

**PEDAGOGICAL ASPECTS OF IMPROVING THE PROFESSIONAL
PREPARATION OF STUDENTS FOR THE FORMATION OF SOCIAL
COORDINATION IN CHILDREN.**

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Abstract: In preschool educational organizations, children are comprehensively prepared for school education. Among them, the development of children's speech is one of the most important. It is very important for them to increase their vocabulary, speak fluently, and be able to fully express and convey their thoughts.

Keywords: Education, personality, speech, teacher, toy, fiction, preparation, preschool education, story.

**ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ УЛУЧШЕНИЯ
ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ СТУДЕНТОВ К
ФОРМИРОВАНИЮ СОЦИАЛЬНОЙ КООРДИНАЦИИ У ДЕТЕЙ**

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Абстракт: В дошкольных образовательных организациях дети всесторонне подготовлены к школьному образованию. Среди них развитие речи детей является одним из самых важных. Для них очень важно увеличить словарный запас, свободно говорить и иметь возможность полностью выразить и передавать свои мысли.

Ключевые слова: Образование, личность, речь, учитель, игрушка, художественная литература, подготовка, дошкольное образование, история.

In recent years, our republic has been developing the Concept for the Development of the Higher Education System until 2030, a set of measures aimed

at creating additional conditions for the education and upbringing of young people, a normative framework for using the experience of international organizations in assessing the quality of education, and a practical framework for shaping the social adaptation of students based on social students. Raising the knowledge and skills of teaching staff to an international level has been identified as a priority.[1]

It is important to analyze the following pedagogical aspects of improving the professional preparation of students for the formation of social coordination in children:

- socialization and social education of the individual,
- development of the individual in a social environment;
- Philosophical and psychological-pedagogical concepts about the formation of personal experience as a relational system;
- the development of the child's personality as a learning subject, the essence of pedagogical technologies, their design methods and implementation mechanisms, providing an understanding of empirical and theoretical aspects in scientific research.

In improving the professional preparation of students for the formation of social adaptation in children, it is necessary to emphasize that children's speech has its own development is closely related to their activity and communication. The development of speech occurs in several directions: its practical use is improved in communication with other people, and at the same time, speech becomes the basis for the reconstruction of mental processes and a tool for thinking.

The acquisition of the mother tongue, which occurs in preschool age, is associated with the child's high activity in relation to language, as it involves the assimilation of its entire morphological system. This activity is expressed, in particular, in the creation of different words and word changes, compared to the forms that the child has mastered so far.

L.S. Vygotsky[2], M.M. Alekseeva[3], O.S. Ushakova[4], V.Í. Yashina[3] distinguish the following characteristics of children's speech development: According to this picture, it is possible to say that the child's mastery of grammar is

also seen in the mastery of speech content. By preschool age, relatively few children are able to distinguish between separate words in speech. This ability develops slowly, but the use of special teaching methods can significantly accelerate this process. For example, with the help of external supports, children separate the words offered to them (except for prepositions and conjunctions).

- Grammatical structure of speech.
- - The speech of five-year-old children is rich in words representing all word groups. At this age, they are actively engaged in word formation, word modification and word formation, creating many neologisms.
- - Older school-age children make their first attempts to use grammatical tools voluntarily and analyze grammatical facts.
- - Five-year-old children also begin to master the syntactic aspects of speech. Of course, this is more difficult for them to do, and therefore adults help them identify cause-and-effect and temporal relationships in the study of objects and guide them.
- five-year-old children develop a critical attitude towards grammatical errors and the ability to control their own speech.
- at this age, the proportion of simple sentences, connected and connected sentences increases.

The most important thing is that they transfer the analytical methods formed with the help of external supports to actions without these supports. Thus, mental action is formed. This ability is very important, because it creates the basis for the child to master not only the individual forms of words, but also the relationships between words within a sentence. One of the pedagogical aspects of improving the professional preparation of students for the formation of social adaptation in children teaching to analyze the lexical features of speech.

To prepare students to work with the lexical aspects of children's speech.

1. To teach students to compare and contrast similar and different things in preparation for the formation of social adaptation in children (form, by color, size)

and teaching to help in summarizing symbols and distinguishing the important ones from them, summarizing words free use, prepare to teach to group things by type.

2. To prepare students to develop the semantic aspect of speech in children: to select generalizing words, synonyms, antonyms, word meanings, clear and appropriate phrases, to use words in different meanings, to use adjectives, antonyms.

This indicates the paramount importance of the mastery of grammatical forms in the mother tongue. The peculiarity of this form of speech is that its content appears in context and is therefore understandable to the listener, who is either a strict observer of the situation or takes this into account. The child acquires contextual speech under the influence of systematic teaching.

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Figure 1.6. Determining the readiness of students to form social adaptation based on the development of fluent speech in children

In kindergarten classes, children learn to speak in a more meaningful way, depending on the situational context, and they develop a need for new means and forms of speech, which distinguishes them from the speech of adults. A preschool child takes only the first steps in this direction. The further development of fluent speech continues at school age.

In preparing students for the formation of fluent speech in preschool children, it is important to pay attention to the mastery of language as a means of communication. Conversational speech includes enough opportunities for the formation of fluent speech, they do not consist of separate, unrelated sentences, but rather fluent fiks - story, news, etc. will be in the form. In older preschool age, a child needs to explain to his peers the content of the planned game, the structure of the toy, and many other things. As colloquial speech develops, the situational aspects of speech decrease and the child moves to understanding with the help of language tools themselves. In this way, explanatory speech begins to develop. These features are taken into account when preparing students to form fluent speech in preschool children.

As the child grows, fluent speech forms are re-formed. The transition to contextual speech is an integral part of mastering the vocabulary and grammatical structure of the language.

- The development of fluent speech in students, older preschoolers;
- to answer questions sufficiently clearly, briefly or expanded (if necessary);
- to develop the ability to evaluate the ideas and answers of peers, supplement or correct them;
- to compose a descriptive or plot story on the proposed topic in a coherent and clear manner;
- to work on the basis of a sample;
- to gather vocabulary to express one's emotional attitude to the things or events described in the story;
- to increase the share of common and complex sentences;
- critical attitude towards grammatical errors in children;

It is important for them to prepare for the formation of the ability to control their speech.

The content of the dictionary is a building material, and it can serve the purposes of communication and perception of reality only when words are added to the sentence according to the laws of the grammar of the native language.

According to scientists (L.S. Vygotsky[2], A.N.), after the age of three, a rapid assimilation of connected compound sentences with connectives occurs. These connectives, which express various types of dependence, indicates the rapid development of fluent speech forms.

According to K.I. Chukovsky[5], two From birth to five years old, a child has an amazing ability to perceive language, and it is precisely this, and the child's mental labor over language that creates the basis for such an intensive process. The process of active assimilation of the mother tongue occurs. Children's vocabulary development before school It is presented as evidence of the presence of a special language perception characteristic of a child at this age. The fact of word creation should be understood as a manifestation, a symptom of the child's mastery of language reality.

Students' professional preparation for the formation of social coordination in children the following skills are formed during improvement: skills to teach children to freely use and create shapes based on the meaning of important elements;

skills to teach independence in making new words;

observability, teaching skills to distinguish familiar things and events;

skills to learn to find distinguishing features.

Despite the numerous scientific works devoted to the psychology of speech and the attention that speech has recently attracted, the psychology of speech still remains an underdeveloped field, and many of its central problems need to be re-examined. Determining the ownership of certain stages in the development of speech, the quality changes in its important features are taken as a basis for it. In these features, both the main functions of speech - the communicative function of message and communication, as well as its expressive (significant), spiritual (semantic) function - appear in a single whole and are intertwined. Thanks to these functions, speech becomes a form of existence and a means of social adaptation [6]. Ye.O. Smirnova[7, 8] believes that speech is a key factor in the development of speech and mental development of preschool children, one of the sources of

acquiring knowledge about the surrounding reality.

Children with problems in social adaptation have difficulty interacting with the social environment, due to the changes that are taking place, becoming more complicated. The ability to respond to the growing demands decreases. They face great difficulties in achieving their goals within the existing norms and rules.

In doing so, we believe that in preparing students for the formation of social cohesion in senior school age, the following should be given importance. That is, students should: (see Figure 1)

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Figure 1. Developing social coordination in preschool children

At preschool age, speech develops rapidly as an activity and tool of thought, as an innate characteristic of a person.

During the first seven years of a child's life, there are three stages of speech formation, these stages depend on the needs, motives and the type of basic activity

that determines the means of communication [6].

The first stage is the period before oral speech, which is characterized by emotional-mimic and situational-personal communication.

The second stage is the stage of speech formation, in which the means of communication change - the object-action, and the form of communication changes - the situation-action.

In the third stage, the child "starting from the third year of his life" uses tools that serve to perform communicative and semantic tasks that organize the fluency of speech.

A speech reflecting all the important connections in social adaptation is realized. The fluency of the speech indicates that the expression of the speaker's thoughts in the speech is suitable from the point of view of comprehensibility for the listener. Speech without social adaptation may not be fluent for two reasons: these relations are not understood and do not exist in the speaker's mind, or even if they exist, the relations are not sufficiently defined in his speech.

During the preparatory period of social adaptation, direct emotional communication with older people is carried out. In emotional communication, an adult and a child do not express thoughts, but different feelings (pleased, not satisfied). Gradually, the relationship between the adult and the child is richer, the range of things that the child encounters expands, and the words that previously expressed feelings becomes the name of things and actions. The child begins to control his vocal organs, acquires the ability to understand the speech of others. Understanding speech is of great importance for the entire subsequent development of the child and is an initial stage in the formation of communicative activity.

Based on social interaction, it is necessary to select the content that should be presented in speech, to use the necessary language tools (tone, logical stress) It is taught. Social adaptation serves to form one's thoughts while performing tasks of social communication and influence on others. Social adaptation rebuilds all mental processes of a person, they reach the level of voluntary, conscious activity. Social adaptation is a prerequisite and a necessary component of the

implementation of theoretical, practical, collective and individual activities.

Based on social interaction, the child gradually masters speech, developing in a wide range of activities that are social and specific to his nature, in cooperation with adults and peers. In the process of implementing increasingly complex activities, at each stage of the child's development, more and more tasks (cognitive, regulatory, etc.) arise. A child develops means of communication (language signs), as well as methods and ways of communication (Selivyorstov[9]).

Application to the categories of social adaptation in the formation of children as a person, as a subject of activity, and in the education of their individuality they do. The development process of a person, first of all, is connected to certain historical conditions in his social life, the formation of an individual as a whole. studied from the point of view. In social adaptation, communication with adults is the basis of adaptation of the child to the social environment in which he grows up, the culture, values of this environment, it happens as a method of mastering goals, learning the actions needed in life. As a result of social interaction, the child's cognitive activity develops and his inner world is formed under the influence of his personal qualities. From the point of view of this inner world, the child perceives the environment and establishes a style of communication with it in the broad sense of the word. According to the scientist, social interaction has a clearly expressed communicative essence.

Social interaction is central to the mutual psychological influence of people on each other. Social interaction is considered as a mechanism for uniting people into groups, as a condition for the socialization of the individual. The role of social interaction in the development and formation of a person is expressed in the successful implementation of colorful and rich relationships with people around him, the development of the person. Social interaction is the main condition for the perception of reality, the formation of a person as a person and the integration into society.

Speech abilities may not be sufficiently formed to transition to a new type of activity - educational activity. For example, researchers Ye.M. Mastjukova[10],

As is known, dialogical speech is a form of fluent speech used to organize a speech conversation. One of the main forms. Dialogic speech is not just a sequence of questions and thoughts, connected with each other, constructed in a manner appropriate to the communication situation, and expressed with exclamations, incomplete or broken sentences, but rather a reflection of all the achievements of the child in mastering his native language. as if he had collected it for himself. It is a speech[6].

Social interaction develops gradually, along with the child's growth. For social interaction to develop properly, the cerebral cortex must reach a certain maturity and the child's senses - hearing, vision, smell, touch - must also be sufficiently developed. For the formation of social interaction, it is very important that speech and auditory analyzers are developed. All this is largely dependent on the environment. If the child does not receive new vivid impressions, if conditions are not created that contribute to the development of movements and speech, social interaction will also slow down.

For social adjustment, the child's nervous activity, mental processes (attention, memory, imagination, thinking) and physical (somatic) condition are of great importance. Social adaptation is one of the strongest factors and incentives for the child's development. This stems from the extraordinary importance of social interaction in human life. With the help of social interaction, thoughts and desires are expressed, life experience is transmitted, actions are coordinated. Speech is the main means of social interaction, communication between people, and at the same time, a necessary basis and tool of thinking itself. Thinking processes (analysis, synthesis, comparison, generalization, abstraction, etc.) develop and improve in the process of speech acquisition. General intellectual development also depends on the level of development of social coordination. Social adaptation is a means of managing mental activity and behavior and regulates emotional experiences. The development of social adaptation has a great impact on the formation of the personality, will characteristics, character, views, professions. It is possible to say that, based on correct speech, the child adapts

easily in the social environment. Speech reflects the social environment in which a child grows.

Social interaction - the highest form of communication with people - also involves the use of language. Social interaction activates the processes of speech perception, develops the emotional sphere, and improves behavior.

In our opinion, communication is a leading factor in the social development of a child. In the process of communication, a child forms an image of people and himself, plays a decisive role in the child's self-understanding and self-evaluation, and as a result, he forms his own attitude towards the world.

The social adaptation process of a preschooler is greatly influenced by an adult as a possessor of social experience and values.

The first and most important link in the general system of social interaction education. Mastering the mother tongue is one of the most important achievements of preschool age. It is precisely preschool age that is especially sensitive to the mastery of speech. Therefore, the process of social coordination is considered as the general basis for the upbringing and education of children in modern preschool education. In the formation of social adaptation, it is not from the point of view of preparation for kindergarten for school, but within the age limit covered by this kindergarten. It is necessary to look at the quality of the educational institution that completes the child, his vital needs and his specific duties and aspirations.

The main tasks of the preschool educational organization, according to V.N. Gurov[11, 12, 13], are the following:

- protecting the lives and strengthening the health of children;
- ensuring the mental, personal and physical development of the child;
- making the necessary corrections to deviations in the child's development;
- introducing children to universal human values;
- cooperation with the family to ensure the all-round development of the child.

So, preschool education is of great importance in the socialization and social education of children. Preschool education provides a wide range of services,

taking into account the age-specific and individual characteristics of the child, the needs of the family and society as a whole.

As everyone knows, the preschool period of a child is the most productive for education and upbringing, and the task of the pedagogical teams of preschool educational institutions is to form the individual activity of each child in the family and kinship conditions and in the environment of the preschool educational institution. positive views, its It consists of preserving, strengthening, and further developing mental and physical characteristics.

The leading process in social adaptation is education, because it combines three functions. The process of social adaptation means a specially organized, goal-oriented cooperation of pedagogues and educators aimed at solving the tasks of education, upbringing and development.

On the basis of social adaptation, it is necessary to develop the child's social powers and prepare him for social life from the point of view of the higher goal of society, which retains creative, creative power and expresses the goal of humanity. The child should learn not only about the things that are valuable to a particular group of people in a particular region at a particular time, but also about universal human values that are not transient.

A.S. Makarenko[14] considered that the future of a child depends largely on his upbringing in the pre-school years, and considered not only the effectiveness of schooling, but also, to a certain extent, his development as a person, and his participation in socially useful labor activity. also took into account their successes.

Activities aimed at social adaptation include:

- activities related to the adaptation of children to the conditions of a preschool educational organization;
- a gradual increase in the load of educational material from the beginning to the middle of the year;
- an increase in the ability of children to adapt under the influence of the daily routine, flexible activities and exercises, etc.

In preschool pedagogy, social adaptation is defined, first of all, as a medical and pedagogical problem. The problem of social adaptation of preschool children, the characteristics of the child's behavior during the first days spent in a new environment depend on his personal characteristics, these characteristics affect communication with adults and peers, and his relative attitude to various types of activities.

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