
THE INFLUENCE OF THINKING ON THE SPEECH DEVELOPMENT OF CHILDREN WHOSE SPEECH IS NOT COMPLETELY DEVELOPED AT PRE-SCHOOL AGE

Turgunbaev Tokhirjon Abdugafurovich¹

¹ *Teacher at the Faculty of Military Education
Fergana State University Docent*

ARTICLE INFO

ABSTRACT:

ARTICLE HISTORY:

Received: 15.04.2024

Revised: 16.04.2024

Accepted: 17.04.2024

This article shows ways to develop children's thinking based on their general development.

KEYWORDS:

*Thinking, memory,
playful methods,
communication, speech
culture.*

Kindergarten children first of all learn the naming of objects, events, qualities, characteristics, relationships that are visually expressed or involved in their activities. This can be explained by the fact that the child's thinking has a visual-action and visual-image character. Because of this, abstract concepts are hardly found in the vocabulary of children of kindergarten age. It is necessary to take this feature of children's speech into account during training. Children's speech differs sharply from the speech of adults: For example, it is observed that they use the sounds "l" or "y" instead of "r", "s" instead of "sh". Pedagogical skills are of particular importance for children of preschool age whose speech is not fully developed. If the formation of the initial spiritual and moral concepts in children of preschool age is one of the pedagogical requirements that must be implemented in the initial stages of the child's development, then moral qualities: kindness, correctness, patriotism, humanitarianism, aspiration, initiative, respect for national values, national pride, and qualities related to morals and manners: respect for parents, greeting etiquette, dress and eating etiquette, hard work, behavior at home and in public places, and the process of raising children's speech reserve is sufficient requires development. In order to awaken such qualities in these children, it is necessary to first study their general psychological characteristics and instill them into their minds. The thinking of children with speech defects is different from that of their healthy peers, taking into account this situation, necessary training is carried out by the speech therapist. Use of non-traditional methods that develop children's speech in organizing the content of preschool education; use of exhibitions with various integrated features to increase their interest in training; when organizing activities for preschool children, always take into account the character of

children's thinking (visual image, visual movement, emotional); the educational process should be appropriate for the child's age or be related to the choice of methods taking into account his capabilities; it is desirable for speech therapists, speech pathologists, psychologists, educators, and parents to work together in approaching children. The development of the thinking of children of preschool age is inextricably linked to the development of their speech process, and considering that thinking is a product of speech, in the development of children's speech, educators should mainly take into account the following during training:

- Characteristics of the child's youth;
- The individual capabilities of the child;
- Child's character traits;
- Factors that have a strong influence on the child's education (adults, friends, educational tools and school).

Methods and techniques of speech development. The method of speech development is defined as a method that provides education and formation of children, taking into account speech abilities and opportunities. We distinguish children from three methods: visual, verbal and practical. This division is very conditional, because there is no sharp boundary between them. Visual methods come with words and verbal visual methods are used. Practical methods involve both verbal and visual materials. Visual methods are used more in kindergartens. Use as direct and indirect methods. To whom the direct method is used observations and its types: excursions, room inspection, natural objects. These methods are aimed at collecting speech content and provide communication between two signaling systems. A wonderful view based on the use of indirect methods is toys, pictures, photos, descriptions of pictures and stories about toys, toys and pictures. They are used to strengthen knowledge, vocabulary, develop the generalizing function of the word, learn coherent speech. Indirect method can also be used to get to know objects and events because it is not possible to know information about them directly. Direct communication with adults has a great impact on a child's speech. By imitating others, preschool children learn not only the secrets of correct pronunciation, correct use of words, and the secrets of forming phrases, but also the secrets of adults (educators, parents, family members, etc.), learns the speech imperfections found in children. Children's speech culture directly depends on the teacher's (and other adults') speech culture.

The speech of the teacher, who is always in the center of attention of the children and communicates with them, is the main source from which the children get examples of their native language and speech culture, so it is not only correct speaking, pronunciation of all the sounds of the native language clearly and intelligibly. but also that he speaks softly at a certain pitch, his speech is intonationally expressive, grammatically correct, fluent, easy to understand, and the wording is correct and clear. should be increased. The story read by the teacher using the means of expressiveness arouses interest in children, allows them to feel sadness, feel the power of words, and retain its content for a long time; if this same story is read quickly and dryly without emotions, it only creates boredom and indifference to the work of art. This is a negative factor for the development of children's thinking. Any thinking usually begins with comparing, analyzing and synthesizing something. That is why we call this comparison, analysis and synthesis the process of thinking. Travels help to

activate and develop the thinking process in children. Children compare different things with each other during trips to nature and try to analyze and synthesize. Kindergarten children's imagination grows mainly in their various play activities. However, it is worth noting that if children of kindergarten age did not have the ability to imagine, their imaginations would not be as varied. Kindergarten children's imaginations also grow in various activities.

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