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THE STATE OF SPEECH AND COMMUNICATION SKILLS IN YOUNG CHILDREN

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Nazarova Elvira Narimanovna

Head of the Department of Preschool Education, Puchon University in Tashkent, Uzbekistan

"Proper upbringing is our happy old age, poor upbringing is our future grief, these are our tears, this is our fault in front of other people."
(A.S. Makarenko)

ABSTRACT

The article substantiates the importance of the formation of communication skills in young children. The article also reveals the conditions for the correct formation of communication skills at an early age, describes the actions of close adults in the development of these skills.

KEYWORDS

Education, early developmental assistance, children of early and preschool age, communication skills, emotional and personal communication.

INTRODUCTION

Uzbekistan is moving towards a socially oriented market economy, which is one of the five principles of the Uzbek development model being put into practice.

A strong social policy indicates the relevance of issues of social protection of children, including young children.

A man was born... He will go through a difficult path of development before he takes the first steps, pronounces the first word. A child today is a unique person who has all the rights, regardless of his social and biological status. The necessary conditions are being created in Uzbekistan that correspond to the modern socio-cultural conditions of the development of society and reflect the humanistic nature of education. All this should fully meet the requirements for the quality of education and ensure the principle of fairness, equality of access to education for each child, in accordance with his educational needs.

There are changes in education in understanding the importance of the first years of life for the development of the entire child's body as a whole. It became obvious that the consequences would be irreversible if the opportunity to provide early developmental assistance was missed. The combination of pedagogical, psychological and medical models in the systemic concept of early complex development is a special methodological setting that makes it possible to obtain the most positive effect.

The Government of the Republic of Uzbekistan pays great attention to the development of children, makes every effort to unlock their potential and help integrate them into the modern community. In 2019, Uzbekistan adopted the Law "On Preschool Education and upbringing", [1] state requirements for the development of children of early and preschool age have been adopted, on the basis of which the State Curriculum "Ilk qadam" was developed in preschool educational organizations.

The problem of developing communication skills constantly attracts the attention of teachers,

psychologists, physiologists, doctors, as well as parents of children. The main task of all specialists is to work on more effective and successful social adaptation of children to adulthood and prepare them for a prosperous life in society. The organization of proper preparatory work in this field, starting from an early age, is of great importance.

Studying the need for communication in infants is one of the problematic tasks, since their presence has to be judged by the assumed data. Some scientists consider the early need for communication to be innate. More often, scientists come to the conclusion that communicative activity is not an innate skill of a child, this need appears gradually, during the communicative practice of communicating with adults. Communication can be formed only through specially organized upbringing and training of close adults with a child, which will allow significant success in cognitive, emotional, physical and social development

"How and when does the need for communication appear in children? In search of an answer to this question, we conducted systematic monitoring of children starting from the 16th day of life.

The results of our observations indicate that immediately after birth, the child does not communicate with an adult in any way: he does not respond to the appeals of his elders and, of course, does not address them himself. And after 2 months, infants enter into interaction with adults, which can be considered communication; they develop a special activity, the object of which is an adult, and strive to attract the attention of an adult in order to become the object of the same activity on his part". [2]

International studies of brain development have shown that the main condition for successful development is the presence of permanent close relationships between adults and a child, starting from an early age. The outcome of the development of a young child with functional disabilities depends on the quality of daily interaction between parent and child. If a child is isolated, if there are no close and warm relationships with adults, even in the home, then irreparable harm is done to the child's mental health and brain development.

The upbringing of a child is not only a personal, private matter of the parents – it is a matter of national importance. The foundation of a future personality is laid from the first years of a child's life. The family is responsible for the upbringing of not only a physically healthy, but also a well-developed mentally, moral, and cultured person.

Parents (persons replacing them) should begin solving the problems of proper upbringing from birth. To do this, it is necessary to know the age characteristics of children, i.e. to know what needs to be developed in a child of this age, what should already be taught to him, what can already be demanded of him and what is not yet available to his understanding, what conditions should be created for this.

Early childhood education means, first of all, to strengthen the child's health by proper feeding and hygienic care for him, to ensure the normal development of the child's body, to create all conditions for the development of his higher nervous activity, his vision, hearing, and then all vital movements. Great attention should be paid to the timely development of his speech, memory, attention and thinking.

The first year of a child's life is a stage of emotional and personal communication with people around him, which satisfies his need for attention and goodwill. Since emotional and personal interaction has a decisive influence on the formation of all aspects of the child's psyche, this stage of communication receives the status of the child's leading activity. [4]

How does communication begin? It is known that in the first two to three weeks of life, a child does not show any initiative towards an adult. But despite this, his parents constantly talk to him, caress him, catch his eye. It is thanks to the love of adults, which is expressed in such simple actions, that at the end of the first month of life the child begins to respond to them first, and a little later he himself takes the initiative with the so-called revival complex. The baby looks into the adult's eyes, smiles, joyfully hums, waves his arms, bends his whole body, demonstrating satisfaction from his presence and attracting attention to himself. [4]

In order for the child's wakefulness to be full-fledged, it is necessary to evoke positive emotions in him, form new needs and appropriate activity. An adult can do this by communicating with a child from the first months of his life. Without the appropriate educational influence of an adult, a child's life is poor and primitive, therefore it is necessary to prevent the occurrence and strengthening of negative emotions – anger, jealousy, fear, etc.

In accordance with age, it is necessary to enrich the child with the impressions available to him about the world around him. It is important to develop good relationships with other children and adults at an early age, i.e. to give the basics of moral education.

What should parents do for the child's development? From the first minutes of life, a child is surrounded by many things - diapers, bottles, spoons, toys, etc. But, oddly enough, a small child does not notice this, does not see, despite quite normal vision. And in order for him to see an object, want to pick it up and examine it, the intervention of an adult is necessary[Razvitie-rechi-u-deteyj-ot.html]. Already in the second month of life, it is necessary to hang bright toys above the crib at chest level at a height of 45-50 cm, so that it is easier for the child to look at them, reach out to them.

A three-month-old child can play in a crib for two hours after sleeping and feeding. If the toys are hanging over the child's chest, then he bumps into them with his hands, learns to grab them, then reaches for them, shakes, etc. The ability to take, shake toys, and work with pens is of great importance for the subsequent development of the child. In the future, the child will be able to turn on his side and on his stomach, perform various actions with toys.

The act of grasping is of great importance in the child's development process. And visual control plays a big role here. The child examines his hands, watches how the hand approaches the object. Acquiring the skill of grabbing objects is of great importance for the mental development of a child. It is associated with the emergence of objective perception. When the stimulus falls on the eye, there is no image yet. An image arises when there is an effective contact between the image and the object. Due to the development of the act of grasping, an idea of space is formed (the space of an outstretched arm). Thanks to the act of grasping, the hand develops: there is an opposition of the thumb.

In a six-month-old child, wakefulness is also expressed by a positive emotional state: he makes loud

exclamations, individual sounds, hums melodiously, pronounces the syllables: "ba", "ma", "pa". A selective attitude towards the environment is formed, attachment to close people appears. The child correlates certain sound combinations with objects surrounding people, and when naming them, he will turn his head or look with his eyes.

Multiple studies by scientists have shown that all mental processes in a child, such as perception, memory, attention, thinking, imagination, develop only through speech (L. S. Vygotsky, A. L. Leontiev, A. R. Luria, etc.). The results of these studies have shown that the main form of educational influence is communication, i.e. such the relationship between an adult and a child, in which the child not only passively undergoes the influence of an adult, but also becomes an active actor himself. Communication with a child should form the basis of all forms of educational influence on him, starting from the first month of life.

By one year of life, a child should be able to speak about 6-10 words: At the age of one, the ability to imitate develops, which makes it possible to learn various joke games: to make "magpie thief", "ladushki", "ram-ram-boom", "there is a horned goat", etc. These games are the first elements of the development of fine motor skills of the hands, which in the future will lead to the correct development of speech.

In a one-and-a-half-year-old child, the development of understanding adult speech prevails over the development of independent speech. At this age, the emerging understanding of the relationship between objects, actions and their results, the understanding of the situation becomes broader and more complex: associations and memory are enriched. The child

imitates the speech of an adult on his own initiative, repeating the words he hears – "grasps on the fly", reproduces immediately, repeats repeatedly, accompanies his game with words.

Adults need to communicate a lot with the child, play with him, consider something with him, pay attention to the environment, name everything that interests the child and the child needs to contact adults more often.

In the second half of the second year, there is a leap in the development of active speech. So, if by one year a child actively uses 10 words, at one and a half years he pronounces 60-70 words, then by three years a child should use about 1,500 words. [3] The child's speech becomes expressive, interrogative, exclamation points appear.

The rate of speech development in a child varies: they depend not only on how much adults communicate with the child, but also on individual characteristics. So, it has been noticed that children who can concentrate and play with toys a lot speak less than those children who do not have the ability to play to such an extent, but spend most of their time with adults.

It must be remembered that "the hour of a child's birth is the first hour of his education" (Johann Heinrich Pestalozzi).

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