

**THEORETICAL BACKGROUND OF MOTIVATIONAL
IMPACT OF THEATER AND MUSIC ON
DEVELOPMENT SPEECH SKILLS OF PRESCHOOLERS**

D.B.Mamatova

UzSWLU

Senior teacher (PhD)

Preschool is crucial to development of the psyche of the child [6. 56p]. This period can be considered the beginning of the comprehensive development and formation of personality. Activities analyzers, the development of ideas, imagination, memory, thinking and speech in complex lead to the formation of a sensory stage of cognition the world [3.184p]. This age is called the age of the game because it is the game that is the leading activity [2. 210p]. In this regard, the game is the best means of satisfying interests and the needs of the preschooler, the implementation of his plans, desires, aspirations [4. 276p]. Moreover, according to E.A. Arkina, the game is for child Six years of age is called older preschool age. Preschoolers of this age are more independent. Game Content complicated by type of movement, compared with five years of age, and according to the plot content. In the process of outdoor games many educational tasks: moral, mental development, artistic and aesthetic, physical development [4. 275p]. In older preschool age the essence of the game is to comply with the rules in accordance with the role assumed. Gaming is shrinking generalized and conditional. Role-playing game is replaced a game with the rules [2. 209p]. In preschool age, the memory of children is involuntary, children usually do not set themselves the task of remembering anything. Kids are better just remember what arouses their interest [5.349p]. For preschool age, various forms of activity are characteristic: construction, drawing, perception of fairy tales and game activities. There are also elements of labor and educational activities. In that the period the child goes from impulsive, situational behavior to personal, mediated by some representation or pattern. It clearly manifested in the design and drawing. So, from spontaneous actions and imitation of ready-made patterns, children move to

embodiment own plans. Preschool is also a period the most intensive development of imagination and visual-figurative thinking. This period is sensitive for the development of many abilities, assimilation of knowledge and skills. Therefore, preschool education and upbringing is a developed area of pedagogy. The problem of increasing motivation requires the teacher to apply, search for new methods of teaching a foreign language. Lesson should to be remembered and bring pleasure to students. Preschool child age does not realize why he needs to know a foreign language; motivation a preschooler is not set by distant goals. Therefore the whole process learning a foreign language is a satisfaction process personal, cognitive, game needs of the child One of the most effective teaching methods is the use of theater and music activities in English classes language. The effectiveness of this technique is emphasized by comparing age-related psychological characteristics of the perception of speech and speech creativity of preschoolers. Theatrical and musical activity is poorly covered in literature, therefore we will adhere to the concept of theatrical and musical activities proposed by M. D. Makhaneva. By theater and music we understand a combination of such techniques as:

- theatrical games
- playing fairy tales and dramatizations
- learning songs
- the use of music in the lessons

In recent years, the attention of preschool workers to theatrical games for teaching foreign languages. These games are especially interesting for children: they like to portray and play a role fairy-tale hero, cartoon characters. It is these games that increase vocabulary of children, teach dialogic speech, the ability to consistently transmit in the speech and actions the plot of a fairy tale, story [1.31p] Music is a tool that you can use in class a foreign language for teaching various types of speech activity .In this work, we tried to explain the place and role of theater musical activity in the process of teaching foreign languages, identify the justification for using such activities in the lesson a foreign language, consider the basic principles of working

with theatrical- musical activity, as well as offer their program of work with preschoolers.

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