

УДК 374

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ И РАЗВИТИЯ РЕЧИ ДОШКОЛЬНИКОВ

Аннотация: В статье рассматриваются интерактивные методы обучения и развития речи дошкольников.

Ключевые слова: микрофон, дебаты, вдвоем, цепочка, синтез мыслей, круг идей, снежный ком, общий проект

INTERACTIVE METHODS OF TEACHING AND DEVELOPING SPEECH OF PRESCHOOLERS

Abstract: The article discusses the interactive methods of teaching and developing speech of preschoolers.

Keywords: microphone, debate, together, chain, synthesis of thoughts, circle of ideas, snowball, common project

Interactive technology - means to interact, communicate with someone; this is a special form of organizing cognitive and communicative activity, in which all participants are engaged in communication (everyone freely interacts with everyone, participates in an equal discussion of the problem). Interactivity develops a child's responsibility, self-criticism, develops a creative approach to solving problems, teaches them to correctly and adequately assess their strengths, to see "blank spots" in their knowledge. The main element of an interactive lesson is dialogue.

During interactive learning, children actively communicate, argue, disagree with the interlocutor, and prove their opinion. One of the main conditions for conducting a lesson at a preschool educational institution is the

use of interactive teaching methods, the activation of the mental activity of children at all stages of the lesson.

Interactive teaching methods are ways of purposeful interaction between an adult and children that provide optimal conditions for their development. Interactive teaching of preschoolers is a specific form of organizing educational activities, the purpose of which is to provide comfortable conditions for interaction, in which each child feels his or her success and, performing certain intellectual work, achieves high productivity.

Interactive teaching methods provide learning experiences that enable children in pairs, micro-groups or small groups to work through the learning material by talking, arguing and discussing different points of view.

Microphone - a method of work, during which children form a circle with the teacher and, passing a simulated or toy microphone to each other, express their thoughts on a given topic. For example, a child takes a microphone, talks about himself in several sentences, and passes the microphone to another child. All children's statements are accepted, approved, but not discussed.

Debate is a method of work in which children stand in a circle, express their thoughts on a given topic, passing the microphone to each other, but the statements are discussed: children ask each other questions, answer them, looking for a solution to the problem.

Together - a method of work, during which children form working pairs and carry out the proposed task, for example, they take turns describing a picture.

Chain is a method of work in which children discuss tasks and make suggestions in a simulated chain. For example, they make up a fairy tale according to the table, which presents the course of the future fairy tale in drawings or in conditional marks.

Another use of this method: the first child names an object, the second - its property, the third - an object with the same properties. For example, carrots - carrots are sweet - sugar is sweet - sugar is white - snow is white ... and so on.

Snowball is a method of work in which children unite in small groups and discuss a problematic issue or complete a common task, agreeing on a clear sequence of actions for each member of the group. For example, they build a house, where they agree in advance about the sequence of actions of each member of the team and about the color with which this or that child will work.

Synthesis of thoughts is a method of work in which children are united in small groups, completing a specific task, for example, drawing on a piece of paper. When one group draws, then transfers the drawing to another group, whose members finalize the completed task. Upon completion of the work, a general story is drawn up about what was completed and why.

A common project is a method of work, during which children are united in several groups (3-4). The groups are given different assignments, each aimed at solving a specific aspect of the same problem, such as drawing and talking about their favorite winter activities.

Each group presents its own "project" - the collective work "Winter Entertainment" and jointly discuss it.

An associative flower is a method of work, during which children are united in several groups to solve a common problem: the "middle" of a flower is fixed on the board with the image of a certain concept, for example, "toys", "flowers", "fruits", "animals".

Each group selects words-associations or pictures-associations, which are pasted around this concept. The team that creates the largest flower (with the most matched picture-associations or words-associations) wins.

Decision tree is a method of work that includes several stages:

1. Choosing a problem that does not have an unambiguous solution, for example, "What does a tree need to be happy?"

2. Consideration of a scheme in which a rectangle is a "trunk" (which denotes this problem), straight lines are "branches" (ways to solve it), and circles are "leaves" (solution to the problem).

3. Solution to the problem: children in subgroups agree, discuss and draw, for example, a butterfly, a bird and the like, placing them on the "decision tree" and explain their choice.

Discussion is a method of brainstorming a difficult issue. All participants in the educational process are preparing for the discussion, all children are actively involved.

At the end of the discussion, a single collective solution to the problem, problem or recommendation is formulated. Questions (tasks) must be offered no more than five.

They should be formulated in such a way that there is an opportunity to express different views on the problem raised.

"Brainstorming (brainstorming)" is one of the methods that contributes to the development of creativity in both the child and the adult. This method is useful when discussing complex problems or issues.

Time is given for individual reflection on the problem (it can even be up to 10 minutes), and after a while additional information is collected about making a decision.

Children who are participants in a brainstorming session must express all possible (and impossible from the standpoint of logic) options for solving the problem, which need to be listened to and the only correct decision to be made.

A quiz is a method-cognitive game that consists of speech tasks and answers to topics from various branches of knowledge. It expands the general cognitive and speech development of children. Questions are selected taking into account the age, program requirements and level of knowledge of the children.

Conversation-dialogue is a method aimed at the complicity of children with the one who is speaking. During the lesson, with the presentation of knowledge, consolidation of the material, the teacher puts accompanying questions to the children in order to check their understanding of the information presented.

Modeling problem situations is a method of interaction between an adult and children to solve a problem. The situation is specially modeled by the educator.

"What? Where? When?" - an active method, during the use of which cooperation prevails, creative problem solving, mutual exchange of opinions, own knowledge and skills, and the like.

"Pros and cons" is a method of working with children, during which children are asked to solve a problem from two sides: pros and cons. For example, the task is to tell why you like winter (the argument is "for") and why you don't like winter (the argument is "against").

Foresight is a method of working with children, during which it is proposed to "predict" possible solutions to a problem.

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