

PSYCHOLOGICAL AND PHYSIOLOGICAL CHARACTERISTICS THAT SUPPORT A CHILD'S ABILITY TO COMMUNICATE THROUGH SPEECH FORMATION

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Abstract

The article reflects the psychophysiological foundations of human speech activity, the psychological foundations of oral speech and the scientific opinions of scientists on this subject, the ideas about the acquisition of paradigmatic and syntagmatic relations of the grammatical system of speech.

Keywords: Speech development, psychophysiological basis of speech, speech mechanism, grammatical aspect of speech, lexical process, language features.

Introduction

One of the problems of special pedagogy is deviation from the development of normative speech. Speech disorders, as speech disorders, are considered as underdevelopment, disorders of psychophysiological mechanisms that ensure the development of language features, speech. In speech disorders, a person with a speech defect needs help. In speech disorders, the problem arises of whether there is an opportunity to communicate or not. From a psycholinguistic point of view, the following speech disorders can be distinguished:

- pathopsychological speech disorders associated with personality disorders, associated with disorders of consciousness and higher mental functions (for example, schizophrenia);
- speech disorders (aphasia) resulting from local brain damage;

-speech defects associated with congenital or acquired disorders of the sensory system (deafness);

-speech defects resulting from mental retardation or mental retardation;

-defects in motor planning of speech or violations of the speech motor program.

-The psychophysiological foundations of human speech activity were reflected in the scientific views of I.M. Sechenov, I.P. Pavlov and their associates.

I.M. Sechenov includes all aspects of the conscious and unconscious life of a person in the reflex function of the brain and emphasizes the special importance of speech, the activity of the speech analyzer in reflecting objective actions in the mind. I.M. Sechenov develops the scientific foundations of the speech-thinking mechanism in his physiological studies. ,

I.P. Pavlov is considered the creator of a new branch of physiology - the physiology of the cerebral hemispheres. The scientist admits that the function of the second signal system is carried out in interaction with the first signal system. As a result of the violation of the interaction, speech turns into a bunch of meaningless words.

A.R. Luria noted that the speech zones in the brain are understood as Broca's and Wernicke's zones.

U. Penfield identified the upper part of the brain that performs an auxiliary function. The author argues that the three speech zones are closely interconnected and perform functions as a single speech system. It should be called the center that accumulates speech impressions. The speech analyzer operates in connection with the formation of speech.

He recognizes that the types of human thinking (demonstrative, practical-demonstrative) are formed on the basis of speech concepts, are stored in memory and are activated in the form of inner speech. Sokolov recognizes inner speech as the "main mechanism of thinking". The scientist emphasizes that inner speech consists of various speech mechanisms (movement, vision, hearing).

Speaking about the psychological foundations of oral speech, it is worth noting that speech is included in the category of general psychological categories.

L.S. Vygotsky, in his psychological concepts, emphasizes that speech is a complex of signs. The acquisition of these signs occurs in the process of subject-activity through communication.

L.S. Vygotsky, A.N. Leontyev and others believe that the formation of oral speech increases the formation of activity. The main condition for the formation and

development of oral speech is the development of the motivational basis of the child's speech. In order to develop speech, it is necessary to create a need for communication through activity with surrounding objects. It is worth noting that in a person's youth, speech abilities are formed in the process of object activity. Many scientists argue that speech activity occurs under certain conditions through imitation of the speech "actions" of adults and the distinctive features of objects. The development of speech is the development of a method of communication, in the process of communication the child acquires the sound structure of words and certain speech models.

The mental development of a child is complex, and in this process the child's communication with adults plays a large role. From birth to 7 years of age, the child's communication with adults forms a whole range of forms of communication. Also, the form of communication reflects a certain level of communicative activity.

Speech is actively formed in the first 3 years, at the age of three children master certain forms of communication with those around them: personal (1 year of the child), depending on the circumstances, communication in the spirit of work (3 years - 5 years), depending on the circumstances, communication from the age of 3 moves to a higher level of communication, which is outside the circumstances (3-5 years). This form is characterized by speech means of mental communication. By the age of 6-7, communication moves to a personal form outside the circumstances and is based on personal motives. It is manifested on the basis of speech forms of communication.

When it comes to teaching the speech system in a preschool educational institution, great attention is paid to the speech system of the language. The language system consists of 3 interconnected principles. Syntagmatic - the relationship of units at one level - is mastered by the child in specific conditions. Pragmatic - the relationship of words at different levels of generalization - to master them, it is necessary to select an adequate amount of speech material and conduct speech observations. It can be concluded that mastering the grammatical system of speech involves mastering paradigmatic and syntagmatic relations. In the formation of the grammatical system of speech, the connection of morphemes with the lexical and grammatical meaning of the word is carried out, which is not initially understood. On this basis, speech generalization (morphological and syntactic) occurs. Only a child who has mastered certain speech rules of the



language can build correct and clear sentences. Ignorance of the rules of the grammatical rules of the language leads to a distorted structure of the morphological system of the word and the syntactic structure of the sentence. The grammatical system of speech of children with mental retardation was manifested in the majority of children of older kindergarten age, including word changes, word formation, and violations of the syntactic structure of sentences.