

Psycholinguistic Approach to Children's Speech

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Abstract: The article argues that preschoolers should develop a speech plan based on their family situation. The psychological and social features of the words are analyzed.

Keywords: speech, lexeme, language, psyche, norm, ability, communication, communication, thinking, cognition

The full development of the child is based only on the acquisition of centuries-old human experience through interaction with adults, who are the custodians of his knowledge, skills and culture. This experience can only be conveyed through the most important means of human communication - language. The work on teaching children their native language and developing their speech has a special place in educational work. Isolation of a child from others, lack of emotional communication with adults can lead to insufficient development of the child from the first months of life. [1.72]

Communication continues to develop rapidly, because without direct communication with adults, subject activity is not possible. Communication related to the subject activity is not only emotional, it turns into verbal communication. Thus, the main task at an early age is to learn human ways of using things and to develop speech.

The adult enters into a dialogue with the child, "correcting" the child's shortcomings by turning their one-word thoughts into grammatically complete phrases [2.32]

Simple sentence structure is improved, different types of complex sentences, direct and indirect speech sentences are actively used. Children learn language using a unique children's method of learning (sounds, rhymes, word games). Specific testing with words, playing with sounds, "holding" word forms to a sharp increase in the number of words and forms created by children, which are not available in the adult dictionary. leads to. This legal process is very useful for the development of the whole speech. [3.45]

Specific features of speech development are expressed in the form of initiative, as well as the rate of acquisition of language and fluent speech. Most children like to comment on their actions, to attract the attention of others. At the same time, in some children, verbal communication contradicts practical activities, and as a result, such a talkative child begins to lag behind other children in the group in the performance of work. Children who are less enterprising speak less, but usually they solve practical tasks quickly and correctly. [4.56]

AA Leontev defines "language ability" - the reflection of the language system in the mind of the person speaking the language, the "language process", ie the speech itself, which is a means of realizing language ability, and the "language standard" - language as a system that exists outside the individual. [5.118]

The child's orientation to new aspects of existence: the transition from practical activities to the study of the world, and then people, their relationships, creates the need for new means of communication that serve new purposes.

Expanding the child's vocabulary allows him to learn to express their experiences more broadly and differently.

For modern and complete development of speech, interaction with the people around should enrich the structure of the child's need for communication. The reason why children acquire speech is that the basis of their communication activities is need-motivation, the structure of which has changed.

In the verbal stage, the child develops slurred speech. The main significance of the period to this stage is that it creates the necessary conditions for the transition to the next stage - the stage of the emergence of active speech.

The role of speech in the spiritual formation of the child increases the importance of the conditions and factors that contribute to his development at different stages. The question of the driving forces of speech development is of particular importance due to the fact that they are carried out rapidly and suddenly. Identifying the forces that stimulate or slow down the development of children's speech is the key to organizing pedagogical efforts in this process with a clear goal in mind.

In his research, AN Leontiev also studied the problem of the impact of activities on children's development. As a result of the research, the concept of "leading activity" was formed in the framework of activity theory. Leading activity is an activity that causes major psychological changes in the child's personality at a certain stage of development.

The leading activity in preschool is play. In the transition from one age to another, the leading type of activity changes, in which the child's activity becomes a motive, in the words of AN Leontyev, "the transfer of motive to the goal." A new type of activity emerges when new motives emerge. According to Leontiev, a person is born twice, the first birth of a person coincides with the preschool age. This phenomenon is associated with the first attempt by a person to subordinate his impulsive behavior to social norms, and the formation of a hierarchical relationship between motives. A person's second birth occurs during adolescence. This phenomenon is related to the fact that a person understands his motives and aspirations and submits to them.

Thus, A.N. Leontyev's scientific views have made a great contribution to the development of world psychology, and they also serve as a basis for solving many theoretical and practical problems in the field of child psychology.

Speech is an idea that has become available using existing means of expression in language. It occurs during the movement of the speech organs. The means of expression of language, which is a spiritual phenomenon, become reality when it is transferred to the will of speech. So, the activity of speech is to shape the product.

There are two types of speech: internal speech and external speech

Speech can also be formed in the human mind. In doing so, it consists of elements of language that have not yet been realized. This is an inner speech. The way in which people think, reason, and think without opening their mouths is an example of inner speech.

The effect of air from the lungs on the organs of speech, the result of which is the movement of speech as clear sounds, is external speech. Speech is a moving language.

Speech connects and moves things related to language over a period of time. Speech forms consist of free combinations, phrases, and sentences. When the speech process is over and the thought reaches the listener, the speech also ends. So speech forms, free word combinations, word order, different forms of speech are speech. [6.37] Although the means of expression in language are limited, speech is infinite. Speech is created by the only person in the community. Speech is directed at an individual or people in a community. So, speech is a social phenomenon. It has the

potential to unite people in a community, to bring them together. Speech plays a decisive role in the development of society. There can be no human society without speech. All people have equal access to language tools. But speech is not like that. It is created for the benefit of certain classes. So speech is a class phenomenon.

There are three types of human speech. These include speaking, reading, and listening. When you speak, the knowledge, culture, morals and etiquette of the speaker are revealed.

In the oral literature of the Uzbek people there are fairy tales written in simple language that are understandable to young children. There are also many fairy tales translated from Russian and other languages into Uzbek. Many children's fairy tales are anthropomorphic. This means that the heroes of fairy tales are animals that "talk" like humans. Children love this fairy tale and always listen to it with interest. When children of kindergarten age hear different fairy tales about animals, they develop a certain attitude towards the characters in these fairy tales. For example, children do not like the image of a wolf, which is always evil, and the image of an overly cunning fox. They like the image of a cowardly rabbit, a rooster, a goose, a goat, and a wild animal. Different fairy tales have a direct impact on children's imagination. They use their imagination to take on the image of the various characters in the fairy tales they hear or have heard. In other words, the tales they hear affect the content of their play. Given the educational value of various fairy tales for children, educators should pay special attention to telling and reading fairy tales to children. Thus, imagination plays an important role in the development of children of kindergarten age. That's why a child's imagination should be developed enough at the age of kindergarten. Because from the first day of school, children are required to develop the ability to imagine, especially listening. Communication is an important factor in personal development. Communication is the process of informational, emotional and subjective interaction that ensures the formation, realization and manifestation of a relationship. The role of communication in the formation of a child's personality is enormous. In the process of communication, certain personal relationships are formed. A child's attitude toward adults can be trustworthy or unreliable, pleasant or unpleasant

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