



THE CONCEPT OF SPEECH DEVELOPMENT AND ITS PEDAGOGICAL SIGNIFICANCE

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ABSTRACT

Speech is the process of putting language into action. A subject's speech activity includes both language and speech as internal means and methods of its realization. Speech is a psychological phenomenon that develops in the conditions of interpersonal cooperation and possesses individual characteristics as a personal attribute. Unlike language, which is a social property formed in socio-historical conditions, speech belongs to the individual. In the first seven years of a child's life, special attention should be paid to the emergence of speech as a means of communication with surrounding people and to its development. Speech plays an important role in every person's life and performs three main functions: interpersonal, intra-personal, and universal.

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Language is the unique treasure of a nation and manifests itself in both oral and written forms. Rich, expressive, and meaningful speech reveals the noble possibilities of language. Without speech, the limitless potential of language remains unrealized. The great poet **Alisher Navoi**, known as the "Sultan of the Realm of Ghazals," explained the relationship between language and speech as follows: "Language, with all its honor, is the weapon of speech. If speech is noble, it is to the benefit of language." Thus, no matter how powerful language may be, it serves as a tool for speech, and its strength and power become evident in the speech process. If language is an arrow, speech is the bow; the power of the arrow depends on the power of the bow. It is well known that language is the highest and most essential means of human intellect and activity. Indeed, is it not language that distinguishes humans from other living beings? Therefore, the highest products of human intellectual activity—fruits of thinking—are realized through language and speech. Language is a powerful instrument for implementing the results of thinking into real life. Speech is the process by which a person

expresses thoughts, emotions, needs, and attitudes orally or in written form through language units. Through speech, a person externalizes the product of thinking and engages in communication with others. While language is the material basis of speech, speech represents its practical manifestation in real activity. In other words, language is a system inherent to society, whereas speech is an individual and dynamic process. From a pedagogical and psycholinguistic perspective, speech is interpreted as a complex psychophysiological process closely connected with cognitive activity. Speech is inseparable from thinking and serves as the primary means of forming and expressing ideas.

The process of speech production occurs in several interrelated stages. First, a communicative intention arises in the human mind—a need to convey a certain idea. This need activates thinking and forms a speech plan. At the next stage, the idea is modeled in inner speech using language units—words, grammatical forms, and syntactic structures. Inner speech is a hidden yet essential stage of speech activity, ensuring logical and meaningful organization of thought. Subsequently, inner speech transforms into external speech. External speech appears in oral or written form. In oral speech, sounds, stress, and intonation play a significant role, while in written speech graphic symbols, spelling, and punctuation are of primary importance.

The formation of speech is influenced by social environment, education, communication experience, and individual psychological characteristics. Human speech does not develop fully in a congenital state; rather, it gradually evolves through social interaction, communication with others, and the educational process. Especially in early childhood, speech formation occurs through listening to adults' speech, imitation, and active communication.

A child's environment rich in audible speech increases interest in words. Emotionally engaging pictures, sounding toys, and books encourage children to express their feelings verbally and stimulate speech activity. The importance of books in developing a child's speech cannot be overestimated. Studying books allows preschool children to reproduce what they have heard and deepen their initial understanding of the content. Illustrations of familiar fairy tales and poems encourage children to retell stories. By retelling familiar texts, children more easily learn and internalize them. A child who becomes acquainted with various types of books—such as theater books, toy books, and interactive clip books—absorbs artistic language and enriches their speech. To successfully develop a child's material activity and effective cooperation with adults, each group should have a center for sensorimotor development. Properly organized meaningful activity forms the basis for development and activates thinking, perception, attention, and memory. Educators understand that stimulating visual, auditory, tactile, and motor functions is essential for successful speech development.

In sensorimotor development centers, children experience positive emotions, and their working capacity increases. These centers are equipped with dry pools, water and sand areas, various insert toys, lacing toys, pyramids, and other materials. Games organized in specially equipped sensory rooms are of particular interest to young children. Bright, colorful, and environmentally friendly materials attract and maintain children's attention while stimulating speech activity. Speech arises in various situations of activity. Interest, inspiration, aspiration, and other emotional states encompass the entire process of speech formation in human consciousness—from its highest mental emergence to its manifestation. In the individual, the need for activity becomes a driving force that leads to new aspirations not previously set as goals or considered as problem-solving means.

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