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FACTORS CAUSING SPEECH DEFICIENCIES IN CHILDREN

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Abstract: This article focuses on the influence and psychological characteristics of the family environment on the development of a child's speech, and in turn, highlights the need for parents to have pedagogical knowledge, the need for each parent to deeply understand their role in raising a family, and the fact that problems in children's speech are one of the most relevant topics today.

Key words: speech, family, socio-psychological characteristics of the family, mistakes made in raising children in the family, right and left hemispheres, methods and techniques for developing children's speech.

Introduction: Family is the main place that creates the foundation for the education and upbringing of children. Concepts such as family and children are the foundation of society and, at the same time, the content of our lives. Under the leadership of our President Shavkat Mirziyoyev, special attention has been paid to issues such as protecting the interests of the family, further improving the position and status of the family in society, and comprehensively supporting young families. In particular, in accordance with the resolution of the head of our state dated June 27, 2018, since 2019, May 15 has been celebrated in our country every year as International Family Day. If parents teach their children from the very beginning such qualities as education, speech culture, and humanity, they will grow up to be mature, independent-thinking, and well-rounded individuals. The most important thing in raising a child is the personal example of parents. There is a proverb among the people: "A bird does what it sees in its nest." That is, our parents' relationship with each other, the pitch of their voices, listening to each other, and the culture of communication are among these. Today, problems in children's speech are among the most relevant problems. Many parents are concerned that their child's speech is not developing well. We can see in many literatures that the development of children's speech should be carried out mainly in the period up to three years of age.

Material and Methods. In Alisher Navoi's work "Mahbub ul - qulub", we can see that the main period for a child's speech is the period up to three years old. [Ibuka Masaru "After Three" publishing house 2020. p. 5.] Why is the period up to three years old important? Because the child is very curious at the age of three. What is this? Why is this necessary? He asks many questions. He accepts what he hears and sees as true. This is precisely the period that is important in the development of a child's speech. Not answering a child's questions, saying "I don't have time right now," or reprimanding them for asking a question, and not explaining it fully when they do answer, all of these situations have a very negative impact on the development of a child's speech. As a result, they may not express their opinions or speak in public at all. When a child expresses their opinions, their parents or caregivers may deny their opinions, ridicule or criticize the child, which can lead to the child becoming less talkative, hesitant to express their opinions, shy, and eventually not speaking at all. Or, as parents, we do

not pay enough attention to our children and do not talk to them, which is why young children are becoming dependent on modern technology such as phones and tablets. Of course, such techniques have a very negative effect on a child's thinking. There have been cases where, as a result of giving a child various electronic toys and tablets from the cradle, the child's speech (communication) center, which is the left hemisphere, does not develop. Talking to a child, listening to stories and fairy tales develops this center. The right hemisphere develops through the analysis of information that is not related to speech, that is, beautiful nature, beautiful pictures and music. Isolating a child and lacking emotional contact with adults can lead to insufficient development of the child from the first months of his life. In infancy, a child's communication with adults develops rapidly, affection is formed, and the first manifestations of partnership between a child and an adult begin to take shape. At this time, the child, although he cannot do anything on his own, learns to control the actions of adults. This happens regardless of the fact that speech does not yet exist in him. He has only vocal interactions and gestures at his disposal. When children with speech and language problems first enter school, the greatest difficulties arise in their literacy development. Children with poorly developed language are more likely to fail at 5 years of age than at 7 years of age. [Babayeva D.R. - Theory and methodology of speech development. Tashkent - 2018. p. 46.

] The first days of a child's education in a preschool institution are very difficult for a child. Because it is the appearance of another stranger in place of the child's mother. Such situations cannot but affect the child's mental state. Children may also experience negative emotions, fear, refusal to speak, and stubbornness. The more teachers work with children who are experiencing these situations, the more they can help them to behave freely. The main source of enrichment of children's vocabulary is the speech of adults, primarily their parents and educators who educate and raise children. Children learn from the educator the words of the famous, the ways of expression and use. At this age, children cannot distinguish between good and bad and imitate all the words they hear. That is why the speech of the educator should be exemplary. Along with raising children, educators also teach them, are engaged in initial education. Educators should conduct constant training to develop monological and dialogical speech in children [Kadirova R.M. Factors of development of dialogical speech in preschool and older children (textbook) - T.: TDPU, 2002.

]. In this case, they should pay attention to each child and allocate time for each of them to express their thoughts. A preschool child gradually learns the words he hears, understands the meaning, remembers and can use, through the information of his parents and peers, as well as relying on his own vocabulary, in the process of getting to know the environment. As the child grows, his needs also increase. New desires and interests appear. In order to develop the speech of preschool and older children in a planned way, one of the urgent issues is not only to study the environment, to choose objects reasonably, but also to ensure the study of the most important words in terms of their thematic diversity. Communication with the child should be built on the basis of cooperation with him. Constantly forcing something from adults forms in the child not an active desire to explore and learn, but rather a sluggishness, a desire only to adapt to the environment. In developing a child's speech, telling stories, fairy tales, as well as showing picture cards and asking questions about what is depicted on these picture cards also helps the child's speech development. In addition, it is very important for educators to teach children to make up stories based on toys and objects, to teach children to make up stories based on pictures, and to constantly play games aimed at increasing children's vocabulary. In many cases, children have difficulty speaking or cannot pronounce words correctly. Some parents, when

communicating with their children, say the names of objects in the child's language. For example, we also see cases where they say nana instead of bread. As a result, children imitate the words of adults and make it a habit to speak in this way. It is also necessary for us to constantly be an example for children and pronounce words correctly.

The conversations organized in the family are particularly noteworthy. Conversations on ethics and etiquette emphasize the importance of helping children independently use language tools. Such family discussions undoubtedly have a significant impact on children's daily activities, including walks and trips. In accordance with modern demands, it is essential for children to correctly pronounce all sounds and words in the mother tongue according to literary pronunciation norms and to expand their vocabulary. There are still shortcomings in shaping children's personalities and developing their speech within families. Parental neglect and disregard for speech culture during conversations lead to speech disorders in children. Interactions among children within the family are highly influenced by joint activities like games and outings, as proven by many scholars.

The communication methods of all family members, as well as peers, play a crucial role in developing children's speech culture. Teaching children to manage their actions and behavior, and improving attention, thinking, and memory skills, significantly affects their development. When organizing educational games, it is important to consider children's age and individual characteristics. Games also have their own tempo and rhythm, which play a significant role. For example, a very slow, monotonous pace may bore the child, while a very fast pace may excite them, potentially leading to arguments and debates. Therefore, it is crucial to carefully choose which games to recommend to children. It is also important for adults to properly assess the participants in the game. There are educational and didactic games, both of which positively impact the improvement and development of children's speech culture. The following types of educational games exist: a) Games with objects and toys; b) Tabletop and printed games; c) Oral word games. Through didactic games, new knowledge and concepts are introduced to children. In these games, children's overall development, the learning process, sensory culture, speech activity, and intellectual abilities are improved. Following the rules of the game and adhering to them enriches the content of the game. Didactic games make extensive use of natural objects and items. Time and space should be allocated for didactic games in a child's daily routine. These games should be conducted in groups or individually during both class sessions and free time. In this process, the content and results of the game should be clearly defined. When conducting didactic games, the following rules must be observed:

1. Gradual influence.
2. Responding as requested.
3. Being able to listen to others' opinions.
4. Not disturbing others during the game.
5. Following the rules of the game.
6. Acknowledging one's mistakes.

A child's speech develops through following the laws of language, perceiving the speech of adults, and through their own creative activity. To more effectively develop speech, it is necessary to clarify and systematically expand the child's understanding of human life and work,

animals, plants, and the underwater world. The most important aspect is to learn the language correctly, paying attention to its grammatical structure, speaking clearly, encouraging free discussion, asking questions, drawing conclusions from what they hear from others, and understanding the various connections between things and events. Creating a healthy, natural environment in preschool education institutions and encouraging proper communication and the desire to talk to others increases the child's willingness to engage in conversations. It is important to teach children to pronounce names of objects correctly, understand their similarities and differences, activate their vocabulary related to shape, color, quality, properties, gender, and type, develop their understanding of grammar, shape their speech culture, improve their dialogic and monologic speech, and prepare them for learning to read and write.

Results and discussions. In order for a child to grow up without any defects, we need to regularly talk to the child, tell fairy tales and ask the child to tell fairy tales himself, answer the child's questions as much as possible, and take him to the theater, zoos, and draw. Only then will both hemispheres of the child's brain develop equally. The development of speech in preschool children is largely related to the following:

1. The didactic materials for the development of speech should include the purposeful speech of parents and educators, fairy tales, poems, and stories read or told to children.
2. We need to organize education in a modern way using didactic materials.
3. It is related to several aspects, such as ensuring that children are actively engaged in speech communication in educational games.

In addition, there are several methods for developing the speech of children of primary school age. By using several methods, such as: vocabulary methodology, teaching fiction books and asking for their reviews, memorizing more poetry, speaking more in class, and actively participating in activities, we can have a positive impact on the development of a child's speech.

Conclusion. In conclusion, the most important thing for a child is to listen to him and take his opinion into account. In this way, the child can express his opinion independently and without fear. We must ensure that the child can express his thoughts without fear in the family. Therefore, each of our parents should listen to their children to the end without interrupting them, even if the words they say are wrong. It is necessary for them to know that after the child has expressed his opinion, he should be explained without reproaching him. In preschool educational institutions and schools, educators and teachers should engage with each child, create a positive atmosphere among students, and implement a number of measures and activities, such as respecting the opinions of others, improving teamwork skills, and directing students to independent and creative thinking.

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