

The Role and Place of Speech in the Formation of a Child's Thinking

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Speech plays a very important role in making a person a full-fledged member of society, because the human thinking becomes confused in the process of speech communication. One of the most urgent demands of our time is to educate a well-rounded person, and our state is doing a lot of work in this regard. In "State students for the development of children of preschool age", four types of child personality development are based on: physical, social-emotional, speech, and preparation for reading and writing, which together constitute the integrity of child development.

It is known that a child acquires speech on the basis of social and biological factors, and the violation or lack of development of one of these factors leads to speech disorders. Speech disorders have a negative effect on the child's mental development, education, and social adaptation.

Inability to enter the community, scarcity is observed in children with speech defects, and this, in turn, limits the child's intellectual development. Problems of developing phonemic perception and lexical-grammatical tools in speech of preschool children with pronunciation deficiency are important in the field of modern speech therapy, and the problems of correcting and eliminating pronunciation deficiencies have become one of the most urgent problems.

The problem of pronunciation defects can be considered one of the oldest in the history of the development of the theory of speech disorders. The first information about the speech defect of incorrect pronunciation was described in the works of ancient Greek scholars Plutarch, Hippocrates, Claudia, Galen and others. The above authors consider mispronunciation as a disease that requires treatment. According to Ulama, it is shown that the wrong pronunciation of sounds is related to the damage of the tongue, lips, hard and soft palate. By the Middle Ages, the scientific ideas of the ancient period were repeated without the emergence of new ideas. The first attempts at scientific classification of pronunciation defects in speech began at the beginning of the 19th century. In the following years, the book "Rasstroystva rechi" by A. Kussmaul was published. For the first time, the ideas about phonetic disorders of speech were stated in it. A. Kussmaul divided freshness into organic and functional forms. A. Kussmaul includes a defect in the development of the peripheral speech apparatus as organic disorders (mechanical dyslalia). Dyslalia is one of the most common speech disorders. According to R. Becker, dyslalia occurs in 34% of 5-6 year old children in Germany. According to K. Onezora, dyslalia is observed in 18.5% of secondary school students. According to tests conducted by Miloslav Zimeen in a kindergarten in Prague, dyslalia was the following figures: 69% of 3-4 year olds, 58% of 4-5 year olds, 46% of 5-6 year olds, and 37% of 6-7 year olds. .

In Uzbekistan, according to M. Ayupova, 5-year-old children have 41.5% of speech defects, and 6-year-old children have 22.9%. Currently, some progress has been made in early detection and

correction of pronunciation deficits in children of preschool and school age. In this field, I think it is appropriate to highlight the services of professor M. Yu. Ayupova, candidate of pedagogic sciences. It is impossible not to highlight the scientist's scientific efforts in eliminating the phonetic-phonemic defects, especially in children. Today, the speech defects found in children are mostly eliminated using the methods given in the textbook "Logopedia" by M.Yu. Ayupova.

When choosing ways and means of preventing and eliminating pronunciation defects in children, the child's age, characteristics, behavior, attitude to his defect, lifestyle, degree of pronunciation defect (monomorphic, polymorphic) and many other factors are taken into account. Factors are taken into account. In many families, it is observed that adults imitate children's speech. They caress the child and speak to him in the child's language. As a result, the child develops the correct pronunciation of sounds much later. Pronunciation defects can also occur in children based on imitation. Constant communication with young children, whose pronunciation of sounds is not yet properly formed, with people who speak softly or in a hurry, has an impact on the child's speech. Often, a child imitates the speech of someone in the family who pronounces sounds incorrectly.

Bilingualism in the family, pedagogical neglect also causes pronunciation defects. This includes not paying attention to the pronunciation of sounds, not correcting the child's shortcomings, not giving examples of correct and clear pronunciation. Pronunciation defects also occur as a result of defects in the mobility of the members of the articulatory apparatus. This point is manifested in the fact that the child cannot keep the tongue in the right position or cannot move from one position to another movement. Pronunciation deficiency can also occur as a result of a decrease in functional hearing. Speech defects, deficiencies in the pronunciation of certain sounds do not end with what was mentioned above. There are other sounds, syllables, and even other habitual mistakes in the pronunciation of words.

In conclusion, it can be said that our main task is to notice pronunciation defects in time and take measures to eliminate such defects in the conditions of kindergarten or lower classes, parents, educators and primary school teachers with their capabilities and in cases where speech defects cannot be eliminated, it is to send the child with such a defect to appropriate specialists and speech therapists in time and organize the correction process. Only then will we contribute to the children not being ashamed of their speech, expressing their thoughts fluently, and thus becoming an intelligent member of the society.

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