

- organization of role-playing games;
- formation of life situations;
- development of students' independence;
- reflection of students' own points of view in the game;
- formation of mutual relations [1].

According to Y. O. Smírnova, a child at this age needs respect and recognition. It is this need that encourages the child to communicate [2].

Play is a child's work on himself. The development of game activity has become an integral part of organizing a child's life in kindergarten. Not only toys, but also an appropriate physical and spatial environment are necessary to ensure the development possibilities of games. The success of managing play activity depends in many ways on connecting it with children's work activity. The child's desire for independence is manifested in the fact that no matter how good the ready-made toys are, he will never be limited by them.

On the basis of social adaptation, speech is separated from direct practical experience at preschool age. The function of speech planning appears. In role-playing games, which are the main activity of preschool children, new types of speech appear: guiding speech for game participants, a reporter who tells adults about their impressions of situations outside the sphere of communication with them. speech

At senior preschool age, children can actively participate in conversation and answer questions fully and clearly. He fills in and corrects the answers of others, raises objections, and expresses questions. Children's dialogue depends on the complexity of tasks performed in cooperation.

In order to activate children's speech as much as possible, pedagogues conduct educational activities and games aimed at engaging children in conversation on a specific topic and allowing them to express their opinions on a number of questions posed by adults. In games and exercises, children get some roles for themselves, but they do not play them, but only talk about them.

O.S. Ushakova [3] supports this idea and considers that lapars, quick sayings, proverbs, proverbs serve as rich material for the development of sound culture of speech.

The language created by the people is lively, rich in expressive speech forms and expressive vocabulary. This can be taught to children with the help of folk games. The folklore material they have helps to master the mother tongue. In folk games, the child responds and performs imitative actions at the same time. In the process of folk games, not only speech, but also complex and coordinated movements of the fingers are developed, which prepares the child's hands for writing [4].

F.A. on some aspects of the development of children's speech of preschool age with the help of small forms of folk oral creativity. Sokhin[5], O.S. Ushakova and others were involved.

With the help of adults, using proverbs and sayings in their speech, changing the tone of their speech, children of preschool age learn to express their thoughts and feelings clearly, concisely, expressively, creatively. The ability to use, the ability to describe the body, the ability to describe the image is developed.

Thinking about riddles and finding answers also affects the comprehensive development of the speech of a young child before high school. It is found that the use of various expressive tools (depicting method, use of multiple meanings of the word, use of similes) to create a figurative image helps the formation of expressiveness in the speech of a child of preschool age.

The tahallist, general education, general, and independence is the most characteristic, creative, objects clearly distinguishes, objects and concurrent disciples. An idols are formed, and children are in love with the fact that they have been in the world.

Due to the multiple meanings of words, riddles enrich children's vocabulary, help them see the dual meanings of words, and form ideas about the figurative meaning of words. F.A. According to Sokhinan's researches, they help to master the sound and grammatical structure of speech by forcing them to focus on the form of language and analyze it.

To improve the professional preparation of students for the formation of social adaptation in children, it prepares for the development of such skills as teaching the use of puzzles, proving and describing in children. The ability to prove is not only the ability to think correctly and logically, but also to express one's thoughts in a clear form of words. Speech-proof requires special speech phrases, grammatical structures, and a separate composition, different from describing and telling a story. Preschoolers usually do not use it in their speech, but it is necessary to create conditions for their understanding and mastery.

For children of preschool age to learn descriptive speech faster, Yu.G. Íllaríonova [6] recommends focusing their attention on the linguistic features of the puzzle, teaching them to feel the beauty and uniqueness of the artistic image, explaining what speech tools are used to create it, and awakening a taste for clear and expressive words. .

Thus, with the help of riddles, children of preschool age develop sensitivity to language, they learn to use various tools, choose the right words and gradually master the expressive system of the language.

The content of the lessons is closely related to all aspects of children's life: observations, games, work, reading books, watching movies, etc.

The interrelationship between teaching storytelling and other types of speech development activities, such as vocabulary enrichment, grammar skills formation, and speech sound culture training, is of great importance.

In the kindergarten program, a system of activities on teaching storytelling is provided. While teaching the child to tell a story, that is, to express his thoughts fluently and concisely in an independent manner, the pedagogue helps him to find clear words and phrases, to make sentences correctly, to make sentences logically. helps in connecting, following the rules of pronunciation of sounds and words. Based on this, it is necessary to improve the student's readiness to perfect all aspects of children's speech - lexical, grammatical, phonetic aspects.

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