

**ORGANIZATION OF "QUEST" TECHNOLOGY ACTIVITIES FOR VARIOUS
GROUPS OF CHILDREN IN LANGUAGE AND SPEECH CENTERS**

Durdiyeva Mohinur Adilbek kizi

Teacher at the Asia International University,

Khorazm Pedagogical Technical College

mohinurdurdiyeva @gmail.com

Abstract: This article examines the systematic development of cognitive abilities in preschool children through native language instruction. It emphasizes that language learning is a goal-oriented process designed to help children internalize fundamental global knowledge, acquire relevant vocabulary, and develop essential communicative skills. The study highlights the role of "Quest" technologies in fostering an interactive environment that stimulates speech development and logical thinking in preschool educational settings.

Keywords: speech development, logical thinking, independent thought, innovative approach, methodological system, preschool education, quest technology.

INTRODUCTION

In his address to the 72nd session of the UN General Assembly, the President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, stated: *"The future of our planet and its prosperity depend on what kind of individuals our children grow up to be. Our primary task is to create the necessary conditions for young people to realize their full potential"* [1].

Currently, the comprehensive intellectual development of children in Uzbekistan is a priority. This involves strengthening the material and technical infrastructure of preschool education, providing qualified pedagogical staff, and implementing modern educational programs and technologies. Drawing on international experience, it is essential to develop methodological systems that foster logical thinking and expand children's understanding of the world through interactive cognitive activities.

Improving the mechanisms of pedagogical and psychological training for preschool educators is a pressing issue. Educators must be capable of applying creative approaches and various practical tools to enhance their professional competence [2]. Accordingly, the "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030" sets priority tasks such as creating conditions for the intellectual, moral, aesthetic, and physical development of children, and introducing innovations and information-communication technologies into the system [3]. Implementing these tasks requires an innovative approach to speech development and the formation of independent thinking in accordance with state requirements.

According to the "Ilk Qadam" (First Step) state curriculum, preschool children should be able to:

- Comprehend the native language aurally.
- Use correct pronunciation and grammatical structures.

- Show interest in literature and understand word meanings.
- Master phonetic and syllabic structures.
- Independently construct and narrate sentences with various semantic forms [4].

Language instruction in preschools is a planned process aimed at developing cognitive abilities and vocabulary. It is crucial to organize these activities based on the specific characteristics of different age groups. In younger and middle groups, the focus is on speech and motor development. In older and preparatory groups, activities aim to foster initiative, independence, curiosity, and critical thinking skills such as comparison, generalization, and drawing conclusions.

Quest-based activities play a vital role in forming creative activity. These sessions help children develop collective work skills, sustained attention, and willpower. Systematic learning fosters cognitive interest and provides several advantages:

1. **Peer Influence:** Children actively influence and learn from each other during collaborative tasks.
2. **Initiative:** They are given opportunities to demonstrate leadership and individual initiative.

Organizing such activities requires significant mental and physical effort from the children, as they strive to achieve specific goals through active movement. This necessitates long-term voluntary attention. Therefore, when designing creative activities, educators must strictly consider the child's age, the timing of the activity within the daily routine, and the logical sequence of the curriculum components.

REFERENCES

1. **Mirziyoyev, Sh.M.** (2017). Address at the 72nd Session of the UN General Assembly. Available at: <https://strategy.uz/index.php.news-615&lang-uz>.
2. **Quchqorova, N.M.** (2022). *Organizing activities based on a creative approach for young children*. Methodological guide. Tashkent, p. 3.
3. **Decree of the President of the Republic of Uzbekistan.** (2019). *On approval of the Concept for the Development of the Preschool Education System until 2030*. No. PQ-4312. National Database of Legal Documents.
4. **State Curriculum "Ilk Qadam".** (2022). *State educational program for preschool educational organizations of the Republic of Uzbekistan*. Second revised edition. Tashkent, p. 17.