



THE ROLE OF SPEECH IN THE DEVELOPMENT OF A CHILD

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Abstract

This article highlights the role and importance of speech in the formation of a child's personality. Speech, as one of the main psychic functions of a person, is directly related to the child's thinking, perception, memory, social communication and emotional development. Speech is also analyzed as a means of expressing the child's personal experience, adapting to the social environment and effectively communicating with others.

Keywords: Child's personality, speech development, communication, psychological development, thinking, language, socialization, vocabulary, emotional development, pedagogical influence, thinking, preschool education, cognitive processes, communicative skills.

Introduction

The origins of the culture of beautiful and elegant speech go back to ancient times in the ancient East. The ability to speak meaningfully and gracefully, the ability to distinguish between acceptable and unacceptable intonations, the ability to distinguish the appropriate place of the word, speech understanding and etiquette were considered the pillars of general human morality in Turan.

Our great ancestors Yusuf Khos Hajib did not say for nothing: "The beginning of etiquette is language." It is difficult to enumerate such meaningful sayings about speech behavior in the oral and written vocabulary of our people. Concepts that form the core of spiritual perfection, such as national society and universal values,



national identity, stability of perception, national consciousness and thinking, national pride and honor, love for the homeland and loyalty to independence, cannot be imagined without the environment.

A true speech culture forms the language on the basis of conscious perception. Speech culture is an important stage and a necessary sign of the cultural and educational development of society, the spiritual perfection of the nation. Cultural speech in the true sense is one of the extremely important elements of the general cultural level of a person. Therefore, it is no coincidence that today, when spiritual and educational reforms have been declared a priority direction of state policy in our country, the issues of speech culture, improving the speech culture skills and qualifications of our children, and adequately considering the problems of cultural speech at all stages of the educational process have become more relevant than ever. Speech culture is a set of skills, qualifications and knowledge that ensure the ability to freely use the language in a manner that is moderately appropriate for the purpose.

There are a number of qualities that ensure the culture of speech, such as correctness, accuracy, logicity, expressiveness, richness (variety), purity. Speech that embodies all these communicative qualities is considered cultural. The correctness of speech, that is, its strict compliance with the criteria of literature (pronunciation, word stress, word formation, morphological, syntactic, stylistic criteria) is the main central quality of cultural speech. However, not every correct speech is cultural, it can acquire the status of truly cultural speech only when it has the other communicative qualities mentioned.

Our grandfather Abdurauf Fitrat, who lived with a burning desire to save the child of the nation, said this:

“It is known that a person receives his first education in his mother’s arms. It is inevitable that this first education (family education) is the most important stage of education. Its influence is firmly established in human nature. The psyche, moral essence and disasters of a person are formed from childhood.” A child who grows up without communicating with people until the age of five or six will later be deprived not only of knowing the language, but also of the ability to pronounce speech sounds correctly. “Proving that a person can develop eloquence by hearing words, Kaykovus says in his famous book “Qobusnoma”: “... If a boy is born



from a mother, a place is dug for him under the ground, milk is given to him, and he is raised there, and his mother and father do not speak to him, and the boy does not hear anyone's words, he will be dumb when he grows up.”

That is why the first education in the pleasure of language, cultural speech perception, and love of words should begin in the family, from the moment when the child is happy and intoxicated with the happiness of “slurring” a word or two. Further deepening the study of the problems of speech culture on a scientific basis is also of particular relevance today. Determining the criteria inherent in the nature of our language, which has embarked on the path of free development thanks to independence, restoring its forgotten riches, studying the traditions of speech etiquette in the history of our culture for several thousand years, and showing in detail the great heritage of our great ancestors who valued the word as a unique gift are important tasks facing specialists in this field.

From the above, it can be concluded that the correct development of productive speech has become of great importance in the formation of the personality of a preschool child.

Therefore, our state pays great attention to the formation of a speech culture in preschool children, so that their speech becomes fluent and perfect. It is the science of speech therapy that has set itself the goal of fulfilling such a complex task as the implementation of the above-mentioned goals.

The object of speech therapy is children with speech defects. Accordingly, speech therapy, as a special pedagogical discipline, studies the causes of speech defects and ways to prevent and correct them.

The issues of speech therapy were initially studied (in the 17th century) in the field of speech therapy. Since the 2nd half of the 19th century, an independent, medical approach to the study of speech defects has begun. As a result of the expansion of scientific ideas about the nature of speech activity and research conducted in this area, the direction of speech therapy has changed radically, in which pedagogical content is put in the first place. In modern speech therapy, special importance is attached to the study of the influence of the characteristics of the nature of human speech activity on mental activity. After all, speech is one of the most important mental functions performed by the central nervous system, which serves to organize mental processes in a child and the overall development



of the child. Speech defects have a negative impact on the mental and physical and mental development of a child.

Speech defects are determined by the speaker's speech activity, which is associated with the weakening of the psychophysiological mechanisms that normally function in the speech environment, and their deviation from the norms of the literary language accepted in a given language environment.

A speech defect is considered to be a slight deviation from the norms of speech accepted in the literary language. From a communicative point of view, speech disorders are a violation of this means of communication. Therefore, in speech therapy studies, along with pronunciation defects, the lexical and grammatical development of speech is also studied.

Speech defects are different in their occurrence, nature, and impact on mental development. They make the cognitive process difficult to communicate with people around them. As a result, the child may become shy and lag behind his peers in mental development.

In the process of speech therapy, the development of vocabulary, perception of the meaning of words, and the formation of the lexical side of speech are of great importance in the development of the child's cognitive process. Because words are not only a means of communication and interpersonal relationships, but also the main basis for the development of thinking.