



## PSYCHOLINGUISTIC BASICS DEVELOPMENT SPEECHES CHILD

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**Abstract :** In the course of a psycholinguistic study, the causes of speech disorders in younger schoolchildren are identified. Speech disorders of children with mental retardation are investigated. The causes of speech disorders in younger schoolchildren with normal and mental retardation are systematized, the difference in the levels of speech ontogenesis is determined.

**Keywords:** speech, psycholinguistics, violation, junior schoolchild, mental retardation

First of all, we need to define such concepts as “condition” and “psychological condition”, “pedagogical condition”.

The condition is a philosophical category that expresses the relationship of a phenomenon to the phenomena surrounding it, without which it cannot be realized [44].

In the explanatory dictionary SI Ozhegov , we established that the condition is 1) a circumstance, on which something depends; 2) the environment in which something happens, something happens [44].

Psychological conditions are those features of the psychophysiology of a person, an individual, which are considered as factors that contribute to or hide any type of activity [44].

Pedagogical conditions - this is a process that affects the development of the individual, which is a combination of external factors (circumstances, environment) with unity of inner beings and phenomena [ 44 ] .

In our case pedagogical conditions - this is a purposefully created environment (environment), in which a combination of psychological and pedagogical factors is presented in close interaction, allowing the teacher to effectively carry out activities aimed at the pedagogical education of younger students.

At each age stage, patriotic education has its own characteristics. At primary school age, a sense of patriotism is formed when children begin to realize themselves as part



of a whole cultural and historical community, become involved in folk traditions and holidays.

At the stage of primary school age, one of the most important conditions for the education of patriotism is familiarization with the phenomena of public life. But it becomes such with purposeful pedagogical work, which involves the involvement of children in a variety of activities and the use of special methods and techniques for influencing the emotional sphere of the child [28].

Knowledge will contribute to the formation of moral concepts and feelings of a younger student if special conditions are created for their acquisition, certain forms and methods of education are used. The teacher's task is to select from the mass of impressions that the child can receive, those that will be most accessible to him, and to teach them in an appropriate form.

By the number of participants in the activity, the following forms of patriotic education in primary school are distinguished:

- individual;
- group ; \_
- massive .

#### 1) Individual forms of patriotic education in elementary school

Individual forms imply the individual activity of the child, and, of course, taking into account the individual characteristics of students. The organization of patriotic education in an individual form helps to strengthen the moral values learned by the child as personality traits. He comprehends the norms and rules, as a result of which they gradually become his own views and beliefs. In the future, the behavior of the child, as a result of this, is deeply comprehended and has nothing to do with mechanical submission, forced only by external circumstances and requirements.

In addition, individual forms include close interaction with families of students. According to Gavrilychev GF, it is the family that plays a decisive role at one or another age stage. Therefore, the teacher must involve parents in the process of patriotic education of children [16].

A significant form of patriotic education (which can be both individual and group) is the game. The games of younger students are aimed at imitating the behavior of adults. On the one hand, the biological essence of the child is manifested in the game, and on the other hand, the readiness for social adaptation. In the game, the norms of behavior from adult life are trained, the values of the child are developed. According to DB Elkonin, in the game the child passes into the developed world of higher forms of human activity, the rules of human relationships, and the game becomes a source



of morality [62]. That is why in elementary school games are not only not prohibited, but are also actively used both in education and in training.

## 2) Group forms of patriotic education of junior schoolchildren

Group forms of education involve the activities of students in groups of 5-7 to 25 people [28, p.17].

Group forms of patriotic education include meetings with war and labor veterans, conversations, quizzes, collective creative activities, exhibitions, excursions, hiking trips to study the historical past of the native land.

An interesting group form of work is the work of a museum or a museum room at a school. One of the conditions for the successful organization and operation of the school museum is the continuity in the work of its assets. It is ensured by the fact that it includes students of different age groups. Students jointly, jointly participate in the performance of various tasks for the search and collection of museum materials, their accounting and storage, the design of exhibitions, expositions, the preparation and conduct of excursions. History teachers, employees of the city museum can take part in conducting classes. In the classroom, students' reports on the implementation of search tasks are heard, and an exchange of views is held. The organization of such classes will allow students to acquire local history knowledge about their small homeland [2].

Local history work as a group form of patriotic education.

Many methodologists believe that the basis of the patriotic education of students is the knowledge and awareness of their "small" Motherland. In elementary school, the process of studying the "small" Motherland, its nature, culture and way of life is called local history work.

In the explanatory dictionary DN Ushakov's study of local lore is defined as "the study of some region, the study of individual localities, regions from the point of view of their nature, economy, life, etc., carried out mainly by local forces. "

One of the main features of local history work is that it includes elements of research. Therefore, its obligatory part is the direct participation of schoolchildren in research work. Forms of local history work - lesson, optional and extracurricular.

In lessons with elements of local history, the material is used in the form of separate questions or facts, episodes, its consideration can be at any stage of the lesson. Local history material can be presented both by the teacher and by students who make reports.

The main feature of optional classes is an in-depth theoretical study of the material. The basis is the voluntariness and deep interest of students, their independent activity.





Optional courses in local history successfully combine different forms and methods of classroom and extracurricular work in general.

Extracurricular local history work - excursions, expeditions, evenings, olympiads, quizzes, conferences. This also includes meetings with participants and witnesses of historical events, local history games. An effective means of activating the independent activity of students is their participation in the publication of local history wall newspapers, magazines, compiling quizzes, discussing books read, making photomontages [28, p.25].

3) Mass forms of patriotic education of junior schoolchildren.

Mass forms of education involve working with a large number of students. The mass forms of patriotic education include class hours, circles and sections, clubs and camps, memory shifts, search activities, meetings with veterans, festivals and holidays, gatherings and gatherings, games [28]. It is believed that with an increase in the number of pupils, the quality of education decreases, since the individual impact on the student decreases. However, the organization of education in such forms contributes to the formation in children of an awareness of personal responsibility for a common cause, the development of communication skills with people, the ability to listen to another person, respect for another opinion, which plays an important role in patriotic education.

Summing up the above, we can conclude that the education of patriotism in children of primary school age will be carried out successfully if such pedagogical conditions are met as:

1) the use in educational activities of the following areas of work:

- activation of the emotional sphere of the individual, education of such feelings as love for relatives and friends, hometown, respect for the history of the people, admiration for the works of folk art, love for nature;
- formation in children of a system of knowledge about their country, through geographical and natural history information; information about the life of his people; social information; some historical information;
- the formation of students' ability to use the accumulated knowledge in the game, labor and artistic activities, the ability to take part in socially oriented work, the ability to take care of nature, the results of other people's work, the ability to reflect knowledge in speech, communication with peers and adults.

2) the implementation of the inclusion of children in extracurricular and optional activities through such forms of work as: class hours; design of stands, exhibitions; conversations, disputes; performances, visiting exhibitions; excursions to museums, to monuments; meetings with veterans, interesting and famous people, etc.







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