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PECULIARITIES OF THINKING OF CHILDREN WITH SPEECH DEFECTS

Teshaboeva Feruza Rakhimovna
Kokan State Pedagogical Institute
Assistant Professor (PhD) of the Department of Special Pedagogy
Sadiqova Munavvarkhan
Kokan State Pedagogical Institute
4th stage student of defectology (speech therapy).

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Abstract:

In this article, the study of speech defects and their manifestation is one of the urgent problems of modern speech therapy science, as well as the specific features of the development of thinking of children with speech defects of preschool age, abroad and in our republic. the analysis of scientific research carried out by scientists is highlighted.

Keywords: alalia, speech, pronunciation defects, correction, training, game, thinking, exercise

Thinking is a high form of human mental activity and serves as a tool for knowing the surrounding existence. Thinking is the main condition for the emergence of human practical activity. Thinking is closely related to speech. Without speech, without language tools, a person cannot think. Without thinking, speech and language cannot exist. These are interrelated categories. Thinking is a process of knowing. Damage to the centers of the brain that provide cognitive processes has a negative impact on thinking processes. This, in turn, does not affect speech.

In the study and correction of speech disorders, the sciences of speech therapy and speech psychology apply to the concept of the interdependence of speech and thought, to the theoretical rules on the interrelationship of general and special laws in the development of a child, on the cooperative development of speech and activity, internal and external. relies on theories about the interaction of factors, about the driving forces of mental development.

At the beginning of the 20th century, there was a widespread opinion that there are "separate speech centers" in the brain, and the speech function is localized in these centers. Russian scientist I.P. Pavlov gave a new direction to this view. He proved that the localization of speech functions of the cerebral cortex is not only complex, but also variable, and he called it "dynamic localization".

According to the teachings of I.P. Pavlov, speech shows the complex psychophysiological function of the brain, its second signal system. This is considered a signal of signals. The first and second signal systems are integrally connected with each other. The second signal system is formed on the basis of the first system. But later the 2nd signaling system has a regulating effect on the 1st signaling system. A word is a signal of a particular characteristic, a tool for generalization and abstraction. Taking into account the complex interactions between the 1st and 2nd signal systems provides an opportunity for effective speech therapy work on the correction of speech disorders, the replacement of impaired speech and non-speech functions.

Currently, according to the research conducted by P.K. Anokhin, A.N. Leontev, A.R. Luria and other Russian scientists, the basis of any mental functions is not in individual centers, but a complex system of functions located in different places of the central nervous system.

In the process of speech development, higher forms of cognitive activity and thinking abilities are formed. The meaning of the word is self-generalizing, and in this regard, it shows not only the unity of speech, but also the unity of thought. They are not exactly the same and appear to be somewhat unrelated. But in the process of the child's mental development, a complex, qualitatively new unity, speech thinking, speech thinking activity appears. Mastering the ability of verbal interaction prepares the ground for unique human social relations. Thanks to it, the child's perception of the environment is formed and clarified, and the forms of its reflection are improved.

Therefore, the problem of thinking characteristics of persons with speech disorders is one of the important problems of logopsychology and neuropsychology. In order to understand the close interdependence of speech and thinking, it is necessary to take into account the internal laws of the development and impairment of children's mental functions.

Russian scientists (L.S. Vygotsky, S.L. Rubinshtein, A.N. Leontev, etc.) have comprehensively developed the issue of the mental structure of thinking. According to the generally accepted classification, there are three main forms of cognitive activity: demonstration - dynamic visual-imagery and verbal-logical (speech) thinking.

In all types of sensory alalia and aphasia, thinking is grossly impaired as a result of organic brain damage. In other speech defects (rhinolalia, dysarthria, stuttering), thinking disorders have not been thoroughly studied in

logopsychology, and according to research, gross thinking disorders are not observed in these disorders, but have their own characteristics.

In various forms of aphasia, the speech-thinking activity of the patients is generally not disturbed, but some parts of this activity are disturbed. In other words, damage to different parts of the large hemispheres of the brain causes problems in distinguishing the meanings of words. In this case, the analytical-synthetic analysis of words is broken. As a result, a child with sensorineural and sensorineural aphasia does not understand the speech of others. Due to the violation of the synthetic-analytical analysis of sounds, the child cannot perceive polysyllabic words, does not distinguish the meanings of phonetically close words (for example, sim-shim, brother-brother).

V.A. Kovshikov, Yu.A. Elkin, while researching the thinking of children with motor ala, distinguished several concepts: knowledge - images, imaginations, concepts formed as a result of past experience in knowing existence and serving as a source for thinking operations. set; self-organization of mental activity is a whole aimed at activating cognitive activity and its management, creating the necessary conditions for the thinking process to take place and solve problem situations; thinking is a process aimed at solving problem situations.

In children with speech deficits (stuttering, dysarthria, rhinolalia, alalia, aphasia, etc.), deficits in cognitive processes have a greater impact on thought processes and outcomes, and impaired self-control. They do not have enough information about the people around them, they have wrong ideas about the properties and functions of existing objects, and they have difficulties in establishing cause-and-effect relationships between events. Disruption of self-control is caused by deficiencies in the field of emotions. Children usually cannot get into the problem situation offered to them for a long time, or, on the contrary, they start to perform the task very quickly, but due to the fact that they do not take into account all aspects of the task, they cannot evaluate it correctly and have difficulty completing it completely. Some children are quick to engage in a task, but lose interest just as quickly, and even when the task is being done correctly, they refuse to complete the task. In this case, children whose speech is not developed can perform thinking operations correctly, but since the development of mental processes (memory, attention, imagination, thinking) in them has its own characteristics, thinking operations are not fully realized (V.A. Kovshikov, Yu.A. Elkin).

In children with underdeveloped speech, the deficits of clear figurative thinking can be not only secondary, but also primary in nature. This situation is related to the injury of the upper part of the cerebral cortex. In most cases, the underdevelopment of speech in children with severe speech impairment is associated with the lack of formation of figurative thinking (T.A. Fotekova, 1993). Slowness of thinking is typical for most children whose speech is not fully developed. (L.I. Belyakova, Yu.F. Garkusha, O.N. Usanova, E.L. Figueredo).

Problematic children's thinking development is classified as a problem. A.R. Luria, L.S. Svetkova, I.T. Vlasenko in their research highlighted the problems of the mechanisms of verbal-logical thinking disorders.

Logical thinking is carried out by means of speech. A.N. Leontev stated that the world of objects, their properties, connections, and relations found their material expression in the meanings of words. L.S. Vygotsky called this connection unity of thought and speech. A concept arises in the process of thinking.

The more fully developed the thought, the more complete is the meaning of the word, that is, the thought processes behind the meaning of the word are connected with the analysis and synthesis that takes place at the level of personal thinking. .

The unity of speech and thinking is also proved by I.P. Pavlov's teaching about the second signal system, the second signal system interacts with the first signal system and forms the neuro-physiological basis of both speech and thinking.

The analysis of the data obtained during the study of various mental functions in speech-impaired children shows their uniqueness (L.I. Belyakova, Yu.F. Garkusha, O.N. Usanova, E.L. Figueredo, T.B. Filicheva, G.V. Chirkina).

The analysis of the literature on the study of the specific features of the development of the thinking of children with a speech deficiency of preschool age showed that this issue has been studied relatively less in the scientific and methodological literature by foreign and national scientists. According to a number of studies, various deficits are observed in mental states along with cognitive processes.

Cognitive processes of speech-impaired children differ sharply from those of healthy children. In them, it is observed that qualities of the will, such as purposefulness, quick decision-making, diligence, aspiration, endurance, independence, ability to overcome difficulties, are violated.

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