

Speech as a Means of Social Adaptation of an Elder Preschooler

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The speech of children, in the course of its development, is closely related to their activities and communication. The development of speech goes in several directions: its practical use in communication with other people is being improved, at the same time, speech becomes the basis for restructuring mental processes, an instrument of thinking.

Psychologists (L.S.Vygotsky, A.N. Gvozdev, D.B. Elkonin and others) and methodologists (M.M. Alekseeva, A.M. Borodich, O.M.Dyachenko, T.V. Lavrentyeva, OSUshakova, V.IIshina, etc.) distinguish the following features of the development of speech in older preschoolers: 1. Sound culture of speech.

Children of this age are able to clearly pronounce difficult sounds: hissing, whistling, sonorous. Differentiating them in speech, they consolidate them in pronunciation.

Clear speech becomes the norm for a five-year-old preschooler in everyday life, and not only during special classes with him.

Children improve their auditory perception and develop phonemic hearing. Children can distinguish between certain groups of sounds, select words from a group of words, phrases that contain given sounds.

Children freely use the means of intonation expressiveness in their speech: they can read poetry sadly, cheerfully, solemnly. In addition, children at this age already easily master the narrative, interrogative and exclamatory intonations.

Older preschoolers are able to adjust the volume of their voices in various life situations: to answer loudly in class, talk quietly in public places, friendly conversations, etc. They already know how to use the tempo of speech: speak slowly, quickly and moderately under the appropriate circumstances. In children of five years, speech breathing is well developed: they can pronounce not only vowel sounds, but also some consonants (sonorous, hissing, whistling).

Children of five years old can compare the speech of their peers and their own with the speech of adults, detect inconsistencies: incorrect pronunciation of sounds, words, inaccurate use of stress in words.

2. The grammatical structure of speech.

- The speech of children of five years old is saturated with words denoting all parts of speech. At this age, they are actively engaged in word creation, inflection and word formation, creating many neologisms.

- In older preschool age, children make their first attempts at arbitrary use of grammatical tools and analysis of grammatical facts.

- Five-year-old children begin to master the syntactic side of speech. True, this is difficult to do, and therefore the adult seems to lead the child, helping him to establish causal and temporal relationships when examining objects.
- Children of this age are able to independently form words, choosing the desired suffix.
- Children of five develop a critical attitude towards grammatical errors, the ability to control their speech.
- At this age, the proportion of simple common sentences, complex and complex sentences increases.

3. The lexical side of speech.

- By the age of five, the method of comparing and juxtaposing similar and different objects (in shape, color, size) is firmly included in the life of children and helps them generalize the signs, and isolate the essential ones from them. Children freely use generalizing words, group objects into categories by genus.
- The semantic side of speech is developing: generalizing words, synonyms, antonyms, shades of word meanings appear, there is a choice of exact, suitable expressions, the use of words in different meanings, the use of adjectives, antonyms.

4. Coherent speech (is an indicator of the child's speech development).

- Children understand what they read well, answer questions about the content and are able to retell a fairy tale, short stories.
- Children are able to build a story based on a series of pictures, setting out the plot, climax and denouement. In addition, they can imagine the events that preceded the one depicted in the picture, as well as subsequent ones, that is, go beyond it. In other words, children learn to compose a story on their own.
- Children of five years old are already able not only to see the main and essential in the picture, but also to notice particulars, details, to convey the tone, landscape, the state of the weather, etc.
- Children can also give a description of a toy, make a story about one or more toys, show a story - a dramatization of a set of toys.
- In dialogic speech, children use, depending on the context, a short or detailed form of expression.
- The most striking characteristic of the speech of six-year-old children is the active development of different types of texts (description, narration, reasoning).
- In the process of developing coherent speech, children begin to actively use various types of connection of words within a sentence, between sentences and between parts of an utterance, while observing its structure.

According to A.A. Venger and V.S. Mukhina, older preschoolers, when they try to tell something, have a speech structure typical of their age: the child first introduces a pronoun ("she", "he"), and then , as if feeling the ambiguity of his presentation, explains the pronoun nouns: "she (the girl) went," "she (the cow) gored," "he (the wolf) attacked," "he (the ball) rolled," etc. The situational presentation is interrupted by interlocutor-oriented explanations. Questions about the content of the story, at this stage of speech development, cause a desire to answer in more detail and understandably. On this basis, the intellectual functions of speech arise, which are expressed in an "internal monologue", in which there is, as it were, a conversation with oneself.

According to Z.M. Istomina, the situational speech of older preschoolers is noticeably reduced. On the one hand, this is expressed in a decrease in the number of indicating particles and adverbs of place, replacing other parts of speech; on the other hand, in reducing the role of pictorial gestures in narration. The verbal pattern has a decisive influence on the formation of coherent forms of speech and on the elimination of situational moments in it. But reliance on a visual model strengthens the situational moments in the speech of children, reduces the elements of coherence and increases the moments of expressiveness.

According to A.M. Leushina, as the circle of communication expands and as cognitive interests grow, the child masters contextual speech. This testifies to the leading importance of mastering the grammatical forms of the native language. This form of speech is characterized by the fact that its content is revealed in the context itself and thereby becomes understandable for the listener, regardless of whether he takes this or that situation into account. The child masters contextual speech under the influence of systematic learning. In kindergarten classes, children have to present more abstract content than in situational speech, they have a need for new speech means and forms that children adopt from the speech of adults. Preschool child in this direction makes only the very first steps. Further development of the liaison speech occurs at school age. Over time, the child starts everything more completely and to the place to use either situational or contextual speech depending on the conditions and nature of communication. In a preschool institution, speech education begins with the first "children's words" and ends with the development of coherent speech - the child's ability to freely and grammatically correctly express their thoughts. Unfortunately, not all children sufficiently master the speech skills necessary for school.

An equally important condition for the formation of coherent speech of a preschooler is mastering the language as a means of communication. According to D.B. Elkonin, communication in preschool age is spontaneous. Conversational speech contains enough opportunities for the formation of coherent speech, consisting not of separate, unrelated sentences, but representing a coherent statement - a story, a message, etc. In older preschool age, the child has a need to explain to a peer the content of the upcoming game, the device of the toy, and much more. In the course of the development of colloquial speech, there is a decrease in situational moments in speech and a transition to understanding based on the actual linguistic means. Thus, explanatory speech begins to develop. A.M. Leushina believes that the development of coherent speech plays a leading role in the process of speech development of preschoolers. In the course of the child's development, the forms of coherent speech are

rearranged. The transition of contextual speech is closely related to the mastery of the vocabulary and grammatical structure of the language. In older preschool children, coherent speech reaches a fairly high level. The child answers the questions with sufficiently accurate, short or detailed (if necessary) answers.

The ability to evaluate the statement and answers of peers develops, to supplement or correct them. In the sixth year of life, a child can quite consistently and clearly compose a descriptive or plot story on the topic proposed to him. However, children still more often need a prior model of caregiver. The ability to convey in the story their emotional attitude to the described objects or phenomena is not sufficiently developed for them. In older preschool children, speech development is developed at a high level. A significant stock of words is accumulating, the proportion of simple common and complex sentences increases. Children develop a critical attitude towards grammatical errors, the ability to control their speech.

According to D.B. Elkonin's enrichment of the active vocabulary, as well as the assimilation of the grammatical structure of speech, depends on the conditions of life and upbringing. Individual variations are greater here than in any other area of mental development:

- in V. Stern's research, children of five years old have a vocabulary of 2200, and children of six years of age have 2500-3000 words;
- in Smith's research, five-year-olds have 20-72 words, 202 words gain, five to six-year-olds have 2289 with 217 word gains, and six-year-olds have 2589 with 273 word gains.

The vocabulary is only a building material, which only with a combination of words in a sentence according to the laws of grammar of the native language can serve the purposes of communication and cognition of reality. Based on a thorough study of the formation of the grammatical structure of the Russian language, A.N. Gvozdev characterizes the preschool period (from 3 to 7 years) as the period of assimilation of the morphological system of the Russian language, characterized by the assimilation of types of declensions and conjugations. During this period, there is a differentiation of previously mixed unambiguous morphological elements according to individual types of declensions and conjugations. At the same time, all single, stand-alone forms are assimilated to a greater extent. According to scientists (L.S. Vygotsky, A.N. Gvozdev, D.B. Elkonin), after three years there is an intensive mastery of complex sentences connected by unions. Of the total number of unions assimilated before seven years, 61% is assimilated after three years. During this period, the following unions and allied words are acquired: what, if, where, how much, which, how, to, in what, although, after all, after all, or, because what, why, why, why. The assimilation of these conjunctions, denoting the most diverse dependencies, shows the intensive development of coherent forms of speech.

The assimilation of the native language, which is intensively going precisely at preschool age, which consists in mastering its entire morphological system, is associated with the child's extraordinary activity in relation to the language, which is expressed, in particular, in various word formations and inflectional changes made by the child himself by analogy with the already mastered forms. K.I. Chukovsky emphasizes that in the period from two to five years, the child has an extraordinary sense of language and that it is this and the associated mental work of the

child on the language that create the basis for such an intensively ongoing process. There is an active process of mastering the native language. "Without such a heightened sense of phonetics and word morphology, one naked imitative instinct would be completely powerless and could not lead dumb babies to full possession of their native language."

A.N. Gvozdev also notes the special language talent of preschool children. The child constructs forms, freely operating with significant elements, based on their meanings. Much more independence is required when creating new words, since in these cases a new meaning is created; this requires versatile observation, the ability to highlight known objects and phenomena, to find their characteristic features.

Children's education by analogy, which in their outward appearance has the character of word-creation, is most vividly expressed when the child assimilates word-formation suffixes. According to A.N. Gvozdeva, until the age of three, only the assimilation of the suffixes of diminutiveness, affection, derogation and magnification is noted. The assimilation of all other suffixes occurs after three years and stretches over the entire preschool age. So, after three years, the following are learned: a suffix for female sex, suffixes for a character, suffixes for abstract action, suffixes for cubs, suffixes for collectiveness. It should be noted that the assimilation of suffixes of a certain category does not occur immediately, but stretches over a rather long period. It is important not only that in preschool age there is a mastery of word formation by means of suffixes, but also the extreme ease of such word formation.

Thus, the independent word formation of children is put forward as proof of the presence of a special "linguistic flair" inherent in a child of preschool age. The fact of word creation should be understood as a manifestation, as a symptom of a child's mastery of linguistic reality.

The basis on which the assimilation of the language is built is the orientation to the sound form of the word. A.N. Gvozdev notes the appearance in the fifth year of a child's life of the first attempts to comprehend the meanings of words and give them an etymological explanation. He points out that these attempts are made by the child on the basis of comparing some words with other consonant words. This leads to erroneous conversions. For example, the word "city" approaches the word "mountains". That is, semantic interpretation follows sound comparison. Sufficient meaningfulness of speech appears only in the process of special education. A.V. Zakharova found that during the preschool age, the number of relationships expressed in each case increases significantly. Progress lies in the fact that in speech with the help of case forms, more and more types of objective relations are expressed in various ways. In older preschoolers, temporal relationships, for example, begin to be expressed in the forms of the genitive and dative cases.

Thus, by the beginning of school age, the child has a clearly expressed orientation towards the sound form of nouns, which contributes to the assimilation of the morphological system of the native language. The child's assimilation of grammar is also expressed in mastering the composition of speech. In senior preschool age, according to S.N. Karpova, a relatively small number of children cope with the task of isolating individual words from a sentence. This skill is developing slowly, but the use of special training techniques helps to significantly

advance this process. For example, with the help of external supports, children isolate the words offered to them (except for prepositions and conjunctions). Most importantly, they transfer the techniques of analysis developed with the help of external supports to action without them. In this way, mental action is formed.

This skill is extremely important, since it creates the preconditions for the child to master not only the forms of individual words, but also the connections between them within the sentence. All this serves as the beginning of a new stage in the acquisition of the language, which D.B. Elkonin called it proper grammatical, in contrast to the pre-grammatical one, which covers the entire period of language acquisition before the start of schooling. Despite the large number of works devoted to the psychology of speech, and the attention that speech has recently attracted to itself, the psychology of speech still remains an underdeveloped area, and many of its most central problems must be posed anew, and the starting positions from which it is usually interpreted in psychology, speech is radically revised.

Establishing a certain stadiality in the development of speech, it is based on qualitative differences in those key properties in which both main functions of speech are represented in unity and interpenetration - the communicative function of communication, communication and its designating, semantic, significative, semantic function, thanks to which speech is a form of existence and a means of social adaptation.

Social adaptation (from Lat. Adaptatio - "I adapt") - socio-psychological adaptation is the adaptation of the individual to the social environment ... The goal of any adaptation is to eliminate or weaken the destructive effect of environmental factors. In children with problems in the development of speech, due to developmental defects, it is difficult to interact with the social environment, the ability to adequately respond to ongoing changes and increasingly complex requirements is reduced. They experience significant difficulties in achieving their goals within the framework of existing norms and rules, which can cause an inadequate reaction and lead to deviations in behavior, up to anomie, according to sociologists E. Durkheim and R. Merton. By anomie they understood the destruction of existing sociocultural ideas, norms, attitudes, which may be accompanied by frustration states. An intermediate link between the processes of adaptation and anomie is maladjustment (from Lat. De (s) - termination, removal, elimination, denial of a concept) - the process of destruction of adaptive mechanisms, life plans.

Thus, in our opinion, social development in senior preschool age is aimed at:

- upbringing in a child a culture of cognition of adults and children;
- the development of social emotions and motives that contribute - to the establishment of interpersonal relationships;
- education of ethically valuable ways of communication;
- development of self-knowledge;
- fostering self-respect in the child;

- development of speech and verbal communication (to promote the establishment of dialogical communication of children in joint games and activities, to differentiate use of various means of communication, taking into account a specific situation, to maintain interest in storytelling, to improve the imagery of speech, to promote the development of difficult cases of inflection, the structure of sentences used, to develop phonemic perception, pronunciation and intonation side of speech).

The success of social adaptation is largely determined by the relationship between children in the group of a preschool educational institution, as indicated by studies conducted by Ya.L. Kolominsky, T.A. Repina. If the socio-psychological conditions of the team correspond to the orientation of the child's personality, then a favorable atmosphere of friendship, caring for each other will contribute to the child's quick adaptation, but if the norms of group morality do not correspond to the components of the socio-psychological structure of the personality, then a state of psychological discomfort arises. Through contacts with peers, the child develops the ability to perceive and adequately assess himself and others, which is a necessary condition for the adaptation of a person in a group, in society as a whole.

In preschool age, speech intensively develops as a function and means of thinking, as a specifically generic quality of a person.

In the typical "Program of education and training in kindergarten" speech is considered as a motivational purposeful activity mediated by the signs of the language, the main function of which is the communicative function - its purpose to be a means of communication.

Speech mastery acts as a "spontaneous" development (A. V. Zaporozhets) in the process of communication and interaction of a child with people around him, in which the child shows natural activity in cognizing activities, mastering the environment, and an adult creates conditions for this, organizes the material and linguistic environment, involves the child in joint activities. The development of speech is carried out in creative activities (verbal creativity, theatrical games, constructive creativity, artistic activity, and others).

A special role in the social development of the child is assigned to the development of the culture of social feelings and the culture of social organization. Much attention is paid to the child's mastering of speech, since, together with the language, the child learns a whole system of ideas, understanding of the world and the person in it, and therefore acquires social experience. All this contributes to the integration of the child into society.

Studies of the genesis of speech and communication and their role in the development of a child of early and preschool age (N.M. Aksarina, M.I. Lisina, A.G. Ruzskaya, E.O. Smirnova, etc.) indicate that communication for children of preschool age is the main factor of speech and mental development, one of the main sources of knowledge about the surrounding reality.

During the first seven years of a child's life, three stages of the formation of speech are replaced, which depend on the leading type of activity that determines the need, motive and means of communication.

The first stage is pre-verbal, characterized by expressive - mimic means and situational - personal communication. At the second stage - the stage of the emergence of speech, the means of communication change - substantively - effective and the form of communication - situational and business. At the third stage, "from the third year of life," the child uses speech means that serve to implement the communicative, semantic function of speech, which consists in its coherence.

The speaker's desire is a coherent speech, but the forms of coherence change in the course of development. A connected speech in a specific terminological sense of the word can be called a speech that reflects in the speech plan all the essential connections of its objective content. Speech can be incoherent for two reasons: either because these connections are neither realized nor represented in the speaker's thought, or because, being presented, the connections are not properly identified in his speech. The coherence of speech itself means the adequacy of the speech design of the speaker's thought from the point of view of its intelligibility for the listener.

The development of coherent speech occurs gradually along with the development of thinking and is associated with the complication of children's activities and forms of communication with people around them.

In the preparatory period of speech development, in the first year of life, in the process of direct emotional communication with an adult, the foundations of future coherent speech are laid.

In emotional communication, an adult and a child express a variety of feelings (pleasure or displeasure), rather than thoughts. Gradually, the relationship between an adult and a child is enriched, the range of objects that he encounters expands, and the words that previously expressed emotions begin to become for the child designations of objects and actions. The child masters his vocal apparatus, acquires the ability to understand the speech of others. Understanding of speech is of great importance in all subsequent development of the child, it is the initial stage in the development of the communication function.

In preschool age, speech is separated from direct practical experience. The planning function of speech arises. In the role-playing game, leading the activity of preschoolers, new types of speech arise: speech instructing the participants in the game, speech-message telling the adult about the impressions received outside of contact with him. Speech of both types takes on the form of monologue, contextual. However, as shown in studies by A.M. Leushina, the appearance of contextual speech does not completely replace situational speech. So, in communicating with peers, children use contextual speech to a greater extent, since they need to explain something, convince them of something, and in communicating with adults who easily understand them, children are often limited to situational speech.

Thus, along with monologue speech, dialogical speech also develops. In the future, both of these forms coexist and are used depending on the conditions of communication and help the child in social adaptation. In older preschool age, children are able to actively participate in a conversation, to answer questions quite fully and accurately. Complement and correct the

answers of others, submit appropriate remarks, formulate questions. The nature of the children's dialogue depends on the complexity of the tasks solved in joint activities.

G.M. Kuchinsky and B.F. Lomov believe that the elementary structural unit of a dialogue is a cycle formed by two interconnected, conjugated speech acts of partners, called replicas (statements). Replicas are considered by them as the primary elements of dialogue, the border between which is the end of the speech of one speaker and the beginning of the speech of another. The length of the replicas is different. It may include not only a phrase consisting of one or more words, but also a group of phrases that make up the statement of each interlocutor. Short sentences are more typical for dialogical speech. In the formation of the dialogical speech of older preschoolers, the connection between the speech and mental development of children, the development of their thinking, perception, and observation is clearly manifested. To talk about something, you need to clearly imagine the object of discussion (subject, events), the ability to analyze, select the main (for a given communication situation) properties and qualities, establish causal, temporal and other relationships between objects and phenomena.

But speech is not a process of thinking, not thinking, not "thinking out loud" (F.A. (intonation, logical stress)).

Speech, carrying out the function of "communication, social connection, impact on others," is at the same time a way of forming thought. As a system of mediated linguistic signs, which Vygotsky called "mental tools", speech rebuilds all human mental processes that reach the level of voluntary, conscious functioning. Speech is an indispensable condition and a necessary component of the implementation of any activity - theoretical, practical, collective and individual.

The child gradually masters speech, developing in a social in nature and multifaceted in nature, joint activities with adults and peers. In the process of carrying out more and more complicated activities at each subsequent stage of the child's development, more tasks arise before him (cognitive, regulatory and etc.), requiring addressing speech communication for their solution. The child sequentially forms means (a system of linguistic signs), as well as techniques and methods of communication (B.M. Grinshpun, V.I.Seliverstov). As the child develops, his need for verbal communication increases, which in turn stimulates the accumulation and development of speech skills and abilities (their quantitative composition increases, the structure becomes more complex, and the quality improves).

The category of communication in connection with the problems of the formation of a person as a person, as a subject of activity, education of individuality in his works are addressed by B.G. Ananiev, V.M. Bekhterev and others [7]. B.G. Ananiev considers the process of human development primarily from the point of view of its formation as an individual whole, conditioned by the concrete historical conditions of social life. According to B.G. Ananyev, communication with an adult acts as a way of adapting a child to the social environment in which he develops, assimilating its culture, values, priorities, and learning the actions necessary in his life. B.G. Ananyev noted that thanks to verbal communication, the child's cognitive activity develops and, passing through the prism of his personal qualities, the inner world is

formed, from the position of which he perceives the environment and builds a communication style with it in the broad sense of the word.

According to the scientist, the processes of education and training have a pronounced communicative nature. Training "... is not only the transmission and assimilation of information - knowledge and rules of activity. At the same time, learning is verbal communication, communication corresponding to the structure of society and the dominant type of interpersonal relations in it. " In this regard, verbal communication, realizing its didactic and educational functions, determines the entire nature of the mental development and social formation of a forming person. However, this process does not end at a certain stage, it continues throughout life, during which it improves, changes under the influence of developing reflex personality traits and various situations of communication.

The mutual psychic influence of people on each other in the course of communication occupies a central place in the social and psychological theory of V.M. Bekhterev. For him, communication acts as a mechanism for uniting people into groups, as a condition for the socialization of a person. Describing the role of communication in the development and formation of personality, V.M. Bekhterev noted that the more diverse and richer it is with the people around it, the more successful the development of the personality is. "People who have grown up with a more diverse range of people are more evolved than people who live their lives away from society."

Speech communication, the main form of implementation of which is dialogue, thus, acts as the main condition for a person's cognition of reality, his formation as a personality and adaptation in society. Dialogue is a complex form of social interaction. According to some authors (M.M. Alekseev, V.I. Yashin), it is sometimes more difficult to participate in a dialogue than to build a monologue statement. Thinking over your remarks, questions occurs simultaneously with the perception of someone else's speech. Participation in a dialogue requires complex skills: listening and correctly understanding the thought expressed by the interlocutor; formulate your own judgment in response; express it correctly by means of language; change the topic of speech interaction following the thoughts of the interlocutor; maintain a certain emotional tone; monitor the correctness of the linguistic form in which thoughts are clothed; listen to your speech in order to control the normality, and, if necessary, make appropriate changes and amendments.

Speech skills that are formed spontaneously, adapting to the needs of communication, turn out to be insufficiently formed for the transition to a new type of activity - educational. So, according to researchers (N.S. Zhukova, E.M. Mastjukova, T.B. Rakhmakova, T.B. Filicheva), by the end of preschool age, the ability to understand syntactically complex statements and the ability to build a coherent speech.

Thus, dialogical speech is one of the main forms of coherent speech used to organize verbal communication. Dialogue speech is not just a sequence of interconnected remarks, questions and statements built in accordance with the communication situation, which are expressed by interjections, incomplete sentences or common sentences, but speech, which, as it were, absorbs

all the child's achievements in mastering the native language. Speech arises in the presence of certain biological prerequisites and, above all, the normal maturation and functioning of the central nervous system.

Speech is not an innate human ability, it is formed gradually, along with the development of the child. For the normal formation of speech, it is necessary that the cerebral cortex has reached a certain maturity and the child's senses - hearing, sight, smell, touch - are also sufficiently developed. The development of speech-motor and speech-auditory analyzers is especially important for the formation of speech. All of this is highly dependent on the environment. If the child does not receive new vivid impressions, an environment has not been created that promotes the development of movements and speech, and his physical and mental development is delayed. For the development of speech, the psychophysical health of the child is of great importance - the state of his higher nervous activity, higher mental processes (attention, memory, imagination, thinking), as well as his physical (somatic) state. Negative impact on the formation of speech is rendered by various diseases - dyspepsia, chronic pneumonia, chronic tonsillitis, adenoids and other diseases. They weaken the child's body, reduce his mental activity, sometimes lead to psychophysical infantilism and asthenization. Speech develops by imitation, therefore, a large role in its formation, M.F. Fomicheva, plays a clear, unhurried speech of adults around the child. Speech is one of the most powerful factors and stimuli for the development of a child as a whole. This is due to the exceptional role of speech in human life. With its help, they express thoughts, desires, convey their life experience, coordinate actions. We believe that speech is the main means of social adaptation, communication of people, at the same time a necessary basis for thinking and its tool. Cognitive operations (analysis, synthesis, comparison, generalization, abstraction, etc.) develop and improve in the process of mastering speech. The general intellectual development also depends on the level of speech development. Speech is a means of regulating mental activity and behavior, organizes emotional experiences. The development of speech has a great influence on the formation of personality, volitional qualities, character, attitudes, beliefs. We can say that a person's speech is his business card, thanks to the correct speech, it is easier for a child to adapt in a social environment. Speech reflects the social environment in which the child grows up. Verbal communication - the highest form of interaction with people - involves language acquisition. Indeed, without a verbal shell, the existence of any concepts is impossible. It is verbal communication that activates cognitive processes, develops the emotional sphere, and normalizes behavior.

Communication, in our opinion, is the leading factor in social adaptation of the child. In the process of communication, the child develops images people and oneself, who play a decisive role in self-knowledge and self-esteem of the child, thereby forming his attitude to the world. N. D. Vatutina in her study notes that the social adaptation of preschool children is an active process of a child's assimilation of social experience in the process of activity and communication. Therefore, the timely satisfaction of the need for communication will allow the educator to accelerate the adaptation processes. The effectiveness of social adaptation is also influenced by the child's communication with the teacher. The process of social adaptation of a preschool child is greatly influenced by an adult as a bearer of social experience and values.

Thus, in the process of successful social adaptation, we emphasize the importance of an individual approach to the child. The child's personality is formed in activities that contribute to the accumulation of knowledge about the surrounding reality, the development of social emotions, the formation of an adequate attitude to the objective and social world and to oneself. Participation in a variety of activities of the child influences the development of all mental processes, thereby contributing to effective social adaptation.

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