

Observation In Preschool Institutions Vocabulary Work In The Classroom.

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Abstract: *This article provides recommendations on how to properly organize observation activities in preschool organizations and increase vocabulary. It has also been suggested that the development of children's speech is related to the introduction to nature.*

Keywords— observation, vocabulary work, speech development, social life, nature, environment, analyzer.

1. INTRODUCTION

One of the most important teaching methods is observation. Observation is a unique activity that introduces the child to life. The child usually remembers what he saw and observed for a long time, is impressed by it, and enjoys it aesthetically. Rich in colors, beautiful and pleasant scenery, nature is a source of child taste, vocabulary and speech development. By teaching a child to see the beauty around him, to perceive colors, to listen to sounds, to perceive fragrances, his range of thought is developed and his speech is developed.

2. Materials and methods

It is important to instill in the child the ability to put into words the impressions he receives from his surroundings. As the child observes the phenomena of the environment and social life, the labor of people, he begins to learn new words and phrases to express them. Most importantly, the child gets acquainted with the plants, animals, social life, objects in the area where he lives. Regarding the emergence of observational activity in children from a very young age, pedagogue DN Gonobolin said: "Observation is one of the types of cognition that has its own characteristics. The perfection of perception of objects of the external world depends not only on the sharpness of perceptions (sight, hearing, etc.), but also on the ability to analyze events, distinguish signs of things, identify connections between them, learn and so on. depends".

3. Main part

The main purpose of introducing children to a new object is to help them learn about the novelty of the object, to understand its features and characteristics, and to determine its connection with the environment. During the observation process, various analyzers (sight, hearing, taste, skin) are activated, some of the children's senses are expressed in words (bitter, bitter, hot, cold, rough, smooth, red, yellow, brown). k and so on).

I. Tikheeva, the founder of the method of speech development, a well-known educator, praised the importance of observation in the educational process, saying: "... Observation of reality is the basis of any knowledge. The

important purpose of observation is to help children to consciously perceive the world around them and to express in words what is being perceived." Cognition is related to a child's thinking activity: that is, an idea about an object is formed, important features are listed, and an object is compared to another object. The process of observation is based on the verbal communication of the educator and the children, and the important aspects of perception are expressed in words. The most important tasks of a preschool organization are:

- 1) increase observation skills in children;
- 2) gaining practical experience;
- 3) Teach them to use their emotions to develop speaking skills.

Observation skills are developed in children through an organized introduction to the world around them. There are two ways children can use the environment to expand their knowledge, develop their speech, and work on their vocabulary:

1. Show the objects closer to the children as a study material. These include household items, utensils, clothing, shoes, toys, flowers from nature, twigs, fruits, vegetables, objects, pets and poultry, birds, fish, and more. Such monitoring is carried out in the preschool itself.

2. Bringing children closer to an object or thing.

These include objects or objects (buildings, shops, post offices, cotton fields, vehicles, etc.) that cannot be directly observed by the preschool organization itself. Preschool children begin to get acquainted with the environment from the nearest place, ie group rooms (bedroom, washroom, etc.), their objects, toys, nature corner, group playground, etc. Such observations have a specific purpose, ie to determine the purpose of the group room, its equipment and facilities, the building of the preschool organization, the location of rooms, group playgrounds, the surrounding facilities, the work of employees of the preschool organization. identifying and expanding children's knowledge, enriching and activating their vocabulary. In the preschool organization itself, such observation classes, which are organized in the group room, are called, in the words of YI Tikheeva, "local travel." Such follow-up sessions are conducted in all groups of the preschool

organization. As the educator prepares for the observation session, he or she prepares for a single session to familiarize himself or herself with the environment and social life events. , selects words that children need to know and master during the observation process. Identifies words that are new and difficult for children to use in the observation process when creating lesson plans. For example: in a small group, when introduced to the group room, dressing room, etc., children are told, activated, reinforced words such as hallway, closet shelf, right, left, loop, shoes, outerwear, hanging, etc. They will also be taught where their group rooms are located in the preschool building. In this way, the area of the preschool organization, all the buildings in it: kitchen, laundry, guard room, nurse, manager's room and music room, flower garden, garden, etc. will be introduced and observations will be organized. The object of observation and its content become more complex as it moves from a small group to a large group. Such observation classes with children not only expand the scope of knowledge and enrich the vocabulary of children, but also cultivate in them high moral qualities. For example, when introducing children to the premises of a preschool, their attention is drawn to the cleanliness of the rooms and they are taught to respect the work of the nanny; When looking at winter coats, they are taught to sew beautiful, warm clothes and to appreciate their work. Therefore, the purpose of the syllabus is to develop respect for the work of out-of-work people (observing the work of adults), love of nature (observing animals or plants), caring for objects (introducing objects), and so on.

4. Conclusion

In conclusion, the beginning of the Observation exercise is an important step and will depend in many ways on the whole training process. Therefore, it is important to make the lesson interesting for the children to be interested in what they are watching. Various methods are used for this. You can begin the session with an introductory conversation, in which you ask a series of questions related to the topic. For example, before looking at winter clothes in a large group, you could start with the following questions: “What time of year is it? How are people dressed? Why is everyone dressed warm? ”

5. References

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