

THE ROLE AND IMPORTANCE OF THE SPEECH ENVIRONMENT IN A CHILD'S SPEECH DEVELOPMENT

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Abstract: The article reflects the role of psychological development of speech of preschool children in modern linguistics. The influence of the speech environment on the psychophysiological development of a child in preschool age is also discussed.

Key words: Speech, environment, language, didactics, means, activity, development, approach.

Language is an integral part of our lives, we take it for granted, and rarely think about what our identity is, how we speak it, how we learn to speak it. Everyone knows that the science of language - linguistics - exists. This science is developing rapidly, and undoubtedly, significant achievements have been made.

Speech is a historically formed form of communication between people through language, and is the mental process of forming, transmitting, and understanding messages (information).

Without speech, higher-level conceptual thinking is impossible, therefore speech activity is necessary for the development of other forms of thinking (visual-effective and visual-figurative). Because speech is closely related to all other mental processes. It participates in the process of perception, further generalizes it, and differentiates it; verbalizing memorized material helps to make memorization and repetition meaningful; speech is of immense importance in imagination, in expressing emotions, and in organizing one's actions. Therefore, the level of speech development is an indicator of the mental development of preschool children.

One of the most important factors in human speech is its holistic physiological basis. It includes the information-receiving system, the central mechanisms of speech, the vocal system, and others.

The information reception system provides primary speech reception and auditory perception. Hearing plays a leading role in the development of speech.

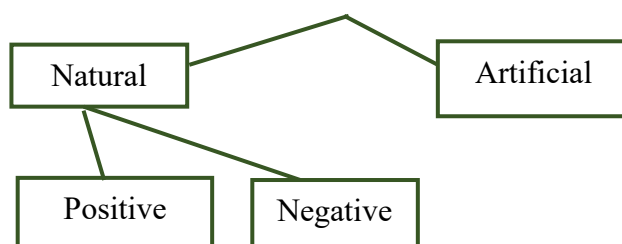
With its help, the child understands the speech of others, imitates it, and controls its pronunciation.

The central mechanisms of speech depend on the physiological integrity of the relevant parts of the central nervous system and ensure the understanding, interpretation, formation, and programming of various linguistic aspects.

For the normal development of speech, its prerequisites must be fully formed. They can be divided into three main groups: normal physiological, psychological foundations, and a favorable social environment.

Preschool education is the first link in the educational system, and one of its main tasks is to form children's correct oral speech based on the assimilation of the literary language of their people, the assimilation of all the riches of their native language. The development of speech, the speech environment, is closely connected with the child's thinking. Mastering the grammatical structure of the language allows children to think freely, ask questions, draw conclusions, and reflect various relationships between objects and events.





Note: The developmental possibilities of the speech environment in which a child grows are called developmental potential.

A specially constructed speech environment with high developmental potential is called an artificial speech environment.

second is the development of free communication between teachers and all other employees of the preschool educational organization, as well as between children and each other.

One of the main means of developing speech is teaching. This is a purposeful, systematic process in which, under the guidance of a teacher, children master a certain range of speech abilities and skills. The most important form of organizing speech and language teaching in methodology is special exercises that set and purposefully solve specific problems in the development of children's speech, and purposefully shape their speech abilities and skills. Speech development and mother tongue training activities differ from other activities in that the main activity in them is speech. The complexity of speech development activities is that children are simultaneously engaged in various mental and speech activities: speech perception and independent work with speech. They think of an answer, choose the right word from their vocabulary that is most appropriate in this situation, correct it grammatically, and use it in sentences and in rich speech. In the preschool educational organization:

- a) in daily routine (morning, evening, meals, etc.);
- b) sayrda; on a walk;
- c) during games;
- d) when getting acquainted with the environment (in all seasons of nature, social life);
- e) in the process of labor (household, labor in nature);
- f) during vacation and entertainment;
- g) during classes: forming elementary mathematical concepts, drawing, modeling, design, physical education, music classes, the child's free speech communication occurs.

Speech development exercises can be classified as follows:

- depending on the leading task, the main program of the training;
- depending on the use of exhibition material;
- depending on didactic goals;
- Depending on the number of participants and others, the leading task, the main content of the program, groups are divided into:
 - exercises on vocabulary formation;
 - exercises on the formation of the grammatical structure of speech;
 - exercises on the development of the sound culture of speech;
 - exercises on teaching coherent speech, exercises on the formation of the ability to analyze speech, acquaintance with literary works.



- Depending on the use of exhibition material, the exercises are divided into exercises using real-life objects and observing real-life events;

In terms of didactic objectives:

1. exercises related to new material;
2. exercises to consolidate knowledge, skills and qualifications;
3. exercises to generalize and systematize knowledge;
4. combined exercises.

The development of children's speech in preschool educational organizations is implemented on the basis of a program that determines the scope of knowledge about the world around them and the appropriate vocabulary, speech abilities and skills that children should acquire at each age level, and ensures the development of certain personal qualities (for example, in the formation of dialogic speech, the program emphasizes the need to develop such qualities. politeness, courtesy, restraint).

The speech development program, like the entire "First Step" state program, is based on scientific foundations. Its entire content is aimed at implementing the theory of preschool education, that is, at the all-round development of the child's personality.

The program is also built taking into account the most important pedagogical principles regarding the leading role of activity in the development of the child, therefore, the speech development program is associated with various types of activities (games, exercises, work, etc.). The speech development program is created taking into account the basic didactic principles - the systematicity and interconnectedness of the educational material, its concreteness and availability; it follows the concentration in the formation of speech skills - the passage of the same sections at each stage with a gradual expansion and deepening of their content.

All tasks and requirements in the program are briefly described. Only the general requirements for children's knowledge and skills are clearly named. The educator must learn to specify each general requirement of the program.

"First Step" is a modern pedagogical system in which the child's personality, his right to free choice, creativity and self-expression become decisive values. Its main goal is to form a person capable of continuous development throughout life.

The main feature of the "First Step" program is to develop children's desire to learn. This means that special attention should be paid to children's motivation in the learning process.

All of these activities are based on state requirements - a minimum set of physical development, knowledge and skills of preschool children at certain age stages of development. They are built on five educational areas of child development and are aimed at unlocking their potential through the formation of key competencies.

Language and linguistic theory are the center of methodological problems of all modern science, because "the theory that constitutes a generalized system of knowledge and organizes elementary knowledge is formed in language, which occupies a special place in the process of knowing this language, and thus leads to the emergence of linguistics, which traditionally gives rise to lofty ideas about its humanistic essence."¹. Therefore, the language of scientific presentation is one of the criteria for the level of this discipline. The famous physicist W. Heisenberg emphasized: "For a physicist, the ability to describe in simple language is a criterion for the level of understanding achieved in the relevant field."².

Modern linguistics is interconnected with various fields and disciplines, and some of its branches are combined with psychology. The word "linguistics" is often associated with

¹ Звегинцев А.В. Язык и лингвистическая теория. - М., 1973.- С.3.

² Гейзенберг В. Физика и философия. - М., 1963.- С.141.



the word "grammar", and the study of language is associated with the study of suffixes, endings, declension rules, and so on.

Linguists are now developing a different view of language: language is viewed not only as a frozen set of words and rules for their use, but also as a specific human activity, not just as a historical system that develops over time.

When we use the word "language", we are referring to two things - language and speech. This distinction was first introduced into linguistics by the Swiss scholar Ferdinand de Saussure and has become an important factor in modern linguistics. The reason is that the linguist emphasized that "by separating language and speech, we separate the social and the individual." In other words, if each person speaks a language, then each person is considered to be a process carried out by each person.

The further development of the psychological approach to understanding speech is associated with the works of I. P. Pavlov: "speech, being a means of communication, simultaneously becomes a means of deep analysis and synthesis of reality and serves as the "highest regulator of behavior."

One of the most important factors in human speech is its holistic physiological basis. It includes the information-receiving system, the central mechanisms of speech, the vocal system, and others.

In conclusion, the system of information reception by children in the preschool period provides for the primary reception and hearing of speech. Therefore, the speech development rate of a preschool child, the speech environment, especially the developing subject environment, and a positive psychological environment are of great importance. With its help, the child perceives the speech of others, imitates it, and controls its pronunciation.

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