
Methodologies for Correcting Children's Speech and Introducing Nature to Preschool Children

Alieva Khosiyat Khusniddinovna

Student of the Faculty of Preschool Education, Kokand State Pedagogical Institute

Abstract: From the moment he or she is born, a youngster is immersed with technology. It alters children's perceptions and learning patterns, identifies the need for preschoolers to use digital tools that are engaging, and encourages them to intentionally conduct speech and correctional actions. The ability to regulate one's speech will be required. We will focus on the use of pedagogical technology tools in the correction of speech and language in preschool institutions in this article to encourage discussion of the possibilities of using digital technologies, analyzing theoretical literature, and correcting speech therapy in preschool institutions. Furthermore, children can be taught by employing a variety of strategies in the process of becoming acquainted with nature.

Keywords: Preschool education, young children, speech correction, pedagogical and digital technology, nature awareness, development, and modern approaches are some of the topics covered.

At any time and in any place, the possibilities of technology in the provision of expanded education in and beyond the preschool institution, including the correction of children's speech deficiencies, can be supported and promoted. It is regarded as a more holistic approach to education that aids in the assessment and monitoring of children's progress. There are numerous digital solutions that can be implemented using digital technology. In a pre-school educational institution, the use of digital technology for the development of educator-child cooperation, modifying the educational process, correcting children's speech and language work encourages education in the educational process, the acquisition of particular skills and skills. This is highlighted from the standpoint of preschool education. Computers are reported to have a favorable impact on children's reading and thinking in a variety of thematic areas, and their met cognitive skills are also said to be more relevant nowadays. The task of upbringing children with a good understanding of their age and the ability to develop mentally is laid down before him. Upbringing in the means of nature is one of the modes of implementation of general education, the task of which is laid down before him. The fact is that nature, like other influences on a child's development, plays an incomparable role.

The question is whether technology aids in the acquisition of knowledge by youngsters. Communication and cooperation, meta-competences, and creativity are all factors in determining how this can be accomplished with technology in preschool settings. Various programs or digital games are utilized to help youngsters overcome speech deficiencies that can be overcome with the use of digital technologies. It requires the creation of comrades, as well as possibilities for the use of technology in speech and remedial work in preschool institutions with appropriate software for children.

It is well known that each stage of the state's and society's development, based on the individual, society's, and state's social, economic, scientific-technical, spiritual-educational,

and cultural needs, places a specific state and social order in front of the educational system, in accordance with the methodological principle of historical and logical unity of didactics. One of the most important components of professors' and instructors' work is the planning of the educational process. The actions to be performed in this regard are based on the conditions of the educational institution, not on a vacuum. The way to achieve a goal is referred to as a method (Greek — exactly something manner). The road is a Greek phrase that denotes morality. In general, the term "method," when used in its broadest sense, refers to a person's theoretical and practical activities in reaching his or her defined goals, such as mastering a subject. A new technique of methodology is emerging, which includes a variety of activities aimed at achieving a specific purpose in the educational process. It is, of course, vital to adhere to the special peculiarities of certain training subjects when selecting a method. At the same time, numerous educational subjects can be taught during the educational process, and there are unique methodological and methodological techniques employed in the teaching of various educational subjects, in addition to generic ways of training. The employment of private methods in the teaching of specific subjects is intimately linked to the use of general teaching approaches. Teaching methods refer to both the theoretical and practical orientation of the instruction content, as well as the strategies for achieving the intended goals of teaching. Techniques will define what types of activities the instructor and other participants in the educational process should engage in, how to organize and conduct the teaching process, and what types of labor actions pupils should engage in within the same process.

The educational technique is a series of theoretical and practical cognition exercises aimed at the student's execution of reading tasks with the teacher. The educator is responsible for mediating between mankind's accumulated knowledge and the consciousness of a youngster who has not yet acquired this knowledge. Without education, without a teacher, a child cannot absorb all of the riches of knowledge in the socio-historical experience in a systematic manner. The work methods through which the teacher determines the movement of cognitive activity of the students are linked to the educational process and results. As a result, in pedagogy, the methods of teaching are always regarded the teacher's methods of work and the pupil's methods of cognitive activity, both of which are targeted at the completion of educational tasks.

The character of the teacher's and students' activities is determined by educational methods, which are dependent on the objective and substance of the instruction. Education methods are intrinsically tied to a grasp of the General Laws of Knowing the Surrounding World, i.e., they are the outcome of philosophical reflection and a thorough understanding of the educational process' essence and principles. Educational approaches are based on the logic of scientific thought as stated in the educational material's content. The substance of the material becomes increasingly complicated, resulting in a scientific tone; as a result, educational approaches are becoming increasingly reliant on scientific logic and methodologies. The educational method has a psychological foundation. The age opportunities and maturity level of a child's assimilation of instructional content have a significant impact on teaching and learning approaches. It is feasible to find more successful techniques of teaching if you have a thorough understanding of the child's thought activities and personal qualities.

Cognitive actions are no longer sequential, but rather parallel. And traditional education is unprepared for him; the procedures and tactics of the past are obvious to these pupils. Through the advancement of digital technology, teaching in a variety of ways, allowing children to be active participants in the learning process, and, most importantly, fluency in speech, we can help them become participants in the learning process. In preschool settings, the use of digital devices in children's speech and language correction is common. These

tactics have been used in video games, and the latter is referred to as co-playing. This technique can also incorporate children's strategies and languages.

When it comes to introducing preschoolers to nature, their unique age characteristics are taken into consideration. Inanimate nature, plants and animals, seasonal changes in nature, and knowledge and understanding of human labor in nature all require explanations that progress from simplicity to complexity based on the principle. On the basis of the "educational program in kindergarten," kindergarten children are introduced to nature. The program's goal is to provide moral, mental, physical, artistic, and work education to children at a pace that is appropriate for their age, psychological, and physiologic qualities. He relies on his temperaments about the key paths of revamping general education and arts schools in order to complete this work.

In conclusion, digital technology is pedagogical tools that can assist the kid participate in the speech and correction process. While it cannot totally replace interaction, it can be used to help the child participate in the process. It is considered interesting and useful for the children themselves. Currently, preschool children want a fast communication and a graphical environment, but not afraid to try new smart technologies. Given well-organized education, material, technology, and the environment in which students engage with one another, digital tools are readily available for individualized pedagogical and remedial work. Digital technology aids in the development of early reading abilities and the correction of speech defects in youngsters.

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