

Factors of Speech Development in Junior School Age through Ontogenesis

Rajabov No'mon Hakimovich

Teacher of BukhSPI

Abstract: *This article provides a scientific and theoretical analysis of the factors of speech development in junior school age through ontogenesis.*

Keywords: *Children's speech, science, definition, various terms, proposal, spiritual values, youth, requirements of the time, basis, teaching, modern method, sources, basis, in-depth study, etc.*

Introduction

At a time when a large-scale globalization process is underway in the countries of the world, a period of various political, social, and spiritual reforms is beginning in our country. From this point of view, a radical reform of the education system is becoming a requirement of the times. The relevance and necessity of the study follows from this logic. Because, "unifying the knowledge and capabilities of our youth for the development of our Motherland is one of the main goals set for modern pedagogy"¹. Binobarin, mamlakatimizda kommunikativ kompetentsiyaning ontogenetik rivojlanishi muammosiga gumanitar fanlar olimlarining qiziqishi yildan-yilga ortib bormoqda.

Various terms are proposed to define the science of children's speech, including: psychology of children's speech and linguistics of children's speech, ontolinguistics, developmental linguistics and the theory of logogenesis. However, at the present stage of development, the science of the ontogenesis of speech activity is still manifested in the form of a number of studies that are weakly interconnected in terms of tasks, methods and materials. This is mainly due to the fact that children's speech is studied by scientists from different scientific areas, and sometimes even from different disciplines.

Traditionally, children's speech is the object of research of linguists, psychologists, speech therapists and teachers specializing in teaching the native language at school. Therefore, in-depth study and research of our pedagogical heritage, spiritual values, and modern methods and sources of educating young people in accordance with the requirements of the times, and their use in the development of our spirituality and national education in the conditions of our independence is more urgent than ever.

In the address of the Head of our state to the youth, special attention is paid to the issue of "... mastering the heights of modern knowledge and development, and becoming worthy and loyal children of the beloved Motherland with their practical work and enthusiasm."²

A powerful impetus for the development of the science of ontogenesis was the "anthropocentric explosion" that linguistics has experienced in our country over the past twenty years. Anthropocentric linguistics (neolinguistics) focuses not on describing the linguistic structure, but on studying the linguistic personality, that is, the individual in his communicative competence. To date, neolinguistics combines

¹Mirziyoyev Sh.M. "Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir". Toshkent. O'zbekiston. 2018.b-497.

² Mirziyoyev Sh.M. "Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagi farovon bo'ladi". Toshkent. O'zbekiston. 2019.b-387.

various areas of unconventional cognitive-communicative linguistics: psycholinguistics, pragmatics, sociolinguistics, text linguistics, discursive linguistics.

Over the past twenty years, the discipline of linguistics, which is traditional for us, has changed significantly. The result of this was the emergence of a “new” linguistics (speech linguistics, psycho-, socio-, pragmatic, text linguistics, etc.) in our country, the revival of classical rhetoric and the formation of neo-rhetoric on its basis, and the emergence of a practical field of humanitarian knowledge designed to influence the formation of a person’s communicative competence. After all, “ensuring a bright future for the youth of the nation, mobilizing knowledge and experience for this purpose”³ is also the goal of today’s pedagogy.

Ontolinguistics occupies a huge scientific niche in science, it studies the ontogenesis of speech, the process of developing a child’s means of communication. The method of developing speech through ontogenesis in children with speech disorders has a special scientific and practical value.

The issue of illuminating these issues on the basis of scientific and theoretical sources is the relevance and necessity of the topic.

At the current stage of the development of psycholinguistics and ontolinguistics, children’s speech is analyzed not only as a system of special signs, but also as a reflection of the ontogenesis of speech, the process of children’s acquisition of their native language. The study of the ontogenesis of speech is one of the main directions of psycholinguistic research, confirming the high interest of modern linguistics in studying human language abilities, identifying the features of speech activity and its linguistic and psychological foundations.

A small child initially receives knowledge about the world around him from his direct experience. The result of this experience is mental representations, through which cognitive science understands what we know and thinks about real events⁴.

The results of numerous psycholinguistic studies confirm the idea that the development of speech occurs in accordance with the laws of the formation and interaction of cognitive and linguistic abilities.

The word is the main nominative and cognitive unit of the language, which serves to name and convey knowledge about objects, properties, processes and relationships - phenomena of reality. The meaning of the word is associated with generalized images of these phenomena and information about them. When a child enters school, he already has an idea of the sound appearance of the word and its relevance to the subject, the relationship between form and content. The sound shell and structure of the word are perceived by the child as part of a thing or feature that is inseparable from other properties.

Interest in studying the world around us is a key factor in the development of a child’s vocabulary. The scope of knowledge and methods of cognition of a younger schoolchild are directly reflected in what parts of the linguistic picture of the world are reflected in his vocabulary and how this happens. The main point in the process of learning at school is the adequacy of the child’s understanding of the text.

Meaningful memorization is based on understanding, knowledge of the relationships and internal logical connections between parts of the material (the connection between sound and graphic composition), between this material and previous knowledge (the material is presented for the first time or similar situations). The process of understanding and mastering new vocabulary, especially at primary school

³ Mirziyoyev Sh.M.”Bilimli avlod-buyuk kelajakning,tadbirkor xalq-farovon hayotning, do’stona hamkorlik esa taraqqiyotning kafolatidir”.O’zbekiston respublikasi konstitutsiyasining 26 yilligiga bag’ishlangan tantanali marosimdag nutq.2018-yil,7-dekabr.

⁴ Мурашова О.В., С.А. Соловьева С.А.. // Проблемы языковой компетенции младших школьников, .. ОНТОЛИНГВИСТИКА – НАУКА XXI ВЕКА.Материалы международной конференции, посвященной 20-летию Кафедры детской речи РГПУ им. А.И.Герцена Санкт-Петербург- 2011.С- 195.

age, when the basic mechanisms of independent work with a book or printed text are formed, is very important for the development of the child's speech, when words are highlighted in various graphic or color ways.

Conclusion

The formation of a linguistic picture of the world in children's speech, the formation of abstract categories is a completely observable process. For example, the semantic proximity of categories such as cause and purpose, beginning and end, is found not only in diachrony, but also in children's speech.

REFERENCES:

1. Ahmadovich H. H. et al. BOSHLANG 'ICH TA'LIMDA O 'ZLASHTIRISH JARAYONINING PSIXO-DIDAKTIK ASOSLARI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 332-334.
2. Ahmadovich H. H. et al. O 'QUVCHILARNING BILUV FAOLLIGINI OSHIRISHGA QARATILGAN DARSDAN TASHQARI ISHLAR VA ULARNI TASHKIL ETISH METODIKASI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 343-345.
3. Ahtamovich H. H., Shixnazarovna J. A. O 'QUVCHILAR O 'ZLASHTIRISH DARAJALARINI TASHHISLASH //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 306-309.
4. Ahmadovich H. H., Aminovna A. S. BOSHLANG 'ICH SINF O 'QISH DARSLARIDA DIDAKTIK O 'YIN VA INTERFAOL USULLARDAN FOYDALANISH //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 100-102.
5. Ahmadovich H. H., Amrulloevna S. D. RUNN BITIKLARI AXLOQ VA VATANPARVARLIKNING YUKSAK NAMUNASI SIFATIDA //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 248-250.
6. Ahmadovich K. H., Bahriddinovna S. G. Development and practical application of acmeological technologies of student assessment diagnose //Asian Journal of Multidimensional Research. – 2022. – T. 11. – №. 6. – C. 141-145.
7. Ahmadovich K. H., ZokirovnaZ A. G. THE PROBLEM OF HUMAN EDUCATION AND MORALITY IN FOLKLORE //Gospodarka i Innowacje. – 2022. – T. 25. – C. 133-137.
8. Ahmadovich K. H., Nodirkulovna A. I. Theory of Fairy Tales in Primary Grades, The Nature of the Fairy Tale Genre //American Journal of Social and Humanitarian Research. – 2022. – T. 3. – №. 7. – C. 130-133.
9. BuxDUPI H. A. H. et al. AKMEOLOGIYA VA UNING O'QUVCHILAR O'ZLASHTIRISHINI TASHXISLASHDAGI O'RNI //PEDAGOGS jurnali. – 2022. – T. 1. – №. 1. – C. 415-417.