

Features of Speech Development in Primary School Age

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ABSTRACT

The article deals with some issues of teaching students to think independently through didactic games in speech development classes in primary education, and expresses theoretical views.

KEYWORDS: primary education, interest, need, speech development, training, didactic game, individual approach, independent thinking

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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, instruction, question, order. A language is a system of conditional symbols that convey combinations of sounds that have certain meanings and meaning for people. The connecting link between language and speech is the meaning of the word.

LITERATURE ANALYSIS AND METHODOLOGY

Activities of primary education institutions, problems of teaching children to think independently Z.Azizova, H.Kasimova, Sh.Shodmonova, N.Begmatova, N.Bikbaeva, Z.Ibrahimova, D.Babaeva, M.Umarova, B.Djuraeva, N.Tajiboeva, G.Nazirova, M.Ismoilova, M.Kadirova, L.Mirjalolova, D.Mirzajonova, M.Nigmatova, M.Rasulova, D.Sobirova, N.Tilyabova, P.Yusupova, F.Qodirova, R.Kadirova, Sh. It is covered in the works of Toshpulatova, M. Alamova and other scientists [1].

N. Alavutdinova, M. Zayniddinova, V. Karimova, R. Sunnatova, Z. Nishonova, K. Kenjabaeva, J. Musaev, Sh. Nurullaeva, K. Husanbaeva, scientists from the CIS and Russia V. Gerbova, E. Korotkova, S. Lebedeva, L. Jitnikova, A. Zrojevskaya, N. Mikhaylenko, N. Poddyakov et al[2].

RESEARCH METHODOLOGY

The main task of the science of speech development methodology is to develop methods and techniques of speech development, their most effective means on a scientific and pedagogical basis and to provide kindergarten teachers with them. Educators, on the other hand, try to develop the necessary speaking skills and abilities in children using the acquired style and methodology. The purpose of speech development methodology is to develop children's oral speech, to form the ability to communicate verbally with others [3].

Speech, according to S.L. Rubinstein– is the activity of communication through language, it is language in action. Thus, according to S.L. Rubinstein, there is unity between thinking and speech, but not identity. Human speech is diverse and has various 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. The main type of oral speech is speech that proceeds in the form of conversation (conversational or dialogical). Another form of oral speech is monologue speech. Both dialogic and monologue speech can be active or passive. There is another division of speech types into two main types: internal and external. External is connected with the process of communication, information exchange[4]. Internal speech is related to the provision of the thinking process. Written and internal speech are monological forms of speech. The translation of external speech into internal (internalization) is accompanied by a reduction (reduction) of the structure of external speech, and the transition from internal to external (exteriorization) requires, on the contrary, the deployment of the structure of internal speech. Any kind of speech performs certain functions, among which the main ones are expression, impact, message, designation.

DISCUSSION

The expressive function of speech reflects a person's attitude to the events of reality, the assessment of these events, the actual emotional state. Another important function is the significative one. Communication between people becomes possible when all those communicating use the same verbal 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 in general makes sense only in communication. Related to consciousness as a whole, human speech is included in certain relationships with all mental processes; but the main and defining for speech is its relation to thinking. The driving force of the child's speech development in Zh. Piaget imagines a transition from an egocentric to a social point of view. L.S. Vygotsky explains the speech development of a child, based on the fact that the ability to communicate and communicate is the result of an immanent generalization coming from within [5].

The development of speech in a child goes through several stages. Most often, there are four periods of speech development in a child. 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. Such a means becomes speech, first passive (understanding), then

active (speaking). D.B. Elkonin considered the first words to be one of the evidences of a child's transition from infancy to early childhood. Children's speech of this period is called autonomous[5]. The second period is the period of initial language acquisition and the formation of dissected sound speech. The third period is the period of the child's language development in the process of speech practice and generalization of language facts. The development of speech goes in several directions: its understanding and practical application are being improved; it becomes the basis for the restructuring of all mental processes and an instrument of thinking.

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

Speech is one of the most important mental processes of a junior schoolboy, 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 their own speech processes. One of the functions that come to the fore is the communicative one. The need for communication determines the development of speech. Mastering speech turns into speech activity. Speech communication involves not only a richly represented variety of words used, but also the meaningfulness of what is being discussed. Meaningfulness provides knowledge, understanding of what is being discussed, and mastery of the meanings and meanings of native language constructions.

Children 7-9 years old have a certain peculiarity when, having already mastered the basics of contextual speech sufficiently, 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 with peers during game communication. This slipping from the speech used to express one's thoughts to the speech formally oriented to quasi-communication is an indicator that the child has problems in constructing meaningful contextual speech – it is difficult for him to constantly reflect on working mentally on controlling the intent of the utterance, on selecting the necessary words, phrases and building coherent sentences. For oral speech,

orthoepic and pronouncing correctness are distinguished. Written speech has its own specifics: it always requires more control than oral speech.

CONCLUSION

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 speech forms a context understandable to another. Mastering written speech, children discover that texts are different in structure and have stylistic differences: narratives, descriptions, reasoning, letters, articles, and so on. The speech of a junior schoolboy is varied in the degree of arbitrariness, complexity, planning, but his statements are very direct. Often it is speech-repetition, speech-naming, the child may have a compressed, involuntary, reactive (dialogic) speech. A.R. Luria and L.S. Vygotsky[6] noted that speech acts for the child as a glass through which something is visible, but the glass (word) itself is not visible." A feature of speech development in primary school age is the formation of written speech, although it is in many ways poorer than oral.

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