
Formation of Sensorimotor Skills of Speech Praxis of Preschool Children with Impaired Movement Support

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Abstract: In this article, we describe the formation of sensorimotor skills of speech praxis of preschool children with impaired movement support. Nowadays, in the age of technological development, children's interest in technology is very high, which is not only useful, but also harmful.

Keywords: Preschool age, physical development of the child, motor mode, practice and skills, motional games.

INTRODUCTION: Preschool educational system is the primary and most important link. Cultivating a healthy gene pool and mature personnel begins with this system. However, so far this system has been lagging behind in development. Over the past 20 years, the number of state-run preschools has decreased by 45 percent. As a result, children of preschool age 33 percent are covered by kindergartens, only This figure is 99 percent in Denmark, 97 percent in Japan, and 95 percent in South Korea constitutes In preschool educational institutions, children are taught social, personal, emotional, on verbal, mathematical, physical-psychological, physical and creative development educational programs have not been introduced. In general, Kindergartens "To the child while the parents are at work has become an institution to be watched", child coverage of the Republic of Uzbekistan increased by 39 percent as of today. Preparation of children aged 5-7 before school that the work is going, and that preschool education is developing in our country indicates that it is going. More than 7,140 state and non-state pre-school educational institutions operate in the republic today up to 2,699,499 schools children are being educated.

MATERIALS AND DISCUSSION: It is known that child development and growth is a continuous process. During this period, his formation as a person, for the first time the surrounding events and objects to understand and find meaning in it we observe the development of aspirations, interests and feelings. Children are physical proper organization of education, strengthening the health of the child from an early age and comprehensive harmonious development is the demand of the period.

The laws of physical development of the child and its to create opportunities for their first movements, to develop a scientific approach to the content and methods of the educational process, to develop the necessary skills of physical movement to educate; in various trainings and games independent thinking in activities, physical solves important issues related to education and training of interests in sports. Each period of life is unique in terms of developmental characteristics and needs has stages. In the child's growth and development physical activity, the order of basic movements is considered important, and these processes are correct, systematic through movement games if it is organized, the person of the child serves harmonious development. Available scientific research and educational method witnessing this by following the manuals possible in children of preschool age the

methodology of using action games in the development of physical skills and skills is unique in our country not studied as a research object. Each period of life is unique in terms of developmental characteristics and needs has stages. In the child's growth and development physical activity, the order of basic movements is considered important, and these processes are correct, systematic through movement games. [1.128]

If it is organized and implemented properly, the child not only physical development of the person but to develop harmoniously in all aspects serves. A number of scientific works on mobile games have been carried out in our republic. Among them, T.S. Usmonkhojaev, F.A. Kerimov, Kha.A.Meiliev, O.A.Safarov, Sh.A.Pulatov, A.A.Pulatov, A.A.Rasulev, D.J.Sharipova, G. J. Tulenova, M. I. Masharipova, G. A. Salimov. In the researches of S.S. Tajiboev, R.A. Yoldosheva mobile school-aged children of the problem of education through games focusing on different aspects, the analytical role of these scientific literatures is unparalleled in research work. Current scientific research and following the educational and methodological manuals, it can be seen that physical skills in preschool children and active in skill development. The use of games is a separate study not studied as an object. Preparation for school control and the growth of the results shown by the experimental groups during the pedagogical experience in the experimental group in the control group lower than the growth of the corresponding indicators was determined. [2.87]

According to them, in this pre-school control group, the increase (10.51%) in the subjects' weight and (12.37%) the subjects' 10-meter running exercise performance, the smallest increase (4.85%) was in the standing long jump, and the average increase for the experimental group was 7.49% organized. 6-7 year old school test takers the results of the experimental group of groups experience superiority over the control group and of indicators in control groups. Pedagogical average arithmetic values. It is determined that it changes during the experiment based on the degree of freedom, it was also observed in the determination of statistical reliability based on Student's critical values.

Preschool experimental groups indicator of physical development (anthropometry) of children in the age group and arithmetic average values of the results of the selected tests are statistically reliable during pedagogical experience that changed in the control group of the Improved "Bolajon" program, which we developed and used in the experimental group compared to the traditional program used showed high efficiency. The fourth preschool age in section 4.3 of the chapter changes in the functional indicators of children of senior and school preparation groups during the pedagogical experience are given. Educator (guide) game leadership in preschool educational institutions the content of the game to children while doing, good explanation of terms and conditions and it is necessary to be able to correctly distribute roles. Strengthening children's health while preparing them to play active games, it is also intended to increase and develop movement skills. The game all conditions in the organization consideration and selection of suitable equipment for the game, distribution equal to the number of participants and at the end of the game. [3.28]

It is also very important to direct it correctly. In physical training the action games used are basically a given basic action type focused on strengthening. For example, teaching throwing and throwing movements resulting in gross and fine motor skills if a directed movement game is given, the result is the same as an exercise in the child walking, running, jumping, throwing, hanging the skills of getting and throwing are gradually formed, and the action game helps to strengthen the skills they have acquired gives. Pre-school during pedagogical experience small (3-4 years old), medium (4-5 years old), senior (5-6 years old) and school preparation (6-7 aged) groups, experimental groups, experimental groups indicator of physical development (anthropometry) of children in the age group and the average arithmetic values of the results shown on the tests selected for the study of quick-strength qualities are higher than the results of the control groups in the corresponding youth during

the pedagogical experience.

(6.35% in NG, 13.35% in TG in 3-4-year-old children;

6.74% in NG, 14.92% in TG in 4-5 year olds;

7.22% in NG, 14.30% in TG in 5-6 year olds; 6-7

6.96% in NG and 13.17% in TG in young adults) and statistically reliable increase we developed and used in the experimental group. Control of the improved "Bolajon" program compared to the traditional program used in the group showed high efficiency. In short, actionable by dividing the games into groups in their place, taking into account the age and physical capabilities of the student, the form of training and according to the purpose, to external seasonal factors and used regional conditions without organization of preschool age in the comprehensive development of children is important. The question of formation and development of children's speech has been one of the main problems of pedagogy. Indeed, children. The formation of speech depends on several factors and their analysis provides the correct approach to the solution of this problem. This is its environment in the family and educational institution as factors, child's mental condition, capabilities, physical health, activity, moral and aesthetic qualities can be cited. Rich folklore in the development of children's speech place of samples, as well as a number of folklore scientific-theoretical possibilities of psychological and physiological effects of genres today's linguistics, literary studies, folklore studies, psychology and pedagogy is one of the issues. A place where the topic intersects several disciplines shows that it is a comprehensive scientific problem. Analysis and description of conducted scientific work and research scientific improvement of children's speech of primary school age provides an opportunity to determine the basis and level of research. In the 70s of the 20th century, under the scientific leadership of A.V. Nikolskaya, elementary education in the research carried out by E.M. Razbaeva respect for the work of adults based on the works read by children of their age the role of folklore works in education is highlighted. In particular, this social in youth through work and ritual songs in research the role of useful work in human development, the perfect upbringing of work the fact that it is a tool, from Uzbek folklore (folk tales, games) to treat others fairly based on usage formation issues analysis by means of examples of Uzbek folklore done. These studies focus on the role of folklore in human spiritual development, in particular, it shows how important it is in raising a child. Indeed, "Folklore is the beginning of all art, that's why also has harmony with many other arts, so together no it is a unique art is a type. This field includes music, dance, visual, artistic and covers imaginations related to other arts. In other words, oral creativity represents the past, present and future of the people is a creative process closely related to his destiny. That's why our scholars called it folk literature. What a nation of a nation to know that it is, you should first look at its folklore will be today it is said that the beginning of any art is in folklore was not. It is the result of long-term life observation, scientific experience. Indeed visual, craft, music, dance, spoken word and other arts the first appearance of the species is directly related to the folk art, goes back to the first imagination and beliefs of the people". Folk art is, of course, in the upbringing of children, in particular, theirs has great opportunities and a type of word art. In particular, his fairy tales, legends, narratives, fast telling, genres such as riddles and proverbs can improve the outlook of students and young people, imagination, thinking capabilities, memory, psyche, speech, it is of great importance in education manifested in the originality and internal possibilities of genres will be good. Children of preschool age in the studies of F.R. Kadirova Pedagogical-psychological factors of using speech forms in the development of speech, teaching foreign languages to children, linguistic-pedagogical problems, Uzbek language for Russian-speaking children issues such as methodological features of teaching are covered. In particular, on increasing children's vocabulary in the development of children's speech to work, to strengthen memory, to use the form of dialogic speech methodology, works of art, in

particular, fairy tales, narratives of folklore, methodological and pedagogical use of prose genres such as myth characteristics have been extensively analyzed. Language is closely related to consciousness and thinking. These two concepts complement each other and one cannot exist without the other. Thinking process takes place in our mind in the form of language elements. Word and other language elements as a means of thinking in the mind as a concept appears this process cannot take place without language elements. So, language is consciousness and closely related to thinking. Speech development of children of primary school age before school to the practical work carried out in this direction in educational institutions is based on Speech in preschool and primary education integration of work on formation and development re-issues of provision, integrity and continuity of programs consideration is appropriate.

CONCLUSION: In general, the issue of children's speech development is extensive and numerous the attention of the scientific community as a factor pedagogical problem has been attracting for a long time. They have different problems researched. Especially in this regard, Russian pedagogic scientists have made a great contribution is still to be done by local researchers. There are many studies. Undoubtedly, the development of children's speech researching the issue from different perspectives is not only scientific, but also has practical significance.

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