

Features of the Development of Speech in Younger School Age

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Abstract: The article deals with the development of students' speech at school age. It is also important to note that speech as a product of social development is a process of communication between people through language that can take the form of messages, instructions, questions, commands, the connection between language and speech, and the development of school-age students' speech. opinions on its specific features are stated.

Keywords: reader, speech, product of social development, language, communication process, feature, psychological compatibility.

INTRODUCTION. Speech is a product of social development. Speech is the process of communication between people through language, which can be carried out in the form of a message, an indication, a question, an order. Language is a system of conditional symbols, with the help of which combinations of sounds are transmitted that have certain meanings and meaning for people. The link between language and speech is the meaning of the word.

LITERATURE ANALYSIS AND METHODOLOGY. Speech, according to S.L. Rubinshtein, is the activity of communication through language, it is language in action[1]. Thus, according to S.L. Rubinshtein, there is unity between thinking and speech, but not identity. Human speech is diverse and has a variety of forms. There is reason to believe that the first means of communication was complex kinetic speech (the simplest transmission of information using body movements). Whatever form of speech is used, it refers to oral or written. A.R. Luria and L.S. Vygotsky noted that speech acts for a child as a glass through which something is seen, but the glass itself (the word) is not visible" [2].

DISCUSSION. The main type of oral speech is speech that takes place in the form of a conversation (colloquial or dialogic. Another form of oral speech is monologue speech. Both dialogical and monologue speech can be active or passive. There is another division of types of speech into two main types: internal and external.External is associated with the process of communication, exchange of information.Internal speech is associated with the provision of the thinking process.Written and internal speech are monologic forms of speech.The translation of external speech into internal (internalization) is accompanied by a reduction (contraction) of the structure of external speech, and the transition from internal to the external (exteriorization) requires, on the contrary, the deployment of the structure of internal speech.³ Any type of speech performs certain functions, among which the main ones are expression, influence, message, designation.

The expressive function of speech reflects a person's attitude to the events of reality, the assessment of these events, and the actual emotional state. Another important function is significative [4]. Communication between people becomes possible when all those who communicate use the same word signs with the same meaning. The intellectual function of speech makes it possible to carry out the main purpose of speech - to be an instrument of thinking. The communicative function of

speech is integral, generalizing, since speech generally makes sense only in communication. Associated with consciousness as a whole, human speech is included in certain relationships with all mental processes; but the main and determining factor for speech is its relation to thinking. The driving force behind the development of a child's speech in J. Piaget is the transition from an egocentric to a social point of view. L.S. Vygotsky explains the child's speech development based on the fact that the ability to communicate and communicate is the result of an immanent development of generalization that comes from within [5].

The development of speech in a child goes through several stages. Most often, four periods of speech development in a child are distinguished. The first period is the period of preparation of verbal speech (vocalization). In the second half of the year, the child moves to a more complex interaction with an adult, so new means of communication appear. Speech becomes such a means, at first passive (understanding), then active (speaking). The first words of D.B. Elkonin considered one of the evidence of the transition of the child from infancy to early childhood. Children's speech of this period is called autonomous [4]. The second period is the period of initial mastery of the language and the formation of dissected sound speech. The third period is the period of development of the child's language in the process of speech practice and generalization of linguistic facts. The development of speech goes in several directions: its understanding and practical application is being improved; it becomes the basis for the restructuring of all mental processes and an instrument of thought.

The fourth period is associated with the child's mastery of written speech and the systematic teaching of the language at school. Under the influence of training in the development of speech, significant changes occur. In the process of learning, the child must master more complex types of speech: written speech, monologue, techniques of artistic literary speech. In connection with learning to read and write, the child's own speech becomes the object of the child's analysis, which gives it a new reflexive character.

Speech is one of the most important mental processes of a junior schoolchild, and its mastery takes place in the lessons of the native language along the line of the sound-rhythmic, intonation side of speech; along the line of mastering the grammatical structure and vocabulary, increasing the vocabulary and awareness of one's own speech processes [6]. One of the functions that come to the fore is communicative. The need for communication determines the development of speech. The development of speech turns into speech activity. Speech communication implies not only a richly represented variety of words used, but also the meaningfulness of what is being said. Meaningfulness provides knowledge, understanding of what is at stake, and mastery of the meanings and meanings of the constructions of the native language.

In children of 7–9 years old, there is a certain peculiarity when, having already mastered the basics of contextual speech, the child allows him to speak for another not in order to express his thoughts, but in order to keep his attention. This usually happens with close adults or peers during game communication [7]. This slippage from speech used to express one's thoughts to speech formally oriented towards quasi-communication is an indication that the child has problems in constructing meaningful contextual speech - it is difficult for him to constantly reflect on working mentally to control the intent of the statement. , over the selection of the necessary words, phrases and the construction of coherent sentences. For oral speech, orthoepic and pronunciation correctness is distinguished. Written speech has its own specifics: it always requires more control than oral speech.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS. The main link in the development of written speech is the development of coherent speech - the ability to display in speech all the essential connections of the subject content so that the semantic content of the speech

forms a context that is understandable to another. Mastering written speech, children discover for themselves that texts are different in structure and have stylistic differences: narratives, descriptions, reasoning, letters, articles, and so on. The speech of the younger schoolchild is varied in terms of the degree of arbitrariness, complexity, planning, but his statements are very direct. Often this is speech-repetition, speech-naming, the child may be dominated by compressed, involuntary, reactive (dialogical) speech.

A feature of the development of speech in primary school age is the formation of written speech, although it is in many ways poorer than oral speech.

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