



PSYCHOLINGUISTIC ESSENCES OF CHILDREN'S SPEECH AT THE AGE OF PRESCHOOL EDUCATION

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ABSTRACT

This article highlights the opinions on the specifics of speech, speech activity of preschool children, and clarifies the impact of deficiencies and shortcomings in children's speech on child thinking.

KEYWORDS: *speech, speech process, consciousness, thinking, language construction, lexeme, children's speech, sensory education.*

DISCUSSION

To trace the developmental stages of any human-specific speech process is not possible. Therefore, it is difficult to describe these stages and correct it in the first stage itself. From a psychological point of view, this process is associated with the acquisition of certain language units and their preparation for the speech process. Speech, sentence structure, and lexeme, which are characteristic of this language, serve the realization of human speech.

The development of human consciousness and thinking is also connected with this process, and children learn language and thinking through speech at the same time, from conscious and unconscious gurgling to mastering the speech process that fully expresses thought.

From this point of view, the development of speech in young children plays an important role in the psychophysiological development of children.

The first year of a child's life is the most responsible period, during which great changes take place in the child's speech. This is reflected in the overall development of the child. The child is born with a ready-made speech apparatus, but he does not speak. There are many reasons for this:

1. A newborn baby (infant) does not have the ability to use his own speech apparatus, this skill must be developed in him.

2. It does not have a subject (object) for speech, it must collect that subject (object).

3. He is not familiar with the word forms of speech, the child must get acquainted with them.

4. Speech is related to thinking, so it is necessary to develop the child's thinking.

5. Speech develops in the way people interact with each other, the baby has not yet established contact with those around him.

Children's speech development should be guided in this direction. It is necessary to influence the development of the child's speech apparatus and the acceleration of the process of speech development. At the same time, scientists have proved in their scientific and theoretical views that the acquisition of full-fledged speech is one of the most important tools in the emergence of a full-fledged mental process in the child and its further development.

Speech in a child begins to form from an early age. The speech acquired during this period serves as the main basis for the child's future mastery of the mother tongue. With the birth of a child, he enters into a verbal relationship with those around him, through which he develops all his strengths and abilities. In preschool education, the educator must pay serious attention to the development of speech in early childhood and systematically organize all work on its development.

During this period, it is possible to organize work on children's speech by answering questions about how the process of speech development in young children goes and what effect it can have on the educator-specialist in a timely manner.



The growing demand for education in recent years has had an impact on the overall development of young children. In order for children to properly understand and solve any task set before them during the period of development and education, they must first have a complete speech. A child's well-formed speech can be the basis for his successful education. Any thoughts and information are reflected in the word. The complete and correct development of speech in a child helps him to grow and form as a social being.

Special research on the development of speech in children and adolescents of Uzbek descent and their sociopsycholinguistic features has not yet been carried out.

A.Umarkhodjaeva's "Some comments on children's speech" and M.Kenjaev & M.Norbosheva's "Development of speech culture in preschool children" are the first works in Uzbek linguistics dedicated to this field.

Learning children's speech in turn is complex and requires long-term observation. In our opinion, a person who enters this field, in addition to a perfect knowledge of linguistics, should know their psychophysiological features, love children infinitely and be among them and compile their diary.

The development of sensory education plays a special role in activating the speech of children of preschool age, whose speech is not fully developed. Proper sensory education from preschool age is the responsibility of every educator, psychologist, speech therapist and speech pathologist.

Impressions are gained by perceiving 9.10 percent of the mental knowledge of children of preschool age. The richer the intuition and perception, the wider a person's perception of the world around him.

Preschool age is a period of development of sensory processes in children. Sensory education is important for a deeper understanding of objects, their grasp, and the presence of different senses when interacting with them.

As preschool children grow older, their life experiences increase, their cognitive characteristics develop as their conditions change, and the requirements for them become more complex.

As children get older, they begin to notice the size, depth or surface of things, bowls or trays, and in the process, the child tries to enrich their vocabulary. They perceive the weight of the dishes, the smoothness of the surface, by feeling hot or cold when touched.

We examined the state of their cognitive abilities when activating the speech activity of children in grades 2-3 who did not fully develop speech.

The test involves 25 children with incomplete speech, who are asked to draw a goal-oriented picture, make objects out of plasticine,

appliques, and compare them according to the color of the objects before drawing.

Children are given changes in nature, winter, spring, summer, autumn, what changes they have during the year, the specifics of each season, the shape of objects, visual aids for measuring, how and why events and things in animate and inanimate nature. The children responded knowingly, seeing and hearing some objects.

The study found that children at grade 2-3 of speech development had difficulty in explaining, vocabulary, and poor speech due to underdeveloped phrasal and connected speech. We have witnessed that children with underdeveloped speech do not develop cognitive abilities as a result of a lack of vocabulary. We know that speech development in children with speech impediments is observed at 3 levels:

In children at the first grade of speech immaturity, speechlessness is accompanied by the imitation of certain sounds, the expression of their thoughts.

At the 2nd grade, phraseological speech (sentence construction) is underdeveloped, and the name, quality, and number in their vocabulary are underdeveloped.

In children at the third grade of speech immaturity, it can be observed that vocabulary and word groups are not well developed. They can't tell by looking at independent pictures. They have difficulty describing things and events around them. They cannot make words by connecting words.

We studied the speech activities of children with incomplete speech and concluded that the development of vocabulary should be done in a sensory manner, i.e., corrective work should be done on vocabulary development, sentence construction, and connected speech development through perception of everything and events.

Scientists have found that stuttering mainly occurs between the ages of 2 and 4, that is, when a child begins to speak.

Then the rate of stuttering among children decreases and increases again when they reach school age. This is because when a child goes to school, he or she falls into a situation that is alien to him or her. At this time, attention to the child increases, the requirements increase (related to reading).

Interestingly, stuttering among children living in rural areas was significantly lower than among children living in urban areas. In addition, stuttering in children is more common in developed countries.

While stuttering is three times more common among boys than among girls. All this, i.e. the growth of children's speech and the appearance of defects in it, also shows how much the child's speech is related to sensory upbringing.



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