

ISSUES OF DEVELOPING SPEECH IN PRESCHOOL EDUCATION BASED ON THE “FIRST STEP” PROGRAM

Safarova Muhayyo Bakhshullayevna
Researcher at Bukhara State University.

Abstract: *This article provides a scientific and theoretical analysis of the issues of developing speech in preschool education based on the "First Step" program.*

Keywords: *psycholinguistics, position, child, hero, receiver, quality, cinema, theater, literature, works, reality, modeling, etc.*

Imagination as a simulation of reality has been discussed in psychological scientific literature, in particular in child psychology, contrasting memory as a re-creative, reproductive function of the psyche and imagination as a creative, constructive function [Vygotsky 2008]. Working with the imaginary from the position of psycholinguistics, K. Bühler raised the issue of defining the imaginary world with linguistic (deictic) means: “how can a person be led and led into nothingness” [Bühler 2001:115]. The next step concerns this question with the language of the child and the linguistic means used to model reality in works of art for children (the child as a hero and a receiver). 2. The spheres of implementation of the constructive function, and thus the “nothingness” or imaginary presence, are play and art. For the grammar of the text, the features of conveying the child’s point of view in works of spatio-temporal art are important: in cinema, theater, and literature. In addition, a classic example of reflecting the child's point of view is observed in multimedia. The film "Seryozha", based on the story of V. Panova, in which the difference between an adult and a child is manifested not only at the level of content, but also in its specific features. camera and editing work: looking at the depicted space "from below", from the height of the child's height; eccentric movement of objects, compression of time, i.e. the child acts as a hero. The techniques created by camera work in cinema are implemented grammatically in the literary text. 3. K. Buhler, considering the use of spatial adverbs related to a distant geographical location known to the speaker and listener, concludes that the perception of an imaginary space is carried out according to the laws of the real world, but in such conditions. game. He notes: “Wherever in speech we refer to the imaginary, we have an unusually subtle and barely noticeable game of transformations by adults” [Ibid.: 125]. On the other hand, we can also talk about overcoming time: the reader or listener must “overcome a wonderful time” (ibid.). In connection with the specifics of the child’s perception of the imaginary world, the task of studying the grammatical means of the cause (beginning) of movement into the imaginary world arises - that is, into the world of games and literary works. 4. “Movement” into the imaginary world is associated not only with the category of space, which is reflected by the predicative category of the person (and the deictic addition), but also with the category of modality: in the game situation, signs. “Transition” are means of unreal modality. The game comes from the word[1].

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

In the initial statements, when the child begins to play, the will and imagination are combined. From a linguistic point of view, the method of cognition is used. There are special grammatical forms. Forms that create an imaginary situation. Let this be my house. Let it be as if you were in the hospital and I came to see you. Grandma, let's be a princess! (Examples from [Kazakovskaya 2006: 194 – 195] .) In the child's speech, time-extending forms can naturally act as signs of unreality. In the game situation in the examples given above, the signals of the transition to the imaginary world are the particle and the non-present tense forms that encourage the addressee to play, as well as the particle (see. : the suffix appears as if “in comparison, not corresponding to reality” [Ushakov's Dictionary]), and the particle is a formant of the subordinate mood. With nominal predicates (as if you were in the hospital, you would be a princess) the -l form removes the child from real space-time and suppresses the meaning of the perfect in the verbal predicate as if he had come. the unnaturalness of the particle, the completion of the process of "action" into the game world, which K. Bühler calls "perfect". Perfection denotes the flow of a state at the moment of speech, which is the result of a previous action or state, see. [Zolotova et al. 2004:27]. 5. Within the framework of nominal predicates, the nominative case (house, princess) operates, objectifying an imaginary thought. Wednesday. A fragment of text from "War and Peace" (which describes how Petya fell asleep), where the idea of \u200b\u200badding the real to the imaginary is used, i.e. a combination of appearance and manner of perception: "He was in a magical world." A large black spot, perhaps a guardhouse or a cave leading to the depths of the earth. A red spot could be fire or the eye of a huge monster. Sometimes these black spots seemed like clouds. Nominal sentences, complicated by mental imagery, take on the form of the past tense, which is a sign of adaptation to the general grammatical context and at the same time retain the forms of the nominative case, which serve as an indication of the present actual. The style of appearance (see. Sentences with a modal predicate requiring an immediate instrumental case: the white spot looked like a cave; the red spot looked like the eye of a monster) and the objective nominative predicate due to the “magic” combination of the predicates “reality” in Petya’s mind (imagination replaces reality)[2].

In the examples from children's speech and in Petya's dreams, the nominative is similar to the predicative: verb forms act under the influence of action, the category of cases determines the speaker's place in the imaginary world. 7. In the grammar of A. Kh. Vostokov [Vostokov 1838], the nominative and instrumental predicatives are contrasted as reflecting “supposition” and “position”. With the unreal moods of the copula, the nominative is used in a hypothetical context (moving from the real world): I will be a wolf, and you will be a sheep, If I were rich and he were poor, I would help him. The nominative modality is associated with the assumption that it is from the imaginary world (imaginary deixis), where the predicate requires the nominative case, semantically in agreement with the present - here and now (see also [Ivanov 1979]). Instrumental situation in a positive context (fixation in the real world): It can be assumed that the acquisition of instrumental predicative, sign forms of tense and inclination, remote from the speaker, occurs much later than the nominative. Thus, the verbal categories in the

child's speech are more closely related to the subjectification of the world than to nominal ones. as the game situation shows. Interestingly, in the history of language, the instrumental predicative is an innovation associated with the literary influence of Poland in the 17th-18th centuries. 8. The user of a literary work makes a Bühler transition to the depicted world. The means of modeling artistic space-time and, at the same time, the means of delimitation are the syntactic categories of time and person. The category of time is necessary for the spatio-temporal position of the story, the category of face in the picture is responsible for focusing attention, and the point of view is internal or external.

REFERENCES:

1. Nikitina E. N. // Grammar of a child's point of view: hero and addressee., St. Petersburg-2011. 345 p.
2. Nikitina E. N. // Grammar of a child's point of view: hero and addressee., St. Petersburg-2011. 346 p.
3. Шарипова Н. ИСПОЛЬЗОВАНИЕ АНГЛИЦИЗМОВ В РАЗНЫХ ЖАНРАХ СМИ //Development of pedagogical technologies in modern sciences. – 2024. – Т. 3. – №. 1. – С. 57-59.
4. Sharipova N. IMPROVING THE METHODOLOGY OF DEVELOPING DESIGN SKILLS IN STUDENTS //Modern Science and Research. – 2023. – Т. 2. – №. 12. – С. 578-583.
5. Asror o'g'li A. A. PRINCE OF AFGHANISTAN ISAK KHAN ORIENTALIST DN IN THE INTERPRETATION OF LOGOPHET //Web of Semantics: Journal of Interdisciplinary Science. – 2024. – Т. 2. – №. 5. – С. 82-85.
6. Asror o'g'li A. A. History of Afghanistan-Bukhara Relations in the Process of Incorporation of Bukhara Emirate into Russian Customs System //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 11. – С. 339-342.
7. Akhmadjon A. HISTORY OF BUKHARA-AFGAN RELATIONS IN THE PROCESS OF INCLUSION INTO THE RUSSIAN CUSTOMS SYSTEM //International Journal of Philosophical Studies and Social Sciences. – 2023. – Т. 3. – №. 3. – С. 39-46.
8. Ahmadov A. XX ASR BOSHLARIDA BUXORO VA AFG'ONISTON EMIGRATSIYASI VA REMIGRATSIYASI //Modern Science and Research. – 2025. – Т. 4. – №. 1. – С. 842-845.
9. Ahmadov A. BUXORO AMIRLIGIDAGI AFG'ONLAR: HAYOTI VA FAOLIYATI XUSUSIDA //Modern Science and Research. – 2025. – Т. 4. – №. 2. – С. 1304-1308.
10. Ahmadov A. DURRONIYLAR DAVLATI VA BUXORO AMIRLIGI O'RTASIDAGI DIPLOMATIK MUNOSABATLAR XUSUSIDA //Modern Science and Research. – 2025. – Т. 4. – №. 2. – С. 58-62.
11. Ahmadov A. BXSР VA AFG'ONISTON O'RTASIDAGI SAVDO-SOTIQ ALOQALARI XUSUSIDA //Modern Science and Research. – 2025. – Т. 4. – №. 3. – С. 380-383.